

Southern Methodist University
General Information
Graduate Catalog
2018-2019

Catalog Policy and Legal Statement

Bulletin of Southern Methodist University 2018-2019 Vol. CII

Southern Methodist University publishes a complete bulletin every year. 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
- SMU Guildhall 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
- Jan Term
- SMU Abroad
- SMU-in-Plano
- SMU-in-Taos (Fort Burgwin)
- Summer Studies

Every effort has been made to include in this catalog information that, at the time of preparation for publishing, 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. An addendum includes graduation, degree, and transfer requirements that do not appear in the online catalog but apply in that academic year. Addenda, if applicable, are found on the left-hand navigation bar.

Information also is available at www.smu.edu.

Notice of Nondiscrimination

Southern Methodist University (SMU) will not discriminate in any employment practice, education program, education activity, or admissions 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 Executive Director for Access and Equity/Title IX* Coordinator is designated to handle inquiries regarding the nondiscrimination policies, including the prohibition of sex discrimination under Title IX. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Inquiries regarding the application of Title IX may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

* Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688.

Produced by the Office of the Registrar

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About SMU

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, shaping world changers who contribute to their communities and excel in their professions in a 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.

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 averaging more than 10,000 the past 10 years, a full-time faculty of 758 and assets of \$2.9 billion - including an endowment of \$1.5 billion (market value, May 31, 2017).

Offering only a handful of degree programs at its 1915 opening, the University presently awards over 100 baccalaureate degrees in more than 90 programs, with in five schools. The university also offers a variety of graduate programs in all of its seven schools.

Of the 11,789 students enrolled for the 2017 fall term, 6,452 were undergraduates and 5,337 were graduate students. The full-time equivalent enrollment was 6,239 for undergraduates and 3,965 for graduate students.

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

Undergraduate enrollment is 50 percent female. Graduate and professional enrollment is 47 percent female.

A majority of SMU undergraduates receive some form of financial aid. In 2017-2018, 76 percent of first-year students received some form of financial aid, and 24 percent of first-year students received need-based financial aid.

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

Academic Accreditation

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

Individual academic programs are accredited by appropriate national professional associations.

In Dedman College, the Department of Chemistry undergraduate program is accredited by 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 the Association to Advance Collegiate Schools of Business.

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

The Guildhall receives its accreditation because SMU is an accredited institutional member of the National Association of Schools of Art and Design.

The Lyle School of Engineering undergraduate programs in civil engineering, computer engineering, computer science, electrical engineering, environmental engineering and mechanical engineering are accredited by the Engineering Accreditation Commission of The Accreditation Board for Engineering and Technology.

Programs in and/or affiliated with The Meadows School of the Arts receive their accreditation because Southern Methodist University is an accredited institutional member of the National Association of Schools of Art and Design, of Music, of Dance, and of Theater. The programs recognized under this accredited institutional membership are the art and art history programs, the Dance Division, the Music Division, the music therapy program, and the theater program. (NASM/NASAD/NASD/NAST 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, Telephone: (703) 437-0700, Facsimile: (703) 437-6312, Email: info@arts-accredit.org).

Perkins School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada to award M.Div., M.A.M., M.S.M., M.T.S., Th.M. and D.Min. degrees.

Accredited programs in the Simmons School of Education and Human Development include the teacher education undergraduate and graduate programs, which are accredited by the State Board for Educator Certification of the Texas Education Agency. The SBEC and the TEA also accredits the M.Ed. in Accelerated School Leadership and the M.Ed. Urban Leadership. The M.S. in Counseling meets the licensure standards of the Texas State Board of Examiners of Professional Counselors and the Texas State Board of Examiners of Marriage and Family Therapists and the State Board for Educator Certification (TEA) School Counselor All Levels K-12.

Cox School of Business

Academic Calendar

Fall Term 2018

August 17, Friday: Last day to withdraw from the term (drop all classes) with full refund

Fall Term 2018

Module A - Fall 2018

August 20, Monday: First day of class

August 24, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

August 31, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

September 3, Monday: University holiday - Labor Day (no classes held)

September (date TBA): Makeup for September 1 (Sat.) and September 3 (Mon.) for all Dallas campus courses (required and elective)

September 22, Saturday: 60% 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.

October 5, Friday: Last day to drop module A courses with a grade of W (no refund)

October 6, Saturday: Last day of class

October 8 - 13, Monday - Saturday: Final Exams

Module B - Fall 2018

October 17, Wednesday: First day of class

October 23, Tuesday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

October 30, Tuesday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information

November 22, Thursday: 60% 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 21, Wednesday: No classes held

November 22-23, Thursday - Friday: University holiday - Thanksgiving (no classes held)

November 24, Saturday: No classes held

December 4, Tuesday: Last day to withdraw from the University for the term or drop module B courses with a grade of W (no refund)

December 8, Saturday: Last day of class December 10-14, Monday - Friday: Final Exams December 24 - January 1, Winter break

December 15, Saturday: December Commencement Convocation/Degree Conferrals

Spring Term 2019

January 4, Friday: Last day to withdraw from the term (drop all classes) with full refund

Module A - Spring 2019

January 7, Monday: First day of class

January 11, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

January 18, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

January 21, Monday: University holiday - Birthday of Martin Luther King, Jr. (no classes held)

January 25, Friday: Makeup for January 21 (Mon.) for all Dallas campus courses (required and elective)

February 9, Saturday: 60% 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.

February 22, Friday: Last day to drop module A courses with a grade of W (no refund)

February 23, Saturday: Last day of class

February 25-March 2, Monday - Saturday: Final Exams

March 4-9, Monday - Saturday: Spring Break

Module B - Spring 2019

March 11, Monday: First day of class

March 15, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

March 22, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

April 19, Friday: University holiday - Good Friday (no classes held)

April 20, Saturday: No classes held

April 13, Saturday: 60% 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 26, Friday: Last day to withdraw from the University for the term or drop module B courses with a grade of W (no refund)

April 27, Saturday: Last day of class

April 29-May 4, Monday - Saturday: Final Exams

May 18, Saturday: May Commencement Convocation/Degree Conferral (Cox ceremony in mid-afternoon)

Summer Term 2019

May 3, Friday: Last day to withdraw from the term (drop all classes) with full refund

Module A - Summer 2019

May 6, Monday: First day of class

May 10, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

May 17, Friday: Makeup for May 18 (Sat.) courses

May 27, Monday: University holiday - Memorial Day (no classes held)

June 4, Tuesday: 60% 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.

June 14, Friday: Last day to drop a Module A course or withdraw from university with a grade of W.

June 15, Saturday: Last day of class

June 17-22, Monday - Saturday: Final Exams

Module B - Summer 2019

June 24, Monday: First day of class

June 28, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

July 4, Thursday: University holiday - Independence Day (no classes held)

July 23, Tuesday: 60% 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.

August 2, Friday: Last day to drop a Module B course or withdraw from university with a grade of W.

August 3, Saturday: Last day of class

August 5-10 Monday - Saturday: Final Exams

August 10, Saturday: Degree Conferrals

Note: Absences due to observance of religious holy days are addressed by the State of Texas in 1985 legislation. Allowance is made for completion of an assignment or examination within a reasonable period of time after the absence for this reason. Notification of intended absence is the responsibility of the student and must be given in writing to the instructor of each class the student is to miss no later than the 15th day after the first day of the module. A listing of religious holidays for use in requesting excused absences is available at www.smu.edu/registrar/academic_calendar.asp or from the Office of the Chaplain. The last day for a medical withdrawal is the last day of class instruction of the term the student is requesting to withdraw from. The University does not grant retroactive medical withdrawals.

Cox School of Business: General Information

History

From its beginning as the Department of Commerce for Southern Methodist University, the Edwin L. Cox School of Business has been educating the country's business leaders for more than 90 years.

Named in 1978 in honor of Dallas businessman Edwin L. Cox, the Cox School has a rich heritage that began in 1920 when the SMU Board of Trustees established a Department of Commerce at the request of the Dallas business community. In 1921, the Department of Commerce was renamed the School of Commerce, and, in 1941, the Board of Trustees established the School of Commerce as a separate entity from the University. At this point, the School of Commerce became the School of Business Administration, and the new Bachelor of Business Administration degree was approved by the trustees. The graduate program at the School of Business Administration began in 1949 with the authorization of a Master of Business Administration program.

In 1965, the SMU Foundation for Business Administration was established. This group of advisers has helped guide the Cox School throughout the years, and today is known as the Executive Board. Also instrumental in supporting the Cox School are members of its two successful mentoring programs: the Associate Board for M.B.A. students and the Business Associates Program for B.B.A. students. These two boards involve more than 220 area business leaders who volunteer their time and expertise to students who want to start making business connections for the future.

Today, under the leadership of Dean Albert W. Niemi, Jr., the Cox School continues to move up in the ranks of the world's premier business schools, receiving recognition for excellence in research and teaching.

Cox School Complex

In 1952, ground was broken for the Joseph Wylie Fincher Memorial Building for the School of Business Administration, and for years the Fincher Building housed all activities in the Cox School. In 1987, two more buildings were added to the Cox School complex - the Cary M. Maguire Building and the Trammell Crow Building. The James M. Collins Executive Education Center was added in 2005 to meet the needs of the growing Cox programs.

Centers and Institutes

The Business Information Center

Sandal Miller, **Director**

The Business Information Center, the Cox School's business library, is a premier facility combining the features of a university library with the immediacy of online computer resources. The business library provides access to more than 470 electronic research databases; includes individual and group study areas, more than 70 computer workstations, a presentation preparation/practice room, a multimedia studio, group study rooms and staff offices; and features the Kitt Investing and Trading Center. Special collections include the Hillcrest Foundation International Resource Library, the Edwin L. Cox Business Leadership Center Resource Collection, the Maguire Energy Institute Resource Collection, and the MBA Career Management Center Library. The mission of the business library is to provide the SMU community with personalized reference and instruction services by business librarians, support the integration of information-literacy skills into the curriculum, and enable access to authoritative business information regardless of format. It is a center for research and development for state-of-the-art information technology applications in the business education field.

The Caruth Institute for Entrepreneurship

Jerry F. White, **Director**

The Caruth Institute at Cox was established in 1970 by W.W. Caruth, Jr., to help people learn about the excitement of building their own business, the challenges of management, the uncertainties of the marketplace and the acceptance of adversity as a learning experience. The Caruth Institute focuses on both the entrepreneurial and managerial aspects of starting and growing a business. Programs include credit courses for undergraduate and graduate students, including the Master of Science in Entrepreneurship program as well as certificate programs for the outside business community. The institute conducts the Southwest Venture Forum, which brings together investors, entrepreneurs and the professionals who serve them, and the Dallas 100™ Awards, which honors the fastest growing privately held companies in the Dallas/Fort Worth Metroplex. In addition, the institute supports community entrepreneurship activities such as the Metroplex Growth Capital Conference. It also oversees the Cox M.B.A. Business Plan competition and is responsible for the operations of the Cox M.B.A. Venture Fund.

The Center for Marketing Management Studies

Raj Sethuraman, Executive **Director**

The Center for Marketing Management Studies serves as a focal point for interaction among faculty, practitioners and students who share a common interest in applied marketing management research and education. The center sponsors research and educational programs in marketing management. Since 1989, the center has sponsored the noncredit Marketing Certificate Program, designed to provide current and aspiring business professionals with the latest in marketing thought and practice. The program is held at the Dallas campus and at the SMU-In-Plano campus, one night each week throughout the school year.

The Robert and Margaret Folsom Institute for Real Estate

Joseph D. Cahoon, **Director**

The Robert and Margaret Folsom Institute for Real Estate was established at the SMU Cox School of Business in 1984. The institute is engaged in a number of initiatives to support applied research and real estate academic programs at the B.B.A. and M.B.A. levels. The institute also serves as a conduit between the commercial real estate industry and SMU students to support and foster industry knowledge, training, internships, networking and community outreach.

The EnCap Investments & LCM Group Alternative Asset Management Center

Bill Maxwell, **Director**

The center, established in 2009 at the Cox School of Business, places Southern Methodist University at the forefront of training in the most significant growth area in the investment field today. There are more than 200 alternative investment firms in the Dallas/Fort Worth Metroplex. The Alternative Asset Management program makes Cox a top provider of trained students for these local firms and other growing firms throughout the United States and the world.

Executive Education Center

Frank R. Lloyd, **Associate Dean**

The Executive Education Center is one of the pillars of the Cox commitment to the business community. The center's seminars and certificate programs develop leadership and business acumen through its world-class faculty

and facilities. The customized educational experiences for groups of current and high-potential managers improve a company's organizational performance. More information is available at www.exed.cox.smu.edu.

The Don Jackson Center for Financial Studies

Bill Maxwell, **Director**

The Don Jackson Center for Financial Studies, which honors retired Cox School Professor Donald F. Jackson ('63), provides support for student-managed finance clubs, funds for student internships and research assistantships, and travel grants for student attendance at conferences and seminars. The Don Jackson Speaker Series brings leading scholars and financial experts to campus for seminars and presentations each year.

JCPenney Center for Retail Excellence

Edward J. Fox, **Executive Director**

The center was created through a generous endowment from the JCPenney Company Inc. to advance the understanding of consumer shopping behavior and promote the development of leaders for the retail industry. The center facilitates professional development through speaking engagements, networking events and internship opportunities. M.B.A. students are encouraged to participate in events and to use the center for networking opportunities.

The Kitt Investing and Trading Center

Bill Maxwell, **Director**

The Kitt Investing and Trading Center is a state-of-the-art instructional and research facility and designed to integrate finance curriculum, enhance innovative faculty research and teach students practical finance and investment applications. The facility contains an LED stock ticker, three video walls, 24 high-end work stations and 12 Bloomberg Professional terminals. In addition, students have access to data feeds and financial software such as Morningstar Direct, Standard and Poors' Capital IQ, S&P NetAdvantage, Thomson One Analytics and WONDA.

The Maguire Energy Institute

W. Bruce Bullock, **Director**

The Maguire Energy Institute encourages the study of policy, marketing, and management issues related to oil, natural gas and electricity. The institute conducts seminars and training programs focusing on the business, economic and managerial aspects of the energy industry; hosts conferences to facilitate the exchange of ideas and information among educators, practitioners, media and government officials; and provides material for students and teachers to foster a better understanding of the role of the energy industry in the world economy.

The MBA Business Leadership Center

Paula Hill Strasser, **Director**

The MBA Business Leadership Center augments the Cox School of Business graduate curriculum with strategic leadership knowledge and practical applications essential for business success in today's global market. The BLC offers diagnostic assessments, classes, seminars, roundtables, special programs and individualized executive coaching to enhance leadership development under eight themes: customer innovation, personal development, team dynamics, productive leadership, managerial leadership, communication skills, interpersonal relations and business leaders roundtables. Programs offered through the BLC are developed and taught by industry professionals who bring highly advanced expertise from leading companies such as Accenture, Grant Thornton, Dell Services, Texas Instruments, Capital Alliance and The Walt Disney Co.

William J. O'Neil Center for Global Markets and Freedom

Robert Lawson, **Director**

The center was established in 2008 by William "Bill" J. O'Neil (B.B.A., '55) and his wife, Fay C. O'Neil, to study the impact of competitive market forces on freedom and prosperity in the global economy. The O'Neils created the center to offer education and training for today's forward-looking individuals and businesses that recognize the importance of globalization in changing the paradigm in which everyone is operating. More information is available at www.oneilcenter.org.

The Albert W. Niemi Center for American Capitalism

Maribeth Kuenzi, **Director**

The Niemi Center is named in honor of Dean Albert W. Niemi who has spent 20 years at SMU as an administrator and professor with the Edwin L. Cox School of Business. Through his visionary leadership and constant focus on the needs of students and faculty, he has helped build one of the most prominent business schools in the country. The Niemi Center's flagship program provides undergraduate and graduate students opportunities to be involved in impactful and world-changing research on campus and at the George W. Bush Institute to drive positive change in the world. The Niemi Center also provides students the context in which they will work by providing a history and analysis of American capitalism and how dynamics are changing. Courses to SMU students and the community provide the knowledge and tools to navigate and positively change today's business landscape. The Niemi Center is developing principled leaders and influencing the way the world does business, one student at a time.

The Brierley Institute for Consumer Engagement

Marcia Armstrong, **Director**

To change the business world, transform the fundamental interaction between a customer and a company. The Brierley Institute will be the first academic institute in the nation devoted to the study of customer engagement. Led by the Harold M. Brierley Endowed Professor, the Institute seeks to create a rich collaborative environment – an exchange of ideas, insights and practices – bringing together students, professors and business practitioners to advance knowledge and improve business practice, driven to understand how and why customers engage with brands and how engagement drives customer loyalty and value.

The Institute will create innovative learning experiences for SMU Cox MBA students that lead to successful careers in marketing, business analytics and consulting. These students will learn to promote business practices that build customer relationships, leverage digital and traditional media, measure financial impact, and create customer experiences, which engage customers and create loyalty and value. MBA scholarships and student research grants will be awarded.

To advance knowledge and improve business practice, the Institute will feature an annual invitation-only conference focused on bringing scholars from top academic institutions and practitioners from well-known corporations together to develop faculty research agendas, influence curricula and solve current business challenges. In addition, the Institute will offer faculty research grants.

National Center for Arts Research

SMU's National Center for Arts Research, the first of its kind in the nation, acts as a catalyst for the transformation and sustainability of the national arts and cultural community. The center will analyze the largest database of arts research ever assembled and make its findings available free of charge to arts leaders, funders, policy-makers, researchers, students and the general public.

NCAR's mission is to be the leading provider of evidence-based insights that enable arts and cultural leaders to overcome challenges and increase impact. The scope of this work requires the collaboration of multiple national organizations such as the Cultural Data Project, the National Center for Charitable Statistics, the National Endowment for the Arts, the Theatre Communications Group, TRG Arts, IBM, the Nonprofit Finance Fund and the Boston Consulting Group. Additional information is available at www.smu.edu/artsresearch.

Southwestern Graduate School of Banking Foundation

S. Scott MacDonald, **President and CEO**

The SW Graduate School of Banking offers a carefully crafted and executed approach to graduate banking education that melds personal growth and professional wisdom by emphasizing intellectual as well as leadership development. The program, which is divided into three integrated two-week resident sessions, is guided by some of the industry's top management consultants and educators. More information is available at www.swgsb.org.

Cox School of Business: Academic Programs

International Programs

Understanding major political and economic trends outside the United States is critical to success in today's business environment. Through the Office of Global Operations, Cox provides P.M.B.A. students with the chance to study and experience these trends firsthand by attending a course and earning two credit hours over a 10-day program.

Students may participate in international programs after completing all required core courses. To apply for the international programs, students must be in good academic standing with a 3.200 or better cumulative GPA. Participants are selected on a first-come, first-served basis, with graduation date and cumulative GPA holding precedence. Courses taken by participation in an international program will count toward the degree and fulfill the P.M.B.A. international requirement but will not count toward the GPA calculation or concentration requirements. For assistance in reviewing academic plans, students should meet with the associate director for the P.M.B.A. program early in the planning process.

Students enrolled in an international P.M.B.A. course taught at a partner school cannot be concurrently enrolled in a course at Cox.

For students participating in an international program, tuition is paid to SMU, while registration fees are paid to the partner school. In addition, travel plans and other miscellaneous costs are the students' responsibility. Financial aid will be handled as though the student is studying at Cox.

The M.B.A. Global Operations Office reserves the right to decline anyone whose behavior at Cox indicates that he or she might jeopardize Cox's exchange relationship and thus prevent future Cox P.M.B.A. students from going on exchange to a particular school.

Cox's P.M.B.A. international agreements limit the number of participants; therefore, spaces are limited. Students should visit the website for more information (www.cox.smu.edu/web/global-programs/professional-mba).

Master of Business Administration Concentrations and Minors

Every M.B.A. student begins the program with a general business concentration. In each fall and spring term, students have a designated time when the concentration and minor selections can be changed. M.B.A. students complete one concentration with the option of completing one or more minors to meet their academic goals. Concentrations and minors will print on the student's transcript record but specializations do not. Only the degree, M.B.A., appears on diplomas. A directed study course does not count toward a concentration or minor requirement. **Note:** While the Cox School encourages all students to select the concentration and minor of their choosing, it cannot ensure that all classes will be available in every term to meet the requirements.

Accounting

Professor Hemang Desai, Department Chair

Professors: Hemang Desai, Joseph Magliolo, Stanimir Markov, Wayne Shaw

Associate Professors: Nilabhra Bhattacharya, J. Douglas Hanna

Assistant Professors: Gauri Bhat, Ruihao Ke, Sorabh Tomar, Dimitris Vrettos, Kara Elyse Wells

Professors of Practice: Barry Bryan, Gregory Sommers, Wendy M. Wilson

Clinical Professor: Susan Riffe

To find additional programs related to the Accounting department, check the Concentrations and Minors section on page 60.

Accounting, M.S.A.

Overview

The curriculum of the M.S.A. program is designed to provide students with an in-depth examination of critical accounting, tax and financial issues. Students will take a total of 32 to 40 credit hours depending on their prior academic background. Of the 32 minimum required hours, 22 must be in accounting courses. The fall and spring 16-week terms are divided into two eight-week modules, A and B, with each module course being two credit hours. To provide students with a broad variety of elective courses, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning.

M.S.A. program applicants must have completed six hours of introductory accounting courses. In addition, if not previously completed, four hours of intermediate accounting, and two hours of tax accounting prior to enrollment. Other configurations will be examined on an individual basis in consultation with the program director.

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: GMAT management/business graduate school admission test scores, previous academic records, recommendations that speak to a candidate's professional performance and self-evaluation essays. For complete details and an application packet, students should visit www.coxmsa.com or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; msainfo@cox.smu.edu.

Curriculum

M.S.A. Class 2019: Entry Fall 2018, Graduate Spring 2019

Total Credit Hours: 32 to 40

Summer Term

Module A

- ACCT 6280 - M.S.A. Intermediate Accounting I
- ACCT 6282 - M.S.A. Federal Income Tax I

Module B

- ACCT 6281 - M.S.A. Intermediate Accounting II

- ACCT 6208 - Audit Risks and Controls

Term Total: 8 Credit Hours

Term 1 – Fall

Module A Courses

- ACCT 6214 - Mergers and Acquisitions
- ACCT 6248 - Advanced Corporate Taxation
- Electives: two courses (4 Credit Hours)

Module B Courses

- ACCT 6226 - Accounting Information Systems
- ACCT 6249 - Entity Taxation
- Electives: two courses (4 Credit Hours)

Term Total: 16 Credit Hours

Term 2 – Spring

Module A Courses

- ACCT 6215 - Advanced Topics in Accounting
- ACCT 6244 - Audit Research
- Electives: two courses (4 Credit Hours)

Module B Courses

- ACCT 6242 - Accounting for Income Taxes
- ACCT 6246 - Noncorporate Entity Accounting
- Electives: two courses (4 Credit Hours)

Term Total: 16 Credit Hours

Credit Hours Summary for M.S.A. Program

0-8 credit hours of preparatory courses

16 credit hours of required accounting courses

16 credit hours of elective courses

32-40 credit hours total for Cox M.S.A. degree

Concentration Requirements

Students are required to choose and declare one of the two concentrations listed below.

Assurance and Advisory Concentration

Students take these three courses as part of their elective course selections.

- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6212 - Financial Reporting and Analysis II
- ACCT 6221 - Accounting Issues in Financial Due Diligence

Tax Concentration

Students take these three courses as part of their elective course selections.

- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation

Additional Course Requirement

In addition to taking the required accounting courses and courses for their chosen concentration, all students must meet the degree requirement of taking one course in valuation and a course on data analytics in accounting (ACCT 6220 - Accounting Data Analytics). The course options for satisfying the valuations requirement are as follows:

- ACCT 6213 - Accounting-Based Valuation
- FINA 6211 - Valuation and Analysis (*note course has prerequisite of FINA 6205 - Finance Theory and Practice*)

Ethics Requirement

The Certified Public Accountant Exam ethics requirement for the state of Texas, if not met with undergraduate coursework, can be met by taking the following course:

- BL 6325 - Ethics and Related Legal Issues for Accountants

CPA Requirements

As requirements for being certified as a CPA vary by state, it is the student's responsibility to ensure that the requirements are met.

Planning Assistance

For planning assistance regarding the elective course options, students should visit the M.S.A. website www.coxmsa.com or contact the director of the M.S.A. program at msainfo@cox.smu.edu.

Finance

Professor James S. Linck, Department Chair

Professors: James S. Linck, William F. Maxwell, Darius P. Miller, James L. Smith, Rex W. Thompson, Kumar Venkataraman, Michel R. Vetsuypens

Associate Professors: Amar Gande, Chotibhak Jotikasthira

Assistant Professors: Nickolay Gantchev, Stacey Elizabeth Jacobsen, Mattia Landoni, Mehrdad Samadi

Professors of Practice: Mukunathan Santhanakrishnan, Art Selender, Donald Shelly, Nathan G. Walcott, Brian E. Young

Clinical Professor: Michael L. Davis

Visiting Assistant Professor: Diego Patricio Vega San Martin

To find additional programs related to the Finance department, check the Concentrations and Minors section on page 60.

Finance, M.S.F.

The curriculum of the M.S.F. program is designed to transform students' understanding of business and the global economy, equipping them with the skills and relationships needed to succeed in the financial services marketplace. Students will take a total of 30 credit hours, of which 24 credit hours are finance courses in this one-year, predominantly lock-step program. Each 16-week term is divided into two eight-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning. Each class meets for approximately three hours once a week. Students go through the program as a cohort group.

The Cox School of Business seeks candidates with either nonbusiness or business undergraduate degrees who wish to acquire graduate-level skills in order to enhance career prospects in the field of finance. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: GMAT or GRE graduate school admission/entry test scores, previous academic records, recommendations that speak to a candidate's professional performance and self-evaluation essays. For complete details and an application packet, students should visit www.coxmsf.com or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; msfinance@mail.smu.edu.

Curriculum

M.S.F. Class 2019: Entry Fall 2018, Graduate Spring 2019

Total Credit Hours: 30

Term 1 – Fall

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing
- MAST 6201 - Managerial Statistics
- MNGT 6004 - Managing a Career

Module B Courses

- ACCT 6202 - Financial Accounting II
- FINA 6211 - Valuation and Analysis
- FINA 6219 - Derivatives
- FINA 6238 - Financial Modeling

Term Total: 16 Credit Hours

Term 2 – Spring**Module A Courses**

- FINA 6218 - Fixed Income Securities
- FINA 6226 - Quantitative Trading Strategies
- FINA 6228 - Energy Project Valuation and Finance

- ACCT 6210 - Financial Reporting and Analysis I
or
- RE 6211 - Real Estate Investment

Module B Courses

- FINA 6212 - Corporate Financial Policies
- FINA 6214 - International Financial Markets
- FINA 6222 - Financial Markets and Monetary Policy

Term Total: 14 Credit Hours

Credit Hours Summary for M.S.F. Program

4 credit hours of required accounting courses

2 credit hours of required business administration courses

22 credit hours of required finance courses

2 credit hours of electives

30 credit hours total for Cox M.S.F. degree

General Business

Executive Master of Business Administration, M.B.A.

Overview

The E.M.B.A. program is designed for business professionals with a minimum of eight years of work experience and is designed to allow successful practicing managers to enrich and enhance their organizational effectiveness through theoretical founding in core business functions. Developed especially for upwardly mobile managers, the E.M.B.A. program capitalizes on existing career and life experience. The program adds career value by exposing students to cross-functional business knowledge, improved professional networks and heightened confidence that comes with a life-changing experience.

E.M.B.A. classes are scheduled all day Friday and Saturday every other week, 8–11:45 a.m. and 1:15–5 p.m. Fridays, and 8–11:45 a.m. and 12:45–4:30 p.m. Saturdays. The E.M.B.A. program takes 21 months to complete. Students must participate in one required international trip in the fourth term. Participants go through the program as an integrated group, benefiting from close working relationships and enriched by the diversity of backgrounds and experiences.

Admission procedures to the E.M.B.A. program differ from those of the full-time M.B.A. and P.M.B.A. programs. For a brochure that outlines application procedures, potential candidates should call the E.M.B.A. Admissions Office at 214-768-3154 or visit www.coxemba.com.

Curriculum

E.M.B.A. Class 2020: Entry Fall 2018, Graduate Spring 2020

Total Credit Hours: 48

Term 1 – Fall

- BA 6322 - Financial Accounting
- BA 6325 - Organizational Behavior
- BA 6326 - Statistics

Term Total: 9 Credit Hours

Term 2 – Spring

- BA 6050 - Decision Modeling
- BA 6079 - Microeconomics
- BA 6323 - Business Finance
- BA 6324 - Fundamentals of Marketing

Term Total: 9 Credit Hours

Term 3 – Summer

- BA 6015 - Executive Leadership
- BA 6030 - Operations Management
- BA 6039 - Macroeconomics
- BA 6077 - Legal Environment of Business

- BA 6375 - Applied Corporate Finance

Term Total: 9 Credit Hours

Term 4 – Fall

- BA 6040 - Managerial Accounting
- BA 6073 - Negotiations (or PMBA Elective)
- BA 6310 - Global Business Environments
- BA 6352 - Marketing Strategy
- Electives: Two Courses (3.0 Credit Hours)

Term Total: 12 Credit Hours

Term 5 – Spring

- BA 6005 - Strategic Management of Human Capital
- BA 6074 - Mergers and Acquisitions
- BA 6331 - Strategic Management
- BA 6336 - Entrepreneurship

Term Total: 9 Credit Hours

Credit Hours Summary for E.M.B.A. Program

40.5 credit hours of required courses

7.5 credit hours for elective course

48 credit hours total for Cox M.B.A. degree

Business Administration Courses (BA)

The E.M.B.A. curriculum has been designed to integrate both management theory and practical skills application in a series of synchronized courses during the 21-month period. The first-year coursework is focused on the acquisition of knowledge, skills and usable expertise in a number of business disciplines. The second-year coursework covers the broader, policy-level aspects of finance, organizational behavior and marketing. Elective courses vary from year to year. The E.M.B.A. program and the M.B.A. Registrar develop a list of electives from which the students select.

Policies and Procedures

Note: *For policies not specifically listed below, the E.M.B.A. program abides by the policies listed in this catalog for graduate programs.*

Academic Performance Standards. The academic performance of all E.M.B.A. students is reviewed at the end of each term. To be considered in good academic standing, a student must maintain a cumulative GPA of 3.000 or better. A student with a cumulative GPA below 3.000 (without rounding) upon completion of 48 hours may take up to eight additional credit hours in order to raise his or her GPA to the required level. The eight additional hours will include any courses that are repeated because of poor performance (below a grade of C-). The student will be responsible for paying additional tuition to take these additional eight hours. No student will be permitted to earn more than a total of 56 credit hours toward the completion of the E.M.B.A. program for GPA purposes. A student on academic probation is not permitted to enroll in a directed study course.

Students who fail to maintain a cumulative GPA of 3.000 will be placed on academic probation. The following criteria outline when students will be dismissed from the Cox School of Business.

E.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 9 GPA hours or the first term.
- Less than a cumulative 2.250 GPA at the end of 18 GPA hours or the second term.
- Less than a cumulative 2.500 GPA at the end of 27 GPA hours or the third term.
- Less than a cumulative 2.750 GPA at the end of 36 GPA hours or the fourth term.
- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or the fifth term.

With an approved petition to take up to 8 additional hours beyond the 48 GPA hours required for the degree, E.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or the fifth term.
- Less than a cumulative 2.970 GPA at the end of 50 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 52 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 54 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 56 GPA hours (+ 8 hours).

E.M.B.A. students MUST have a cumulative GPA of 3.000 at the end of 56 GPA hours.

Enrollment. 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 Executive M.B.A. Office will publish enrollment instructions. Each student is personally responsible for complying with enrollment procedures and for ensuring the accuracy of his or her enrollment.

Audit Enrollment. Students may not audit courses in the E.M.B.A. program, as enrollment is limited to students who have been granted admission to this program.

Course Waiver Policy. While the Cox School is not obligated to grant any waiver credit, in certain cases, up to nine credit hours for E.M.B.A. students may be waived, at entrance only, thereby eliminating the need to take a specific required course. This does not reduce the total number of credit hours required for the degree; it allows only for another course(s) to be substituted for the required course(s) as determined in the waiver process. Requests for waived credit are reviewed and processed only after the student's enrollment deposit is received in the Admissions Office. For complete details and a Course Waiver Petition Request form, students should contact the Executive M.B.A. Office.

Transfer of Graduate Credit. Although the Cox School of Business is not obligated to accept any transfer credit, in certain cases coursework may be transferred, at entrance only, thereby reducing the number of credit hours required to be taken at Cox for the degree. Transferable hours, up to nine credit hours for E.M.B.A. students, will be considered only if the following criteria are met: 1) the graduate course was taken at an institution accredited by AACSB, 2) the student earned a grade better than B-, 3) the course was completed within the three years prior to matriculation at Cox and 4) the course was not credited toward a previous degree. Requests for transfer credit are reviewed and processed only after the student's enrollment deposit is received in the Admissions Office. For complete details and a Transfer Credit Petition Request form, students should contact the Executive M.B.A. Office.

Master of Business Administration, M.B.A. (Fast Track)

Overview

The fast track M.B.A. program is designed for individuals who want to advance their career rapidly. The program is a superior educational experience that provides knowledge and skills in key business disciplines so that students can become successful in their careers. The program is a rigorous 12-month program with classes offered during the day

and evening hours. The core and elective courses meet once per week, Monday through Thursday, with limited offerings Saturday mornings. Students must take the required core courses as scheduled each term because of prerequisite sequencing.

Each 16-week term is divided into two eight-week modules, A and B, with each module course earning two credit hours. The summer term follows a modified schedule of two seven-week modules.

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: GMAT or GRE graduate school admission/entry test scores, previous academic records, references who can speak to the candidate's professional performance, and self-evaluation essays. For complete details and an application packet, students should visit www.smu.edu/coxgrad/FastTrackMBA or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

Curriculum

Fast Track M.B.A. Class 2019: Entry Summer 2018, Graduate Spring 2019

Total Credit Hours: 44

Term 1 – Summer Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MNGT 6001 - Managing Your Career
- MNGT 6003 - Business Presentation Techniques

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- STRA 6201 - Strategic Management

Term Total: 12 Credit Hours

Term 2 – Fall Term

Module A Courses

- ITOM 6203 - Operations Management
- Electives: three courses (6 Credit Hours)

Module B Courses

- ACCT second required accounting course (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6003 - Business Presentation Techniques, a zero-credit course, is a requirement of the fast track M.B.A. program. Students earn a grade of Pass or Fail. All fast track M.B.A. students MUST complete this course.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Term 3 – Spring Term

Module A Courses

- Electives: four courses (8 Credit Hours)

Module B Courses

- Electives: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Credit Hours Summary for Fast Track M.B.A. Program

20 credit hours of required courses

24 credit hours of elective courses

44 credit hours total for Cox Fast Track M.B.A. degree

Note: For the 24 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Master of Business Administration, M.B.A. (Full-Time)

The full-time M.B.A. program is an intensive two-year program with classes offered during the days and evenings. This program is designed for individuals who have been working and now want to focus exclusively on their graduate management education before re-entering the business world. During the first year, the emphasis of the program is on building team skills and creating a common body of knowledge. Students will leverage this knowledge to provide a solid foundation for elective courses taken during the second year.

Each 16-week term is divided into two eight-week modules, A and B, with four courses in each module earning two credit hours per course. Exceptions to the curriculum schedule must be approved in advance by the Graduate Student Services Office. Having courses offered in the module format allows students to take more courses with the goal of gaining depth of knowledge in specific areas. As a result, students can develop expertise in an academic concentration. To provide students with a greater variety of elective courses, elective classes are scheduled in the morning, afternoon and evening.

The Edwin L. Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores (GMAT management/ business graduate school admission test required for all applicants; TOEFL or PTE English language proficiency test also required for international applicants), previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. Personal interviews are conducted at the request of the Admissions Committee after a complete application package have been received. Merit-based scholarships are available on a competitive basis. The applications for study in the M.B.A. program are accepted only for fall admission. Complete details and an application packet are available from www.coxmba.com or the Cox Admissions Office: mbainfo@cox.smu.edu; phone 214-768-1214 or 1-800-472-3622; fax 214-768-3956.

Curriculum

Full-Time M.B.A. Class 2020: Entry Fall 2018, Graduate Spring 2020

Total Credit Hours: 65

Year 1 – Fall Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6101 - Managing Your Career

Module B Courses

- ACCT second required accounting course (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- ITOM 6202 - Management Decision Analysis
- MNGT 6103 - Business Presentation Techniques
- Elective: one course (2 Credit Hours)

Term Total: 18 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.

Year 1 – Spring Term

Module A Courses

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNGT 6011 - Managing Your Career, Part Two
- Electives: two courses (4 Credit Hours)

Module B Courses

- BUSE 6203 - Macroeconomics
or
- FINA 6222 - Financial Markets and Monetary Policy

- MNGT 6020 - First-Year Foundations
- MNGT 6210 - Global Leadership Program
- STRA 6201 - Strategic Management
- Electives: two courses (4 Credit Hours)

Term Total: 18 Credit Hours**Note:**

- Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.
- MNGT 6020 - First-Year Foundations is a requirement of the full-time M.B.A. program. The successful completion of this degree requirement earns a grade of P (pass). Students participate in various required activities to enhance professional development. These sessions will take place most Fridays during the first year of the M.B.A. program.

Year 1 – Summer Term: Internships are required

- MNGT 6150 - Graduate Corporate Internship Program

Term Total: 1 Credit Hours**Year 2 – Fall Term****Modules A and B Courses**

Electives: seven courses

Term Total: 14 Credit Hours**Year 2 – Spring Term****Modules A and B Courses**

Electives: seven courses

Term Total: 14 Credit Hours

Credit Hours Summary for Full-time M.B.A. Program

27 credit hours of required courses

38 credit hours of elective courses

65 credit hours total for Cox M.B.A. degree

Note: For the 38 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

International Exchange Program

Understanding major political and economic trends outside the United States is critical to success in today's business environment. Through the International Exchange Program, the Cox School provides full-time M.B.A. students with the chance to study and experience these trends firsthand by attending an exchange partner program during the fall or spring term of the second year. J.D./M.B.A. students and M.A./M.B.A. students are permitted to participate in the International Exchange Program for full-time M.B.A. students, although these students may find it difficult to complete their degree and/or concentration requirements within the appropriate term. Joint-degree students are encouraged to contact the Graduate Student Services Office or the associate director of M.B.A. Global Programs to further discuss their situation.

To apply for the International Exchange Program, students must be in good academic standing with a minimum cumulative GPA of 3.200. In general, the courses taken on exchange earn a grade of pass (or fail) and count toward the degree but not toward the GPA calculation or concentration requirements. Exceptions to this policy are addressed on an individual basis. For assistance in reviewing academic plans, students should meet with the associate director for full-time programs early in the planning process.

Registration is held in April for the fall program and in October for the spring program. For students participating in the International Exchange Program, tuition is paid to SMU. Living expenses, course materials and other miscellaneous costs are the students' responsibility while living abroad. In addition, financial aid will be handled as though the student is studying at Cox.

The M.B.A. Office of Global Operations reserves the right to decline anyone whose behavior at Cox indicates he or she might jeopardize Cox's exchange relationship and thus prevent future Cox M.B.A. students from going on exchange to a particular school.

Cox's International Exchange Program agreements allow one to two students per location; therefore, these spots must be assigned on a competitive basis. Information is available at www.cox.smu.edu/web/global-programs/mba-exchange-program.

Business Administration Exchange

Students in the full-time M.B.A. and P.M.B.A. programs participating in international programs at exchange partner schools will be enrolled in the appropriate BAEX courses to match the program and/or the number of credit hours being earned at the partner school. In general, the courses taken on exchange earn a grade of Pass (or Fail) and count toward the degree but not toward the GPA calculation or concentration requirements. Exceptions to this policy are addressed on an individual basis.

Professional Master of Business Administration, M.B.A.

Overview

The P.M.B.A. program is designed for those individuals who want to enhance their current career progression without leaving the workforce. The program is six consecutive terms during 24 months, with evening and Saturday morning classes. During the first three terms, required core courses help develop a strong foundation in fundamental business principles. To build on this foundation, students may choose electives to gain expertise in a specific area or choose a more broad-based selection of electives. Each 16-week term is divided into two eight-week modules, A and B, with each module course earning two credit hours. The summer term follows a modified schedule of two seven-week modules.

Students must remain with their entering class and cohort section for all required core courses, which are usually offered Thursday evenings and Saturday mornings. The elective courses meet once a week, Monday through

Thursday evenings, with limited offerings Saturday mornings. Students must take the required core courses as scheduled each term because of the prerequisite sequencing. **One elective course during the P.M.B.A. program is required to be an international business course.**

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: GMAT or GRE graduate school admission/entry test scores, previous academic records, references who can speak to the candidate's professional performance, and self-evaluation essays. For complete details and an application packet, students should visit www.coxpmba.com or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

Curriculum - Fall Entry

P.M.B.A. Class 83: Entry August 2018, Graduate August 2020

Total Credit Hours: 48

Term 1

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics

Module B Courses

- MAST 6201 - Managerial Statistics
- MNO 6201 - Organizational Behavior: Managing and Leading People

Term Total: 8 Credit Hours

Term 2

Module A Courses

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- ITOM 6202 - Management Decision Analysis
- MNGT 6003 - Business Presentation Techniques

Module B Courses

- FINA 6201 - Managerial Finance
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career

Term Total: 8 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6003 - Business Presentation Techniques, a zero-credit course, is a requirement of the P.M.B.A. program. Students earn a grade of Pass or Fail. All P.M.B.A. students MUST complete this course.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Term 3**Module A Courses**

- ITOM 6203 - Operations Management
- STRA 6201 - Strategic Management

Module B Courses

- BUSE 6203 - Macroeconomics
or
- FINA 6222 - Financial Markets and Monetary Policy

- Elective: one course (2 Credit Hours)

Term Total: 8 Credit Hours

Note: Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.

Term 4**Modules A and B Courses**

Electives: four courses (8 Credit Hours)

Term Total: 8 Credit Hours**Term 5****Modules A and B Courses**

Electives: four courses (8 Credit Hours)

Term Total: 8 Credit Hours**Term 6****Modules A and B Courses**

Electives: four courses (8 Credit Hours)

Term Total: 8 Credit Hours

Curriculum - Spring Entry

P.M.B.A. Class 84: Entry January 2019, Graduate December 2020

Total Credit Hours: 48

Term 1

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics

Module B Courses

- MAST 6201 - Managerial Statistics
- MNO 6201 - Organizational Behavior: Managing and Leading People

Term Total: 8 Credit Hours

Term 2

Module A Courses

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- ITOM 6202 - Management Decision Analysis

Module B Courses

- FINA 6201 - Managerial Finance
- MKTG 6201 - Marketing Management

Term Total: 8 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Term 3

Module A Courses

- ITOM 6203 - Operations Management
- STRA 6201 - Strategic Management
- MNGT 6003 - Business Presentation Techniques

Module B Courses

- BUSE 6203 - Macroeconomics
or
- FINA 6222 - Financial Markets and Monetary Policy
- Elective: one course (2 credit hours)

Term Total: 8 Credit Hours

Note:

- Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.
- MNGT 6003 - Business Presentation Techniques, a zero-credit course, is a requirement of the P.M.B.A. program. Students earn a grade of Pass or Fail. All P.M.B.A. students **MUST** complete this course.

Term 4

Modules A and B Courses

- MNGT 6001 - Managing Your Career
- Electives: four courses (8 credit hours)

Term Total: 8 Credit Hours

Term 5

Modules A and B Courses

- Electives: four courses (8 credit hours)

Term Total: 8 Credit Hours

Term 6

Modules A and B Courses

- Electives: four courses (8 credit hours)

Term Total: 8 Credit Hours

Credit Hours Summary for P.M.B.A. Program

22 credit hours of required courses

26 credit hours of elective courses

48 credit hours total for Cox M.B.A. degree

Note: For the 26 credit hours of elective courses, students complete one concentration. Each concentration requires 12-16 specific credit hours. (Additional information is in the Concentrations and Minors section.) One elective must be an international business course.

International Programs

Understanding major political and economic trends outside the United States is critical to success in today's business environment. Through the Office of Global Operations, Cox provides P.M.B.A. students with the chance to study and experience these trends firsthand by attending a course and earning two credit hours over a 10-day program.

Students may participate in international programs after completing all required core courses. To apply for the international programs, students must be in good academic standing with a 3.200 or better cumulative GPA. Participants are selected on a first-come, first-served basis, with graduation date and cumulative GPA holding precedence. Courses taken by participation in an international program will count toward the degree and fulfill the P.M.B.A. international requirement but will not count toward the GPA calculation or concentration requirements. For assistance in reviewing academic plans, students should meet with the associate director for the P.M.B.A. program early in the planning process.

Students enrolled in an international P.M.B.A. course taught at a partner school cannot be concurrently enrolled in a course at Cox.

For students participating in an international program, tuition is paid to SMU, while registration fees are paid to the partner school. In addition, travel plans and other miscellaneous costs are the students' responsibility. Financial aid will be handled as though the student is studying at Cox.

The M.B.A. Global Operations Office reserves the right to decline anyone whose behavior at Cox indicates that he or she might jeopardize Cox's exchange relationship and thus prevent future Cox P.M.B.A. students from going on exchange to a particular school.

Cox's P.M.B.A. international agreements limit the number of participants; therefore, spaces are limited. Students should visit the website for more information (www.cox.smu.edu/web/global-programs/professional-mba).

Professional Master of Business Administration International Elective Course List

The courses listed are not offered every term. These courses satisfy the P.M.B.A. program requirement to take at least one elective course with an international business focus. Students who participate in the International Program courses need to plan accordingly as they cannot be concurrently enrolled in the same module at an international partner school program and at Cox for a campus-based course. For more information on the International Program courses, students should visit www.cox.smu.edu/web/global-programs/professional-mba.

Course Number and Catalog Course Title

- ACCT 6241 - Seminar in International Taxation
- CISB 6212 - International Entrepreneurship
- FINA 6214 - International Financial Markets
- MKTG 6227 - Global Marketing Management
- STRA 6222 - International Corporate Strategy
- STRA 6228 - Global Strategy
- STRA 6236 - The Practice of International Business

International Program Courses

- BAEX 6237 - Global Explorations in Entrepreneurship
- BAEX 6238 - Doing Business in Latin America
- BAEX 6239 - Doing Business in the European Union
- BAEX 6240 - Emerging Markets
- BAEX 6241 - Doing Business in China

P.M.B.A. International Program Courses

- BAEX 6251 - PMBA International Program at WHU in Koblenz, Germany
- BAEX 6252 - PMBA International Program at Chinese University of Hong Kong

- BAEX 6255 - PMBA International Program at Tongji University in Shanghai, China
- BAEX 6256 - PMBA International Program at Indian School of Business, Hyderabad, India
- BAEX 6257 - PMBA International Program at Bocconi University in Milan, Italy
- BAEX 6258 - PMBA International Program at Universidad De Chile in Santiago, Chile
- BAEX 6259 - PMBA International Program at Central European University in Budapest, Hungary
- BAEX 6260 - PMBA International Program at Charles University in Prague, Czech Republic

P.M.B.A. Exchange Program

Copenhagen Business School

Business Administration Exchange

Students in the full-time M.B.A. and P.M.B.A. programs participating in international programs at exchange partner schools will be enrolled in the appropriate BAEX courses to match the program and/or the number of credit hours being earned at the partner school. In general, the courses taken on exchange earn a grade of Pass (or Fail) and count toward the degree but not toward the GPA calculation or concentration requirements. Exceptions to this policy are addressed on an individual basis.

Arts Management/Master of Business Administration, M.A./M.B.A.

Overview

The SMU Meadows School of the Arts, in conjunction with the Cox School of Business, offers to a limited number of highly qualified candidates America's only concurrent dual-degree graduate program in business and arts management. Through the Division of Arts Management and Arts Entrepreneurship, the M.A./M.B.A. program combines development of contemporary general-management skills with in-depth study of today's professional arts world. This program is offered on a full time basis only.

The program is five successive terms, including summer. The curricula include instruction from distinguished arts and business professors, continuing seminars with nationally recognized arts administrators, and study abroad and internship components. During the first year, students take arts management seminars and the core required business curriculum, the basis on which to build for the variety of elective courses scheduled during mornings, afternoons and evenings of the second year. During the summer between the first and second year, students intern full time with a professional arts organization. In the first term of the second year, students study abroad at Bocconi University in Milan, Italy.

Seminars and practica (part-time internships) in the arts tailored to the individual student's background, experience and career goals round out the education. The division office also assists graduates in their career objectives through guidance and assistance with their placement.

The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores (GMAT management/business graduate school admission test required for all applicants; TOEFL or PTE English language proficiency test also required for international applicants), previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. (If a candidate has not earned a baccalaureate degree in an arts field, a degree in another field combined with significant academic, professional or personal experience in the arts is acceptable.) Personal interviews are conducted at the request of the Admissions Committee after a complete application has been received. Merit-based scholarships are available on a limited basis.

The applications for study in the M.A./M.B.A. program are accepted only for fall admission. Students must be accepted by both the Meadows arts management program and the Cox School of Business; however, candidates submit only the Cox M.B.A. online application and select M.A./M.B.A. as the degree choice. Students who matriculate into the M.A./M.B.A. dual program are required to complete concurrently both the M.A. and the M.B.A. requirements in order to graduate. Students cannot drop either part of the dual degree program.

Students must maintain a 3.000 GPA in each school, the Cox School of Business and the Meadows School of Arts, in order to remain in good standing. Students dropping below a 3.000 GPA in either school will be placed on probation with that school. To earn the dual degrees, students must achieve a minimum GPA of 3.000 (without rounding) in each school.

For more information from the Meadows School of the Arts, students should visit www.smu.edu/Meadows/AreasOfStudy/ArtsManagement or email arad@smu.edu. Additional information is also available from the Cox School of Business: website www.coxmba.com; email mbainfo@cox.smu.edu.

Arts Management and Arts Entrepreneurship Courses

Professor Zannie Giraud Voss, **Division Chair**

Assistant Professors: Susan Benton Bruning, Kathleen Gallagher

The following courses for the M.A./M.B.A. program are taught in the Meadows School of the Arts: AMAE 6051, AMAE 6053, AMAE 6054, AMAE 6201, AMAE 6202, AMAE 6205, AMAE 6215, AMAE 6221, AMAE 6222, AMAE 6223, AMAE 6224, AMAE 6225, AMAE 6304, AMAE 6321, AMAE 6325, AMAE 6331, AMAE 6332, AMAE 6333, AMAE 6334. AMAE course descriptions are available through my.SMU and in the Meadows School of the Arts graduate programs catalog. The business courses are listed in this catalog under the section Departments and Courses.

Curriculum

M.A./M.B.A. Class 2019: Entry Fall 2017, Graduate Spring 2019

Total Credit Hours: 75

(48 Business + 27 Arts Administration)

Year 1 – Fall Term

Module A Courses

- AMAE 6223 - Fundraising in the Arts
- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6101 - Managing Your Career

Module B Courses

- AMAE 6224 - Advanced Fundraising Strategy
- ACCT second required accounting course (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- ITOM 6202 - Management Decision Analysis

- MNGT 6103 - Business Presentation Techniques

Term Total: 20 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 or ACCT 6205. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.

Year 1 – Spring Term

- AMAE 6051 - Practicum (10 hours per week)

Module A Courses

- AMAE 6205 - Nonprofit Financial Management
- ITOM 6203 - Operations Management
- MKTG 6233 - Nonprofit Marketing Strategy
- MNGT 6011 - Managing Your Career, Part Two
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B Courses

- AMAE 6222 - Audience Development and Marketing in the Arts
- BUSE 6203 - Macroeconomics
or
- FINA 6222 - Financial Markets and Monetary Policy
- MNGT 6210 - Global Leadership Program
- MNGT 6020 - First-Year Foundations
- STRA 6201 - Strategic Management

Modules A and B Courses

- Business electives: one course (2 Credit Hours)

Term Total: 18 Credit Hours

Note:

- Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.
- MNGT 6020 - First-Year Foundations is a requirement of the M.A./M.B.A. program. The successful completion of this degree requirement earns a grade of *P* (pass). Students participate in various required activities to enhance professional development. These sessions will take place most Fridays during the first year of the M.B.A. program.

Year 1 – Summer Term

- AMAE 6304 - Arts Administration Internship

Term Total: 3 Credit Hours

Year 2 – Fall Term

International Study at Bocconi University in Milan, Italy

- Arts management electives: four courses (12 Credit Hours)
- Business electives: two courses (4 Credit Hours)

Term Total: 16 Credit Hours

Year 2 – Spring Term

- AMAE 6054 - Practicum (10 hours per week)

Module A Course

- AMAE 6215 - Independent Study: In-Depth Industry Exploration
or
- AMAE 6221 - Legal Issues in the Arts (elective option)
or
- AMAE 6225 - Economics of Arts and Culture (elective option)

Module B Course

- AMAE 6202 - Strategic Planning in the Arts

Modules A and B Courses

- Business electives: seven courses (14 Credit Hours)

Term Total: 18 Credit Hours

Cox Credit Hours Summary for M.A./M.B.A. Program

28 credit hours of required Cox courses

20 credit hours of elective Cox courses

48 credit hours total for Cox toward M.A./M.B.A. degree

Note: For the 20 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Credit Hours Summary by School

<i>Year</i>	<i>Meadows Arts</i>	<i>Cox Business</i>
1	11	30
2	16	18
Total	27	48

Juris Doctor/Master of Business Administration, J.D./M.B.A.

Overview

The combined full-time J.D./M.B.A. program is offered jointly by the SMU Dedman School of Law and the Cox School of Business. The program is designed for students interested in either a career in law with a strong business focus or for students interested in business careers with a strong legal focus. The combined degrees may be obtained in four academic years.

This degree plan must be pursued on a full-time basis. The Cox School of Business and the Dedman School of Law have different academic calendars; therefore, students must refer to both calendars when scheduling courses for both schools in the same term. Students enrolled in the joint-degree program must complete all requirements of both programs. Cox School of Business required core courses are taken in the second year of the dual-degree program and must be taken in the same order as listed below. The remaining 14 credit hours of elective courses are taken during the third and fourth years of the dual-degree program. To provide students with a broad variety of elective courses, the classes are scheduled in the morning, afternoon and evening.

Under the structure of the dual program for students entering the Business School in the fall of 2013, the Dedman School of Law will award 12 hours of academic credit toward the J.D. degree for satisfactory completion of the academic requirements of the M.B.A. program. Similarly, the Cox School of Business will award 12 hours of academic credit toward the M.B.A. degree for satisfactory completion of the academic requirements of the J.D. program.

The tuition rate of the Dedman School of Law shall apply to the courses taken at the Cox School of Business.

Candidates will need to complete the regular admissions processes for both the law program and the M.B.A. program, including submission of all applicable test scores and supporting documents. For an application and additional information from the Dedman School of Law, students should see the Admissions section at www.law.smu.edu. For Cox School of Business admissions information, students should visit www.coxmba.com. To be admitted to the joint program, applicants are encouraged to apply to both programs before entering the Dedman School of Law but no later than during their first year of law school. Applications for study in the J.D./M.B.A. program are accepted for fall admission only.

J.D. admission questions should be addressed to the Dedman School of Law: phone 214-768-2550; fax 214-768-2549; lawadmit@smu.edu.

M.B.A. admission questions should be addressed to the Cox full-time M.B.A. program: mbainfo@cox.smu.edu; telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956.

Curriculum

Full-Time J.D./M.B.A. Class 2019: Entry Fall 2017 in Cox, Graduate Spring 2020

Total Credit Hours: 125

(50 Business + 75 Law)

Year 1 – Fall and Spring Terms at Dedman Law

Dedman Law courses (30 Credit Hours)

Year Total: 30 Credit Hours

Year 2 – Fall Term at Cox Business

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6101 - Managing Your Career

Module B Courses

- ACCT second required accounting course (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- ITOM 6202 - Management Decision Analysis
- MNGT 6103 - Business Presentation Techniques
- Elective: one course (2 Credit Hours)

Term Total: 18 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.

Year 2 – Spring Term at Cox Business

Module A Courses

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNGT 6011 - Managing Your Career, Part Two
- Electives: two courses (4 Credit Hours)

Module B Courses

- BUSE 6203 - Macroeconomics
- or
- FINA 6222 - Financial Markets and Monetary Policy

- MNGT 6020 - First-Year Foundations
- MNGT 6210 - Global Leadership Program
- STRA 6201 - Strategic Management
- Electives: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Note:

- Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.
- MNGT 6020 - First-Year Foundations is a requirement of the full-time J.D./ M.B.A. program. The successful completion of this degree requirement earns a grade of *P* (pass). Students participate in various required activities to enhance professional development. These sessions will take place most Fridays during the first year of the M.B.A. program.

Year 3 – Fall and Spring Terms at Cox and Dedman Law

Cox Business electives: four courses

Cox Year Total: 8 Credit Hours

Dedman Law courses

Dedman Year Total: 23 Credit Hours

Year Total: 31 Credit Hours

Year 4 – Fall and Spring Terms at Cox and Dedman Law

Cox Business electives: four courses

Cox Year Total: 8 Credit Hours

Dedman Law courses

Dedman Year Total: 22 Credit Hours

Year Total: 30 Credit Hours

Cox Credit Hours Summary for Full-Time J.D./M.B.A. Program

26 credit hours of required Cox courses

24 credit hours of elective Cox courses

50 credit hours total for Cox toward J.D./M.B.A. degree

Note: For the 24 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Credit Hours Summary by School

<i>Year</i>	<i>Dedman Law</i>	<i>Cox Business</i>
1	30	0
2	0	34
3	23	8

4	22	8
Total	75	50

Juris Doctor/Master of Business Administration, J.D./M.B.A., (Fast Track)

Overview

The combined Fast Track J.D./Fast Track M.B.A. program is offered jointly by the SMU Dedman School of Law and the SMU Cox School of Business. The programs are designed for highly motivated students interested in a career in law with a strong business focus. The combined degrees may be obtained in three academic years. The Cox School of Business and the Dedman School of Law have different academic calendars; therefore, students must refer to both calendars when scheduling courses for both schools in the same term. Students enrolled in the joint-program must complete all requirements, including all noncredit-bearing requirements, for both programs.

This combined degree program is aimed at the very motivated and able student who starts with a solid grounding in business concepts, and seeks advanced training in business and a professional legal education in a time-and-cost effective manner. We expect students in the Fast Track J.D./Fast Track M.B.A. program to pursue careers in the legal field, broadly understood.

The 107 credit hour, three-year program is comprised of 75 credit hours of Dedman Law classes and 48 credit hours of Cox Business classes, with 16 of these credit hours being satisfied by choosing any combination of the pre-approved business-related law school courses.

To be admitted to the J.D./M.B.A. program, law students must apply before beginning their law studies or during their first year of law school. Admission applications should be made to both schools, with the selection that they are for the combined J.D./M.B.A. program. Students who wish to pursue the joint program after starting their first year of law school for the J.D./M.B.A. must obtain permission from the Dedman School of Law's assistant dean for student affairs and then should consult with the M.B.A. Admissions Office. Law School applications should be submitted using the LSAC Application Service. M.B.A. applications should be submitted through the Cox School of Business Admission's website.

Curriculum

Fast Track J.D./Fast Track M.B.A. Class 2020: Entry Summer 2018, Graduate Summer 2020

Total Credit Hours: 107

(32 Business + 75 Law)

Year 1 - Fall and Spring Terms at Dedman Law

- Dedman Law courses

Year 1 - Summer Term

Module A

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MNGT 6003 - Business Presentation Techniques

Module B

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- STRA 6201 - Strategic Management

Term Total: 12 Credit Hours

Year 2 - Fall Term**Module A**

- ITOM 6203 - Operations Management
- Electives: three courses

Module B

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course

Term Total: 16 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6003 - Business Presentation Techniques, a zero-credit course, is a requirement of the fast track M.B.A. program. Students earn a grade of Pass or Fail. All fast track M.B.A. students MUST complete this course.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Year 2 - Spring Term

- Cox Business Electives: two courses (4 credit hours)
- Dedman Law courses (15 credit hours)

Term Total: 19 Credit Hours

Year 3 - Fall and Spring Terms

- Dedman Law courses

Term Total: 30 Credit Hours

Current Approved Dual Credit Electives

- LAW 6288 - Regulation of Securities and Commodities Markets
- LAW 6318 - Banking Law and Regulation: Domestic and International
- LAW 6333 - Creditors' Rights
- LAW 6378 - Oil and Gas
- LAW 6420 - Business Enterprise
- LAW 6460 - Income Taxation
- LAW 7325 - Secured Transactions
- LAW 7326 - Real Estate Transactions
- LAW 7336 - Corporate Taxation
- LAW 7376 - Securities Litigation and Enforcement
- LAW 7392 - Partnership Taxation
- LAW 8281 - Chapter 11 Reorganization

Term Total: 28 Credit Hours

Credit Hours Summary by School

<i>Year</i>	<i>Dedman Law</i>	<i>Cox Business</i>
1	30	12
2	15	20
3	30	0
Total	75	32

Master of Science in Engineering/Master of Business Administration, M.S./M.B.A.

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual degree in Master of Science in Engineering (with one of the specific degrees listed below) and Master of Business Administration, with as few as 68 credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus, although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students

then start the year-long Fast Track M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

The overall educational objective of the dual M.S. in Engineering/M.B.A. program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the M.S. in Engineering degrees listed below and the Fast Track MBA) and reduces the time to complete both degrees to two years, including a summer semester.

The tuition rate of the Lyle School of Engineering shall apply to the courses taken at the Cox School of Business.

Candidates will need to complete the regular admissions processes for both the Lyle School of Engineering and the Cox School of Business, including submission of all applicable test scores and supporting documents. For an application and additional information from the Lyle School of Engineering, students should see the Admissions section at www.smu.edu/lyle. For Cox School of Business admissions information, students should visit www.smu.edu/cox/fasttrackmba or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

The M.S. in Engineering degrees offered in this dual partnership are as follows:

- M.S. in Civil Engineering
- M.S. in Computer Engineering
- M.S. in Computer Engineering
- M.S. in Environmental Engineering
- M.S. in Mechanical Engineering
- M.S. in Computer Science
- M.S. in Software Engineering
- M.S. in Telecommunications & Network Engineering

Curriculum

M.S.E./M.B.A. Class 2019: Entry Summer 2018, Graduate Spring 2020

Total Credit Hours: 68

(24 Lyle + 44 Cox)

Year 1 - Fall Term (Lyle School)

- Engineering core/electives (4 courses)

Term Total: 12 Credit Hours

Year 1 - Spring Term (Lyle School)

- Engineering core/electives (4 courses)

Term Total: 12 Credit Hours

Year 1 - Summer Term (Cox School)

Module A

- ACCT 6201 - Financial Accounting I

- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MNGT 6003 - Business Presentation Techniques

Module B

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- STRA 6201 - Strategic Management

Term Total: 12 Credit Hours

Year 2 - Fall Term (Cox School)

Module A

- ITOM 6203 - Operations Management
- Electives: three courses

Module B

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course

Term Total: 16 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6003 - Business Presentation Techniques, a zero-credit course, is a requirement of the M.B.A. program. Students earn a grade of Pass or Fail. All M.B.A. students MUST complete this course.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Year 2 - Spring Term (Cox School)

Module A

- Electives: four courses

Module B

- Electives: four courses

Term Total: 16 Credit Hours

Credit Hours Summary for M.S. in Engineering/Fast Track M.B.A. Program

- 24 credit hours of Lyle School of Engineering courses
- 44 credit hours of Cox School of Business courses
- 68 credit hours total for M.S. in Engineering / M.B.A. degree

Note: For the 24 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Credit Hours Summary by School

<i>Year</i>	<i>Lyle Engineering</i>	<i>Cox School</i>
1	24	12
2	0	32
Total	24	44

Information Technology and Operations Management

Professor Amit Basu, Department Chair

Professors: Amit Basu, Bezalel Gavish, John H. Semple

Associate Professors: Sreekumar R. Bhaskaran, R. Canan Savaskan-Ebert, Ulrike Schultze

Assistant Professors: Vishal Ahuja, Rajiv Mukherjee, Fangyun T. Tan

Clinical Professors: Ellen Parker Allen, Amy V. Puelz

Professor of Practice: Robert A. Gwinn

Senior Lecturer: James C. Collins, Jr.

Executive-in-Residence: Hettie Tabor

To find additional programs related to the Information Technology and Operations Management department, check the Concentrations and Minors section on page 60.

Business Analytics, M.S.B.A.

The M.S.B.A. program is an educational experience that provides knowledge and skills in key business analytics disciplines so that students can become successful in their careers. Students will take a total of 33 credit hours, of which 21 credit hours are core (or required) courses and 12 credit hours are electives in this one-year, lock-step program. Each 16-week term is divided into two eight-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning. Each class meets for approximately three hours once a week. Students remain with their entering class cohort during the program.

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: GMAT management/business graduate school admission test scores, previous academic records, recommendations that speak to a candidate's professional performance and self-evaluation essays. For complete details and an application packet, students should visit www.coxmsba.com or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; coxmsba@cox.smu.edu.

Curriculum

M.S.B.A. Class 2019: Entry Fall 2018, Graduate Spring 2019

Total Credit Hours: 33

Fall Term

Module A Courses

- ITOM 6212 - Data Visualization and Communication
- ITOM 6252 - Decision Models
- ITOM 6268 - Business Analytics Consulting
- MAST 6201 - Managerial Statistics
- MKTG 6258 - Business Metrics

- MNGT 6001 - Managing Your Career

Module B Courses

- ITOM 6253 - Programming for Analytics
- ITOM 6264 - Advanced Management Decision Analysis
- ITOM 6265 - Database Design for Business Applications
- MAST 6251 - Applied Predictive Analytics I
- MNGT 6001 - Managing Your Career
- Elective: one course (2 credit hours)

Term Total: 20 Credit Hours

Spring Term

Module A Courses

- ITOM 6267 - Data Mining
- MAST 6252 - Applied Predictive Analytics II
- MNGT 6001 - Managing Your Career
- Elective: one course

Module B Courses

- ITOM 6269 - Web and Social Media Analytics
- MNGT 6101 - Managing Your Career
- Electives: two courses (4 credit hours)

Term Total: 13 Credit Hours

Credit Hours Summary for M.S.B.A. Program

25 credit hours of required courses

8 credit hours of elective courses

33 credit hours total for Cox M.S.B.A. degree

Specialization Option

Students will have the option of two program specializations, or tracks, one focusing more attention on database concepts and applications (business process analytics) and the other focusing more attention on marketing research practices and consumer-centric analytics (customer analytics). All specialization electives are two credit hours. Students may choose from the following specialization electives:

Business Process Analytics Specialization

- ITOM 6220 - Pricing and Revenue Optimization
- ITOM 6222 - Business Forecasting
- ITOM 6224 - Managing Service Operations
- ITOM 6225 - Project Management
- ITOM 6226 - Operations Analytics
- ITOM 6256 - Business Intelligence
- ITOM 6258 - Big Data Platforms

- ITOM 6410 - Business Analytics Practicum

Customer Analytics Specialization

- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6223 - Understanding What Customers Value
- MKTG 6224 - Research for Marketing Decisions
- MKTG 6230 - Customer Engagement and Loyalty Management
- MKTG 6279 - Multivariate Analysis for Marketing
- MKTG 6284 - Retailing Analytics

Management and Organizations

Professor Miguel A. Quiñones, Department Chair

Professors: Steven C. Currall, Albert W. Niemi, Robin L. Pinkley, Miguel A. Quiñones, Linda B. Stearns

Associate Professors: Marcus Butts, Maribeth Kuenzi, Ellen F. Jackofsky, Don VandeWalle

Assistant Professor: Robert W. Rasberry, McKenzie Rees

Professor of Practice: Sal Mistry

Visiting Professor of Practice: Jay Carson

To find additional programs related to the Management and Organizations department, check the Concentrations and Minors section on page 60.

Health Promotion Management, M.S.H.P.M.

Overview

The Master of Science in Health Promotion Management (M.S.H.P.M.) degree is offered jointly by the Simmons School of Education and Human Development and the Cox School of Business. The M.S.H.P.M. program will provide a highly focused theoretical and pragmatic education in understanding the health management industry as well as provide students with a biological, behavioral, social, and epidemiological understanding of total population health along with the business and technological acumen required of these professionals.

The program is led by Simmons School professionals with extensive research and teaching experience in applied physiology and health management and leverages the reputation and prestige of the Cox School of Business and the outstanding and burgeoning health management marketplace opportunities. The two-year, 37 credit hour program is comprised of 27 credit hours of coursework in the Simmons School plus 10 credit hours of coursework in the Cox School.

Students are admitted to the program during the fall term only. The admissions process is highly selective and follows the admissions standards of the Cox M.B.A. program. Candidates apply to the Simmons School; application submissions include cover letter, résumé, essays, official Graduate Records Examination (GRE) or Graduate Management Admissions Test (GMAT) test scores, transcripts and a minimum of two references. Complete details and link to the application are available [here](#). Questions should be addressed to the Applied Physiology and Health Management Office: telephone 214-768-2776; email apsm@smu.edu.

Curriculum

M.S.H.P.M. Class 2020: Entry Fall 2018, Graduate Spring 2020

Total Credit Hours: 38

Year 1 - Fall Term

- HPM 6301 - Health Promotion in the Workplace
- HPM 6302 - Epidemiology and Current Issues in Health

Module A (Cox School)

- ACCT 6201 - Financial Accounting I

Module B (Cox School)

- MNO 6201 - Organizational Behavior: Managing and Leading People

Term Total: 10 Credit Hours

Year 1 - Spring Term

- HPM 6303 - Behavior Theory in Health Promotion
- HPM 6321 - Health Promotion Programming and Evaluation I

Module A (Cox School)

- MNO 6212 - Introduction to Consulting

Module B (Cox School)

- FINA 6201 - Managerial Finance

Term Total: 10 Credit Hours

Year 2 - Fall Term

- HPM 6310 - Research Methods and Biostatistics
- HPM 6322 - Health Promotion Programming and Evaluation II
- HPM 6331 - Communication in Business and Health

Term Total: 9 Credit Hours

Year 2 - Spring Term

- HPM 6430 - Internship
- HPM 6332 - The U.S. Healthcare System

Module B (Cox School)

- MNO 6218 - Leadership in a Complex World

Term Total: 9 Credit Hours

Note: Classes designated ACCT, FINA, and MNO are taught in the Cox School of Business. Classes designated HPM are taught in the Simmons School of Education and Human Development.

Credit Hours for M.S.P.H.M Program

- 10 credit hours of required Cox courses
- 28 credit hours of required Simmons courses
- 38 credit hours total for M.S.P.H.M. degree

Credit Hours Summary by School

<i>Year</i>	<i>Simmons Education / Human Development</i>	<i>Cox Business</i>
1	12	8
2	16	2
Total	28	10

Management, M.S.M.

The curriculum of the M.S.M. program is designed to provide students with a fundamental understanding of business along with the budgeting, management, marketing, financial and strategic planning tools needed to assume leadership positions. Students will take a total of 30 credit hours in this one-year lock-step program. Each 16-week term is divided into two eight-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening Monday through Thursday, as well as Saturday morning. Each class meets for approximately three hours once a week. Students remain with their entering class and cohort section for the core required courses during the program.

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership potential, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement, leadership potential and a desire to gain management skills. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. Submission of GMAT or GRE graduate school admission/entry test scores may be required of candidates at the discretion of the M.S.M. Admissions Committee. For complete details and an application packet, students should visit www.coxmsm.com or contact the Cox Admissions Office: phone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

Curriculum

M.S.M. Class 2019: Entry Fall 2018, Graduate Spring 2019

Total Credit Hours: 30

Term 1 – Fall

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management

Module B Courses

- ACCT 6202 - Financial Accounting II
- or

- ACCT 6205 - Managerial Accounting I
- BUSE 6202 - Managerial Economics
- ITOM 6202 - Management Decision Analysis
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNGT 6005 - Managing a Career

Term Total: 16 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated future elective courses: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I.

Term 2 – Spring

Module A Courses

- ITOM 6203 - Operations Management
- STRA 6201 - Strategic Management

Two courses from the following:

- Any course from ACCT, BL, CISB, ITOM, MKTG, MNO, STRA
- BUSE 6206 - Uncertainty and Strategic Decision-Making
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing

Module B Courses

Three elective courses from the following:

- Any course from ACCT, BL, CISB, ITOM, MKTG, MNO, STRA
- BUSE 6206 - Uncertainty and Strategic Decision-Making
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing

Term Total: 14 Credit Hours

Credit Hours Summary for M.S.M. Program

20 credit hours of core academic required courses

10 credit hours of free elective courses as noted above

30 credit hours total for Cox M.S.M. degree

Sport Management, M.S.S.M.

The M.S.S.M. degree is offered jointly by the Annette Caldwell Simmons School of Education and Human Development and the Cox School of Business. The program is designed for students who have a passion for the business of sport and who aspire to hold senior-management positions in the multibillion dollar sports industry.

The M.S.S.M. degree is a full-time, 12-month program. The program is led by sport management professionals with decades of executive experience in a wide range of segments, including professional leagues and teams, media and broadcasting, marketing and sponsorship, facilities and sports equipment, and apparel. Students will learn important

business skills from Cox faculty. Each 16-week term is divided into two eight-week modules, with courses being offered in the evenings and on Saturdays.

Students are admitted to the program during the fall term only. The admissions process is highly selective and follows the admissions standards of the Cox M.B.A. program. Candidates apply to the Simmons School; application submissions include cover letter, résumé, essays, official GMAT management/business graduate school admission test scores, transcripts and a minimum of two references. Complete details and link to the application are available at www.smu.edu/sportmanagement. Questions should be addressed to the Sport Management Graduate Program Office: telephone 214-768-2776; email SMUSportManagement@smu.edu.

Curriculum

M.S.S.M. Class 2019: Entry Fall 2018, Graduate Summer 2019

Total Credit Hours: 37

Term 1 – Fall

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- SPRT 6220 - Sport Organizational Design
- SPRT 6223 - Sports Sponsorship

Module B Courses

- MAST 6201 - Managerial Statistics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- SPRT 6224 - Case Studies in Sports Sponsorship
- SPRT 6227 - Sports Facility Management

Term Total: 16 Credit Hours

Term 2 – Spring

Module A Courses

- MNGT 6103 - Business Presentation Techniques
- MNO 6215 - Master Negotiation
- SPRT 6221 - Sports Law
- SPRT 6225 - Advanced Sport Communication
- STRA 6201 - Strategic Management

Module B Courses

- FINA 6201 - Managerial Finance
- SPRT 6222 - Case Studies in Sports Law
- SPRT 6226 - Research Design in Sport Management
- SPRT 6228 - Ethics in Sport

Term Total: 17 Credit Hours

Term 3 – Summer

- SPRT 6430 - Master of Science in Sport Management Internship

Term Total: 4 Credit Hours

Note: Classes designated ACCT, BUSE, FINA, MAST, MNO, MNGT and STRA are taught in the Cox School of Business. Classes designated SPRT are taught in the Simmons School of Education and Human Development.

Credit Hours Summary for M.S.S.M. Program

15 credit hours of required Cox courses

22 credit hours of required Simmons courses

37 credit hours total for M.S.S.M. degree

Credit Hours Summary by School

<i>Term</i>	<i>Simmons Education/ Human Development</i>	<i>Cox Business</i>
1	8	8
2	10	7
3	4	0
Total	22	15

Marketing

Professor Raj Sethuraman, **Department Chair**

Professors: William R. Dillon, Daniel J. Howard, Matthew B. Myers, Raj Sethuraman, Glenn Voss, Zannie G. Voss

Associate Professors: Michael H. Braun, Edward J. Fox, Nickolay Gantchev, Tasadduq Shervani, Jacquelyn S. Thomas

Assistant Professors: Chaogun Chen, Wayne Taylor

Senior Lecturers: Charles A. Besio, Judith H. Foxman

Professor of Practice: Marci Armstrong

Visiting Assistant Professor: Milica Mormann

To find programs related to the Marketing department, check the Concentrations and Minors section on page 60.

Programs

- Business Analytics, M.S.B.A. (p. 47)

Real Estate, Risk Management and Business Law

Professor Joseph Cahoon, **Department Chair**

Professor: Joseph Cahoon

Associate Professor: Robert Puelz

Senior Lecturers: Barbara W. Kincaid, Catherine Weber

To find programs related to the Real Estate, Risk Management and Business Law department, check the Concentrations and Minors section on page 60.

Strategy, Entrepreneurship and Business Economics

Professor Gordon Walker, Department Chair

Professor: Gordon Walker

Associate Professor: David T. Lei

Assistant Professor: Julian Kolev, Daniel Jinyong Zyung

Professors of Practice: Robert A. Lawson, Simon S. Mak, Gary T. Moskowitz, Harvey Rosenblum

Clinical Professor: Michael L. Davis

Visiting Assistant Professor: Yunko Cho

Executive-in-Residence: W. Michael Cox

Writer-in-Residence: Richard G. Alm

Research Associate Professors: Dean B. Stansel, Derek Yonai

Research Professor of Practice: Ryan Harrison Murphy

To find additional programs related to the Strategy, Entrepreneurship and Business Economics department, check the Concentrations and Minors section on page 60.

Engineering Entrepreneurship, M.S.

Overview

The master of science in engineering entrepreneurship is a two-semester (31 credit hour) cohort based program in the EMIS Department of the Lyle School of Engineering offered in concert with Lyle (19 credit hours) and the Cox School of Business (12 credit hours). Incoming students should have an engineering undergraduate degree (or equivalent).

A graduate of the SMU M.S. in engineering entrepreneurship will be an engineer who looks at the role of new technology in society with a business perspective. That graduate will have the ability to apply that knowledge to bring new technology to the marketplace. The program fills the growing regional and national need for exceptionally trained engineering managers and entrepreneurs to start and to lead new technology ventures.

Rigorous, formal, successful courses with proven impact will be offered by the Cox School in entrepreneurship knowledge and practice. Management in an engineering context will be taught in well-established courses in Lyle's EMIS department. A third anchor for the M.S. in engineering entrepreneurship will be a new course offering that will be unique to SMU. The two-semester Technology Commercialization Studio will:

- Focus on the management of products with high technology content;
- Encourage the incubation of novel technology from students, and from SMU's research laboratories;
- Include C-level mentors from successful small and medium sized engineering firms and venture capital firms; and,
- Feature lectures from experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other subject matter vital to the practice of engineering entrepreneurship.

Students in the program will also have the ability to add to their engineering expertise, particularly in topics relevant to their entrepreneurial aspirations.

Admission Requirements

The admissions process is highly selective and requires applicants to have earned a B.S. in engineering or another technical discipline. Candidates apply to the Lyle School of Engineering; application submissions include cover letter, résumé, essays, official Graduate Records Examination (GRE) or Graduate Management Admissions Test

(GMAT) test scores, transcripts and a minimum of two references. Questions should be addressed to the Lyle School of Engineering: dmacfarlane@smu.edu.

Curriculum

M.S. in Engineering Entrepreneurship Class 2019: Entry Fall 2018, Graduate Spring 2019

Total Credit Hours: 31

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Core Courses

- CISB 6222 - Starting a Business (Cox - Offered Fall Module A)
- CISB 6226 - Evaluating Entrepreneurial Opportunity (Cox - Offered Fall Module A)
- EMIS 7501 - Technology Commercialization Studio I (Lyle)
- EMIS 7503 - Technology Commercialization Studio II (Lyle)
- STRA 6224 - Entrepreneurial Strategy (Cox - Offered Fall Module A)

Three from the following:

- BAEX 6237 - Global Explorations in Entrepreneurship (Cox - Offered Fall Module B)
- CISB 6210 - Essential Law for the Entrepreneur (Cox - Offered Fall Module A)
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies (Cox - Offered Fall Module B)
- CISB 6212 - International Entrepreneurship (Cox - Offered Fall Module B)
- CISB 6214 - Law of Financial Transactions for Entrepreneurs (Cox - Offered Fall Module A)
- CISB 6218 - Managing the Family-Owned and Closely Held Business (Cox - Offered Fall Module A)
- CISB 6220 - Social Media for Entrepreneurs (Cox - Offered Fall Module B)
- CISB 6224 - Venture Financing (Cox - Offered Fall Module A)
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation (Cox - Offered Fall Module B)
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring (Cox - Offered Fall Module A)

Two from the following:

- CEE 7306 - Sustainable Urban Development and Design
- EMIS 7351 - Enterprise Fundamentals
- EMIS 7365 - Program and Project Management
- EMIS 7366 - Marketing Engineering
- EMIS 8358 - Technical Entrepreneurship
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8364 - Engineering Management

Additional Course

- Satisfactory completion of one three hour course from any Lyle graduate program, approved by the adviser

Concentrations and Minors

Every M.B.A. student begins the program with a general business concentration. In each fall and spring term, students have a designated time when the concentration and minor selections can be changed. M.B.A. students complete one concentration with the option of completing one or more minors to meet their academic goals. Concentrations and minors will print on the student's transcript record but specializations do not. Only the degree, M.B.A., appears on diplomas. A directed study course does not count toward a concentration or minor requirement.

Note: While the Cox School encourages all students to select the concentration and minor of their choosing, it cannot ensure that all classes will be available in every term to meet the requirements.

Accounting Minor

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6201 - Financial Accounting I
- ACCT 6202 - Financial Accounting II

Required Courses

Plus 6 hours of required courses:

- ACCT 6205 - Managerial Accounting I
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6212 - Financial Reporting and Analysis II

Additional Courses

Plus any 4 hours of courses from the following list, which includes M.S.A. program courses available for M.B.A. students meeting the course prerequisites:

- ACCT 6206 - Managerial Accounting II
- ACCT 6208 - Audit Risks and Controls
- ACCT 6211 - Financial Statement Analysis
- ACCT 6213 - Accounting-Based Valuation
- ACCT 6214 - Mergers and Acquisitions
- ACCT 6215 - Advanced Topics in Accounting
- ACCT 6216 - Emerging Issues in Financial Accounting
- ACCT 6218 - Forensic Accounting and Financial-Statement Fraud
- ACCT 6238 - Taxation of Mergers and Acquisitions
- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6243 - Assurance Methodology
- ACCT 6244 - Audit Research
- ACCT 6246 - Noncorporate Entity Accounting
- ACCT 6248 - Advanced Corporate Taxation
- ACCT 6249 - Entity Taxation

Total: 10 Credit Hours

Business Analytics Minor

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management

Additional Courses

Plus 8 hours, with a minimum of 4 hours from the foundation list:

Foundation Courses

Minimum of 4 hours:

- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6217 - Data Mining
- ITOM 6222 - Business Forecasting

Elective Courses

- ITOM 6206 - Business Intelligence
- ITOM 6208 - Managing Big Data
- ITOM 6212 - Data Visualization and Communication
- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- ITOM 6219 - Web and Social Media Analytics
- ITOM 6220 - Pricing and Revenue Optimization
- ITOM 6225 - Project Management
- ITOM 6226 - Operations Analytics
- BUSE 6206 - Uncertainty and Strategic Decision-Making

- MKTG 6223 - Understanding What Customers Value
or
- MKTG 6230 - Customer Engagement and Loyalty Management

Total: 8 Credit Hours

Finance Minor

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 10 hours of required courses:

- FINA 6205 - Finance Theory and Practice (MUST be taken before all other FINA electives except FINA 6216)
- FINA 6211 - Valuation and Analysis
- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives

Total: 10 Credit Hours

Information and Operations Minor

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management

Additional Courses

Plus 8 hours, with a minimum of 4 hours from the foundation list:

Foundation Courses

Minimum of 4 hours:

- ITOM 6207 - Supply Chain Management
- ITOM 6215 - Database Design for Business Applications
- ITOM 6225 - Project Management

Elective Courses

- ITOM 6205 - Digital Strategy
- ITOM 6206 - Business Intelligence
- ITOM 6208 - Managing Big Data
- ITOM 6212 - Data Visualization and Communication
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6217 - Data Mining
- ITOM 6218 - Business Analytics Consulting

- ITOM 6219 - Web and Social Media Analytics
- ITOM 6220 - Pricing and Revenue Optimization
- ITOM 6222 - Business Forecasting
- ITOM 6224 - Managing Service Operations
- ITOM 6226 - Operations Analytics

Total: 8 Credit Hours

Management Minor

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- MNO 6201 - Organizational Behavior: Managing and Leading People

Required Course

Plus 2 hours of the required course:

- MNO 6202 - Leading Teams and Organizations

Additional Courses

Plus 8 hours, with a minimum of 4 hours from Group One and the remaining 4 hours from either Group One or Group Two:

Group One

Minimum of 4 hours:

- MNO 6214 - Strategic Management of Human Capital
- MNO 6218 - Leadership in a Complex World
- MNO 6220 - Corporate Governance
- MNO 6222 - Leading Organizational Change
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility

Group Two

- MNO 6210 - Leader as Coach
- MNO 6212 - Introduction to Consulting
- MNO 6215 - Master Negotiation
- MNO 6219 - People and Organizational Analytics
- MNO 6230 - The Evolution of American Capitalism and the Global Challenges Ahead
- BL 6224 - Managerial Perspectives on Law and the Workplace
- ITOM 6207 - Supply Chain Management
- ITOM 6218 - Business Analytics Consulting
- ITOM 6225 - Project Management
- STRA 6202 - Advanced Strategic Management

Total: 10 Credit Hours

Marketing Minor

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6205 - Managerial Accounting I
- MKTG 6201 - Marketing Management

Foundation Courses

Required any 4 hours:

- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6206 - Marketing Mix Implementation

Elective Courses: Functions and Topics

Required any 6 hours:

- MKTG 6212 - Advanced Marketing Communications Management
- MKTG 6214 - Advanced Pricing Management
- MKTG 6215 - Advanced Product and Brand Management
- MKTG 6218 - Multichannel Marketing Management
- MKTG 6222 - New Product Development
- MKTG 6223 - Understanding What Customers Value
- MKTG 6224 - Research for Marketing Decisions
- MKTG 6225 - Retailer Behavior and Sales Promotion
- MKTG 6226 - Advanced Marketing Strategy
- MKTG 6227 - Global Marketing Management
- MKTG 6230 - Customer Engagement and Loyalty Management
- MKTG 6232 - Digital and Social Media Marketing
- MKTG 6233 - Nonprofit Marketing Strategy

Total: 10 Credit Hours

Real Estate Minor

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 8 hours of required courses:

- RE 6211 - Real Estate Investment
- RE 6212 - Real Estate Analysis and Strategy
- RE 6213 - Real Estate Finance
- RE 6215 - Real Estate Development

Total: 8 Credit Hours

Strategy and Entrepreneurship Minor

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- STRA 6201 - Strategic Management

Required Course

Plus 2 hours of the required course:

- STRA 6202 - Advanced Strategic Management

Additional Courses

Plus any combination of 8 hours from the following list, with a maximum 4 hours of CISB courses:

- STRA 6219 - Private Equity and Venture Capital
- STRA 6220 - Strategic Mergers and Acquisitions
- STRA 6222 - International Corporate Strategy
- STRA 6224 - Entrepreneurial Strategy
- STRA 6225 - Strategic Alliances
- STRA 6226 - Competitive Advantage
- STRA 6228 - Global Strategy
- STRA 6236 - The Practice of International Business
- STRA 6410 - Venture Capital Practicum

CISB Courses

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Law of Financial Transactions for Entrepreneurs
- CISB 6216 - Managing the Entrepreneurial Business I
- CISB 6217 - Managing the Entrepreneurial Business II
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6222 - Starting a Business

- CISB 6223 - Early-Stage Valuation and Fund
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
- CISB 6230 - Teaming with Venture Investors

Total: 10 Credit Hours

Accounting Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6201 - Financial Accounting I
- ACCT 6202 - Financial Accounting II

Required Courses

Plus 6 hours of required courses:

- ACCT 6205 - Managerial Accounting I
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6212 - Financial Reporting and Analysis II

Additional Courses

Plus any 8 hours of courses from the following list, which includes M.S.A. program courses available for M.B.A. students meeting the course prerequisites:

- ACCT 6206 - Managerial Accounting II
- ACCT 6208 - Audit Risks and Controls
- ACCT 6211 - Financial Statement Analysis
- ACCT 6213 - Accounting-Based Valuation
- ACCT 6214 - Mergers and Acquisitions
- ACCT 6215 - Advanced Topics in Accounting
- ACCT 6216 - Emerging Issues in Financial Accounting
- ACCT 6218 - Forensic Accounting and Financial-Statement Fraud
- ACCT 6238 - Taxation of Mergers and Acquisitions
- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6243 - Assurance Methodology
- ACCT 6244 - Audit Research
- ACCT 6246 - Noncorporate Entity Accounting
- ACCT 6248 - Advanced Corporate Taxation
- ACCT 6249 - Entity Taxation

Total: 14 Credit Hours

Business Analytics Concentration

Concentration Requirements

Core Courses

Core courses not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management

Additional Courses

Plus 12 hours, with a minimum of 4 hours from the foundation list:

Foundation Courses

Minimum of 4 hours:

- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6217 - Data Mining
- ITOM 6222 - Business Forecasting

Elective Courses

- ITOM 6206 - Business Intelligence
- ITOM 6208 - Managing Big Data
- ITOM 6212 - Data Visualization and Communication
- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- ITOM 6219 - Web and Social Media Analytics
- ITOM 6220 - Pricing and Revenue Optimization
- ITOM 6225 - Project Management
- ITOM 6226 - Operations Analytics
- BUSE 6206 - Uncertainty and Strategic Decision-Making

- MKTG 6223 - Understanding What Customers Value
or
- MKTG 6230 - Customer Engagement and Loyalty Management

Total: 12 Credit Hours

Finance Concentration

Concentration Requirements

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
or

- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 10 hours of required courses:

- FINA 6205 - Finance Theory and Practice (MUST be taken before all other FINA electives except FINA 6216)
- FINA 6211 - Valuation and Analysis
- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives

Elective Courses

Plus any 6 hours of elective courses from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6228 - Energy Project Valuation and Finance
- FINA 6230 - Practicum in Portfolio Management I
- FINA 6231 - Practicum in Portfolio Management II
- FINA 6238 - Financial Modeling

Total: 16 Credit Hours

Finance Concentration - Corporate Finance Specialization

Specializations Within the Finance Concentration

The specializations listed are not printed on a student's transcript. They are merely guidelines to assist a student planning to gain additional knowledge in a specific area within the finance concentration. The finance concentration supports further specialization in the following three areas: 1) investments, 2) corporate finance or 3) energy finance.

Requirements (16 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 14 hours of required courses:

- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis

- FINA 6212 - Corporate Financial Policies
- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives
- FINA 6238 - Financial Modeling

Elective Courses

Plus at least 2 hours of elective courses from the following list:

- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6228 - Energy Project Valuation and Finance
- FINA 6230 - Practicum in Portfolio Management I (fall term)
- FINA 6231 - Practicum in Portfolio Management II (spring term)

Finance Concentration - Energy Finance Specialization

Specializations Within the Finance Concentration

The specializations listed are not printed on a student's transcript. They are merely guidelines to assist a student planning to gain additional knowledge in a specific area within the finance concentration. The finance concentration supports further specialization in the following three areas: 1) investments, 2) corporate finance or 3) energy finance.

Requirements (17 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 15 hours of required courses:

- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis
- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives
- FINA 6228 - Energy Project Valuation and Finance
- LAW 6378 - Oil and Gas (with instructor's permission)

Elective Courses

Plus at least 2 hours of elective courses from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy

- FINA 6226 - Quantitative Trading Strategies
- FINA 6230 - Practicum in Portfolio Management I (fall term)
- FINA 6231 - Practicum in Portfolio Management II (spring term)
- FINA 6238 - Financial Modeling

Finance Concentration - Investments Specialization

Specializations Within the Finance Concentration

The specializations listed are not printed on a student's transcript. They are merely guidelines to assist a student planning to gain additional knowledge in a specific area within the finance concentration. The finance concentration supports further specialization in the following three areas: 1) investments, 2) corporate finance or 3) energy finance.

Requirements (16 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- FINA 6201 - Managerial Finance

Required Courses

Plus 14 hours of required courses:

- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis
- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6218 - Fixed Income Securities
- FINA 6219 - Derivatives
- FINA 6226 - Quantitative Trading Strategies

Elective Courses

Plus at least 2 hours of elective courses from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6228 - Energy Project Valuation and Finance
- FINA 6230 - Practicum in Portfolio Management I (fall term)
- FINA 6231 - Practicum in Portfolio Management II (spring term)
- FINA 6238 - Financial Modeling

Finance Honors Track

Requirements (65 credit hours)

The finance honors track within the finance concentration is designed to allow students interested in finance careers to take many of their finance electives earlier in the program. To be accepted into the Finance Honors Track,

students need to demonstrate strong performance in FINA 6201, ACCT 6201, MAST 6201, and FINA 6205. Students who apply will be reviewed and considered at the conclusion of module B in the fall term. Those accepted will begin alternate coursework in the spring term, as outlined below. Students in the track that are interested in money management and related fields are encouraged to pursue the chartered financial analyst (CFA) designation concurrent with the coursework during the first year of the M.B.A. program. The CFA designation is offered by the CFA Institute and is a globally recognized credential in finance, and is necessary in such fields as money management.

Year 1 – Fall Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6101 - Managing Your Career

Module B Courses

- ACCT 6202 - Financial Accounting II
- BUSE 6202 - Managerial Economics
- FINA 6205 - Finance Theory and Practice
- ITOM 6202 - Management Decision Analysis
- MNGT 6103 - Business Presentation Techniques

Term Total: 18 Credit Hours

Year 1 – Spring Term

Module A Courses

- ACCT 6210 - Financial Reporting and Analysis I
- FINA 6211 - Valuation and Analysis
- FINA 6216 - Portfolio Theory and Asset Pricing
- ITOM 6203 - Operations Management
- MNGT 6011 - Managing Your Career, Part Two

Module B Courses

- FINA 6214 - International Financial Markets
- FINA 6219 - Derivatives
- FINA 6222 - Financial Markets and Monetary Policy
- FINA Elective (2 credit hours)
- MNGT 6020 - First-Year Foundations
- MNGT 6210 - Global Leadership Program

Term Total: 18 Credit Hours

Note:

- Students in the Finance Honors Track will complete FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.

- Students interested in the CFA designation are encouraged to enroll in the CFA preparatory course, which will meet weekly in the spring term. There may be an additional cost associated with the preparatory course. These students are also encouraged to sit for the Level I, II, or III CFA Examination in June.

Year 1 – Summer Term

- MNGT 6150 - Graduate Corporate Internship Program

Term Total: 1 Credit Hours

Year 2 – Fall Term

Module A Course

- STRA 6201 - Strategic Management

Modules A and B Courses

Electives: six courses

Term Total: 14 Credit Hours

Year 2 – Spring Term

Module A Courses

- MNO 6201 - Organizational Behavior: Managing and Leading People
- Electives: three courses

Module B Courses

Electives: three courses

Term Total: 14 Credit Hours

Credit Hour Summary for Finance Honors Track

41 credit hours of required courses

24 credit hours of elective courses

65 credit hours total

Note: Of these elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional Information is in the Concentrations and Minors section.)

General Business Concentration

Concentration Requirements

Core Course

Core course not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
- or
- ACCT 6205 - Managerial Accounting I

Elective Courses

Students can select any elective courses, adhering to the prerequisites listed within the course catalog descriptions, for a total of 12 elective credit hours.

Total: 12 Credit Hours

Information and Operations Concentration

Concentration Requirements

Core Courses

Core courses not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management

Additional Courses

Plus 12 hours, with a minimum of 4 hours from the foundation list:

Foundation Courses

Minimum of 4 hours:

- ITOM 6207 - Supply Chain Management
- ITOM 6215 - Database Design for Business Applications
- ITOM 6225 - Project Management

Elective Courses

- ITOM 6205 - Digital Strategy
- ITOM 6206 - Business Intelligence
- ITOM 6208 - Managing Big Data
- ITOM 6212 - Data Visualization and Communication
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6217 - Data Mining
- ITOM 6218 - Business Analytics Consulting
- ITOM 6219 - Web and Social Media Analytics
- ITOM 6220 - Pricing and Revenue Optimization
- ITOM 6224 - Managing Service Operations
- ITOM 6226 - Operations Analytics

Total: 12 Credit Hours

Management Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- MNO 6201 - Organizational Behavior: Managing and Leading People

Required Course

Plus 2 hours of the required course:

- MNO 6202 - Leading Teams and Organizations

Additional Courses

Plus 12 hours, with a minimum of 4 hours from Group One and the remaining 8 hours from either Group One or Group Two:

Group One

Minimum of 4 hours:

- MNO 6214 - Strategic Management of Human Capital
- MNO 6218 - Leadership in a Complex World
- MNO 6220 - Corporate Governance
- MNO 6222 - Leading Organizational Change
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility

Group Two

- MNO 6210 - Leader as Coach
- MNO 6212 - Introduction to Consulting
- MNO 6215 - Master Negotiation
- MNO 6219 - People and Organizational Analytics
- MNO 6230 - The Evolution of American Capitalism and the Global Challenges Ahead
- BL 6224 - Managerial Perspectives on Law and the Workplace
- ITOM 6207 - Supply Chain Management
- ITOM 6218 - Business Analytics Consulting
- ITOM 6225 - Project Management
- STRA 6202 - Advanced Strategic Management

Total: 14 Credit Hours

Marketing Concentration

Concentration Requirements

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6205 - Managerial Accounting I
- MKTG 6201 - Marketing Management

Foundation Courses

Required 6 hours:

- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6206 - Marketing Mix Implementation

Additional Courses

Plus 10 hours of marketing functions and topics courses, with a minimum of 4 hours from the functions list:

Functions Courses

Minimum of 4 hours:

- MKTG 6212 - Advanced Marketing Communications Management
- MKTG 6214 - Advanced Pricing Management
- MKTG 6215 - Advanced Product and Brand Management
- MKTG 6218 - Multichannel Marketing Management

Topics Courses

- MKTG 6222 - New Product Development
- MKTG 6223 - Understanding What Customers Value
- MKTG 6224 - Research for Marketing Decisions
- MKTG 6225 - Retailer Behavior and Sales Promotion
- MKTG 6226 - Advanced Marketing Strategy
- MKTG 6227 - Global Marketing Management
- MKTG 6230 - Customer Engagement and Loyalty Management
- MKTG 6232 - Digital and Social Media Marketing
- MKTG 6233 - Nonprofit Marketing Strategy

Total: 16 Credit Hours

Real Estate Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I

- FINA 6201 - Managerial Finance

Required Courses

Plus 8 hours of required courses:

- RE 6211 - Real Estate Investment
- RE 6212 - Real Estate Analysis and Strategy
- RE 6213 - Real Estate Finance
- RE 6215 - Real Estate Development

Additional Courses

Plus any 6 hours of courses from the following list:

- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6218 - Fixed Income Securities
- FINA 6219 - Derivatives
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6238 - Financial Modeling
- RE 6220 - Real Estate Practicum

Total: 14 Credit Hours

Strategy and Entrepreneurship Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6202 - Financial Accounting II
or
- ACCT 6205 - Managerial Accounting I
- STRA 6201 - Strategic Management

Required Course

Plus 2 hours of the required course:

- STRA 6202 - Advanced Strategic Management

Additional Courses

Plus any combination of 12 hours, with at least 8 hours from Group One and no more than 4 hours from Group Two. Out of the 12 hours, up to 8 hours can be from the CISB course list: 4 hours from Group One and 4 hours from Group Two.

Group One

Minimum of 8 hours:

- STRA 6219 - Private Equity and Venture Capital

- STRA 6220 - Strategic Mergers and Acquisitions
- STRA 6222 - International Corporate Strategy
- STRA 6224 - Entrepreneurial Strategy
- STRA 6225 - Strategic Alliances
- STRA 6226 - Competitive Advantage
- STRA 6228 - Global Strategy
- STRA 6236 - The Practice of International Business
- STRA 6410 - Venture Capital Practicum

CISB Courses

One or two courses (maximum of 4 credit hours) from the following list:

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Law of Financial Transactions for Entrepreneurs
- CISB 6216 - Managing the Entrepreneurial Business I
- CISB 6217 - Managing the Entrepreneurial Business II
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6222 - Starting a Business
- CISB 6223 - Early-Stage Valuation and Fund
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
- CISB 6230 - Teaming with Venture Investors

Group Two

Maximum of 4 hours:

- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6211 - Financial Statement Analysis
- ACCT 6214 - Mergers and Acquisitions
- BL 6224 - Managerial Perspectives on Law and the Workplace
- BUSE 6206 - Uncertainty and Strategic Decision-Making
- BUSE 6223 - Game Theory for Business Managers
- ITOM 6205 - Digital Strategy
- ITOM 6226 - Operations Analytics
- MKTG 6222 - New Product Development
- MKTG 6223 - Understanding What Customers Value
- MKTG 6226 - Advanced Marketing Strategy
- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- MNO 6230 - The Evolution of American Capitalism and the Global Challenges Ahead

CISB Courses

One or two courses (maximum of 4 credit hours) from the following list:

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Law of Financial Transactions for Entrepreneurs
- CISB 6216 - Managing the Entrepreneurial Business I
- CISB 6217 - Managing the Entrepreneurial Business II
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6222 - Starting a Business
- CISB 6223 - Early-Stage Valuation and Fund
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
- CISB 6230 - Teaming with Venture Investors

Total: 14 Credit Hours

Cox School of Business: Course Descriptions

The following business courses have been approved by the Cox School of Business faculty for the full-time M.B.A. and P.M.B.A. programs and the Master of Science in Accounting, Entrepreneurship, Finance or Management programs. It should be noted that not all courses described in this catalog are necessarily offered in any given academic year. Students should check the published course schedules to see the courses offered for a specific term. All core required courses must be completed prior to taking an elective course within an academic discipline.

Academic Areas of Instruction. Courses are listed under the following academic areas:

- Accounting (ACCT)
- Business Administration
- Managerial Statistics (MAST)
- Finance (FINA)
- Information Technology and Operations Management (ITOM)
- Management (MNGT)
- Management and Organizations (MNO)
- Marketing (MKTG)
- Real Estate, Risk Management and Business Law
- Real Estate (RE)
- Business Law (BL)
- Strategy, Entrepreneurship and Business Economics
- Strategy (STRA)
- Entrepreneurship (CISB)
- Business Economics (BUSE)

International Programs

Understanding major political and economic trends outside the United States is critical to success in today's business environment. Through the Office of Global Operations, Cox provides P.M.B.A. students with the chance to study and experience these trends firsthand by attending a course and earning two credit hours over a 10-day program.

Students may participate in international programs after completing all required core courses. To apply for the international programs, students must be in good academic standing with a 3.200 or better cumulative GPA. Participants are selected on a first-come, first-served basis, with graduation date and cumulative GPA holding precedence. Courses taken by participation in an international program will count toward the degree and fulfill the P.M.B.A. international requirement but will not count toward the GPA calculation or concentration requirements. For assistance in reviewing academic plans, students should meet with the associate director for the P.M.B.A. program early in the planning process.

Students enrolled in an international P.M.B.A. course taught at a partner school cannot be concurrently enrolled in a course at Cox.

For students participating in an international program, tuition is paid to SMU, while registration fees are paid to the partner school. In addition, travel plans and other miscellaneous costs are the students' responsibility. Financial aid will be handled as though the student is studying at Cox.

The M.B.A. Global Operations Office reserves the right to decline anyone whose behavior at Cox indicates that he or she might jeopardize Cox's exchange relationship and thus prevent future Cox P.M.B.A. students from going on exchange to a particular school.

Cox's P.M.B.A. international agreements limit the number of participants; therefore, spaces are limited. Students should visit the website for more information (www.cox.smu.edu/web/global-programs/professional-mba).

Master of Business Administration Concentrations and Minors

Every M.B.A. student begins the program with a general business concentration. In each fall and spring term, students have a designated time when the concentration and minor selections can be changed. M.B.A. students complete one concentration with the option of completing one or more minors to meet their academic goals. Concentrations and minors will print on the student's transcript record but specializations do not. Only the degree, M.B.A., appears on diplomas. A directed study course does not count toward a concentration or minor requirement.

Note: While the Cox School encourages all students to select the concentration and minor of their choosing, it cannot ensure that all classes will be available in every term to meet the requirements.

Accounting Courses

All M.B.A. students take ACCT 6201 as part of the core curriculum. For the second required accounting course, students choose either ACCT 6202 or ACCT 6205 depending upon their concentration and degree plan. The appropriate prerequisite courses must be successfully completed to enroll in elective ACCT courses. More details on course selection and prerequisites are found in the Accounting section and in the course descriptions below.

ACCT 6201 - Financial Accounting I

Credits: 2

This course introduces students to the fundamentals of preparing and understanding financial statements targeted to external users.

ACCT 6202 - Financial Accounting II

Credits: 2

Builds on ACCT 6201 and provides more in-depth coverage of how individual asset, liability, and equity accounts are measured and recognized in the financial statements. Prerequisite: ACCT 6201.

ACCT 6205 - Managerial Accounting I

Credits: 2

Demonstrates techniques for maximizing shareholder value by correctly assessing the financial outcomes of commonly recurring types of operating decisions. Techniques for identifying alternatives, assessing relevant costs, and choosing a course of action are illustrated with case studies involving decisions on pricing (including special order and private label pricing), production alternatives (including make or buy), and allocation of care resources. Topics include cost behavior, cost-volume-profit relations, cost system design and interpretation (including the use of actual costs and standard costs), and identifying the costs and revenues relevant to decisions. The course will probably have a case orientation. Prerequisite: ACCT 6201.

ACCT 6206 - Managerial Accounting II

Credits: 2

Continues the study begun in ACCT 6205. Explores the use of cost data in planning and controlling operations. Describes techniques of cost measurement (variable costing, activity-based costing, and relevant costing) and their implications for cost management. Introduces management control (strategy implementation) in the decentralized

organization, including variable costing, activity-based costing, activity-based management, strategic cost analysis, divisional profit center evaluation, and transfer pricing. Prerequisite: ACCT 6205.

ACCT 6208 - Audit Risks and Controls

Credits: 2

The fundamental concepts and applications of internal control over financial reporting risk as they relate to systems development and design, and to the integrated audit of internal controls over financial reporting in accordance with PCAOB Audit Standard 5. Also, fundamental auditing theory, practice, and procedures as they are applied to financial statement audits. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6210 - Financial Reporting and Analysis I

Credits: 2

Designed for those whose careers will require a more in-depth knowledge of financial statements than that provided by the required core financial accounting courses (ACCT 6201, ACCT 6202). Focuses on issues relevant to M.B.A. students whose careers depend on their ability to analyze financial statements. Topics include deferred taxes, leases, discontinued operations, accounting write-offs, and restructuring charges, and analysis of the statement of cash flows. Recommended: ACCT 6211, ACCT 6212. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6211 - Financial Statement Analysis

Credits: 2

Students develop a framework for analyzing financial statements and apply it to a series of real-world situations via cases (one a week). Financial statement analysis assesses a firm along multiple dimensions, including the firm's success (or lack thereof) in executing its strategy (business model); the firm's competitive position within its industry; the firm's financial policies and their effect on firm risk, performance, and quality of earnings; and a range of other activities undertaken by the firm. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6212 - Financial Reporting and Analysis II

Credits: 2

Similar to ACCT 6210, this course is designed for students whose careers will require a more in-depth knowledge of financial statements than that provided by the required core financial accounting courses (ACCT 6201, ACCT 6202). Topics include off-balance-sheet financing, accounting for pensions and postretirement benefits, accounting for stock options, and earnings per share. Prerequisite: ACCT 6202 or currently enrolled in M.S.A. program.

ACCT 6213 - Accounting-Based Valuation

Credits: 2

Covers the analysis of financial information (particularly firms' financial statements) for making decisions to invest in businesses. Methods to determine stock value using fundamental analysis are examined in detail and applied in situations involving listed companies. Particular emphasis is given to the accounting-based valuation models. The appeal of these models is that valuation is based on accounting data; these data are not only available ex post but they are also commonly available ex ante as forecasts. Topics include a comparison of accounting, dividend, and cash flow-based approaches to valuation; methods of financial statement analysis, including ratio analysis; and the analysis of risk. Also, dealing with accounting issues and forecasting firms' future performance. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6214 - Mergers and Acquisitions

Credits: 2

Detailed examination of the controversial nature of mergers, acquisitions, and consolidations accounting, with a focus on the differential impact of alternative methods of accounting for economically similar transactions and the

implications of the same for managerial behavior, valuation, and investors. Reviews the revised merger accounting standards (SFAS 141/142), which require that all mergers be accounted for using one method, while GAAP still affords significant discretion to managers in implementing these standards. Insights generated from discussions of the M&A setting are applied to various other scenarios where managers can influence or dictate accounting choice. Explores the important differences in U.S. GAAP and IFRS and their implications, given the FASB's harmonization project with IASB. Includes discussion of accounting issues associated with other corporate restructuring transactions such as LBOs, spin-offs, and carve-outs. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6215 - Advanced Topics in Accounting

Credits: 2

Covers a series of advanced topics in financial accounting, including futures, options, and swaps and how they are accounted for; foreign currency transactions and how to account for hedging instruments related to those transactions; how to translate foreign currency statements for purposes of consolidation; SEC reporting requirements; and how to account for bankruptcy. Prerequisite or corequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6216 - Emerging Issues in Financial Accounting

Credits: 2

This course examines several significant financial accounting issues being raised by the SEC as to the appropriateness of application in practice. After completing this course, students should 1) have a better understanding of the issues related to the application of the section of the codification, 2) understand practice concerns, and 3) understand the disclosures required to report the issues. Prerequisite: ACCT 6202 or enrolled in the M.S.A. program.

ACCT 6218 - Forensic Accounting and Financial-Statement Fraud

Credits: 2

Imparts a detailed understanding of forensic accounting and the practical applications of forensics within the accounting profession. Fast-paced course that immerses students in the forensic accounting field, with a focus on litigation consulting, fraud investigation, damage quantification, and expert testimony. Provides real-world exposure and requires each student to observe a civil legal proceeding in a state or federal court (for at least 1 hour, outside of class). Through individual and group activities, students study cases to gain an understanding of forensic accounting processes, roles, and responsibilities. Upon completion of the course, students are able to work effectively as a member of a forensic accounting engagement team. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6219 - Leadership Skills for the Accounting Professional

Credits: 2

This course examines key elements of business leadership for those entering the accounting profession. It involves the analysis of technical accounting principles, market trends, and historical business events in the context of business decision-making. It provides students with an opportunity to actively engage in group discussions on the following topics: leading others, making ethical decisions, leading organizational change, connecting financial analysis with business strategy, and leading through innovation. Students develop their personal skills in team building, effective business presentations, and business writing. Students also learn other skills that enhance their leadership effectiveness, including the use of emotional intelligence and navigating organizational governance and power structures. Prerequisite: Currently enrolled in the M.S.A. program.

ACCT 6220 - Accounting Data Analytics

Credits: 2

Introduces issues that arise in asking the right questions when employing data analytics in an accounting context. Students gain a strong foundation in what is possible today with data analytics. Topics include understanding the question(s) or issues being investigated, determining what data is available, common issues that arise in gathering data, practical experience with data analysis tools, and presentation of information to others. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6221 - Accounting Issues in Financial Due Diligence

Credits: 2

Deals with the analysis of accounting information, particularly financial statements, to determine historical and pro forma performance by ascertaining and analyzing normalized EBITDA, working capital, and key value drivers of the business. The primary focus is on understanding the investment cycle of a mergers and acquisitions deal, understanding financial statements, and learning how to properly analyze a company's normalized level of operations with consideration given to both historical performance and anticipated changes going forward. Methods to determine EBITDA, working capital, and other key financial metrics using historical analysis and forecasting, will be examined in detail and applied in situations involving a variety of real world examples. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6226 - Accounting Information Systems

Credits: 2

Enhances students' auditing, SOX 404 consulting, and enterprise risk mitigation skills. Focuses on business processes, internal controls, and information technology as well as the tools for documenting these, namely, flowcharts, control matrices, and policy and procedure manuals. Covers topics assessed in the information technology portion of the CPA exam. Prerequisite: Enrollment in the M.S.A. program.

ACCT 6238 - Taxation of Mergers and Acquisitions

Credits: 2

This course explores advanced corporate tax issues primarily surrounding the federal income taxation of mergers and acquisitions. In this course, students learn the requirements necessary to affect various forms of tax-free reorganizations and the ancillary tax issues to consider when advising clients on business combinations. As time allows, students also cover the general requirements of forming real estate investment trusts and certain international considerations relevant in the mergers and acquisitions context. Prerequisite: Currently enrolled in M.S.A. program or by permission.

ACCT 6239 - Tax Research

Credits: 2

This course is designed to provide a foundation from which students can effectively identify, research, and resolve tax issues. Students will learn how to assess the appropriateness of authoritative sources and communicate the results of tax research clearly and concisely to the intended audiences of their tax memorandums. Prerequisite: Currently enrolled in M.S.A. program or by permission.

ACCT 6240 - Advanced Partnership Taxation

Credits: 2

Builds on ACCT 6248 and provides additional in-depth coverage of tax issues related to the formation, operation, and dissolution of corporations and partnerships. Prerequisite: ACCT 6248.

ACCT 6241 - Seminar in International Taxation

Credits: 2

Surveys basic issues in international, state, and local income taxation. Topics on international taxation issues include taxation on foreign operations of U.S. individuals and corporations, U.S. taxation of foreign individuals and corporations, foreign tax credits, U.S. possessions taxation, foreign tax credits, sourcing of income, and Section 482 reallocation of income adjustments. Topics on state and local income taxation issues include an analysis of nexus issues, unitary versus nonunitary tax regimes, and the allocation and apportionment of income and expenses.

Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6242 - Accounting for Income Taxes

Credits: 2

Provides a systematic analysis of the provisions of FAS 109, "Accounting for Income Taxes," and FIN 48, "Accounting for Tax Uncertainties." Includes the calculation of the current and deferred provision for income taxes, the effect of changes in the tax rate, the impact of net operating losses, the need for and calculation of a tax valuation account, and the calculation of and disclosures needed for tax uncertainty positions. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6243 - Assurance Methodology

Credits: 2

Presents audit theory and procedures applied to the integrated audit of internal controls over financial reporting. Consideration is given to understanding relationships with clients, substantive testing, and audit documentation. In addition, client, industry, and technical research are applied to high-risk audit areas. Prerequisite: ACCT 6208 or enrollment in the M.S.A. program.

ACCT 6244 - Audit Research

Credits: 2

Presents audit theory and procedures applied to the integrated audit of internal controls over financial reporting. Consideration is given to audit wrap-up procedures and to writing reports, reviews, and compilations. In addition, client, industry, and technical research are applied to high-risk audit areas. Prerequisites: ACCT 6243, enrollment in M.S.A Program.

ACCT 6246 - Noncorporate Entity Accounting

Credits: 2

Focuses on financial reporting by government entities and nonprofit organizations. Covers accounting for partnerships, including the formation and termination of partnerships. Required course for M.S.A. students and recommended for anyone interested in bank lending. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6248 - Advanced Corporate Taxation

Credits: 2

This course examines basic issues in the tax treatment of corporations and their shareholders, including corporate formations, a variety of corporate distributions to shareholders (both liquidating and nonliquidating distributions), and tax considerations in the sale of corporate businesses. Grades are given for this course and ACCT 6249 at the end of the second course - the same grade for each course. To receive a passing grade in either course, the student must complete both. Prerequisite: Currently enrolled in M.S.A. program or by permission.

ACCT 6249 - Entity Taxation

Credits: 2

Surveys issues related to partnership and S-corporation taxation, multijurisdictional taxation, international and multistate taxation, and estate tax planning. Grades are given for this course and ACCT 6248 at the end of the second course - the same grade for each course. To receive a grade in either course, the student must complete both. Prerequisite: ACCT 6248.

ACCT 6280 - M.S.A. Intermediate Accounting I

Credits: 2

Theory and techniques for construction of corporate financial reports for use by stockholders, creditors, and other analysts. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6281 - M.S.A. Intermediate Accounting II

Credits: 2

Continuation of ACCT 6280. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6282 - M.S.A. Federal Income Tax I

Credits: 2

A conceptual basis and structure for the determination of income taxes. Tax research methods are used in preparing tax returns, solving problems, and planning business decisions. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6295 - Directed Studies in Accounting

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ACCT 6380 - M.S.A. Intermediate Accounting I

Credits: 3

Theory and techniques for construction of corporate financial reports for use by stockholders, creditors, and other analysts. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6495 - Directed Studies in Accounting

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

Business Administration Courses

The E.M.B.A. curriculum has been designed to integrate both management theory and practical skills application in a series of synchronized courses during the 21-month period. The first-year coursework is focused on the acquisition of know-ledge, skills and usable expertise in a number of business disciplines. The second-year coursework covers the broader, policy-level aspects of finance, organizational behavior and marketing. Elective courses vary from year to year. The assistant dean of the E.M.B.A. program develops a list of electives from which the students select.

The following required courses are approved by the Cox School of Business faculty for the E.M.B.A. program. The courses are taken in the specified order listed in the curriculum above.

BA 6005 - Strategic Management of Human Capital

Credits: 1.5

The techniques, policies, processes, strategies, and practices used by companies and managers to effectively and efficiently utilize human resources. Students learn how the various core areas of human resource management are aligned to accomplish business objectives and gain a greater appreciation for the importance of human capital for achieving an organization's goals. Examines how the business strategy, legal environment, and design of work affect human resource management. Additionally, because human resource management is becoming less of a functional responsibility and more of a manager's responsibility, the theories and techniques taught in the course are applicable for many positions in a wide variety of organizations.

BA 6015 - Executive Leadership

Credits: 1.5

A study of leadership that promotes an academic and practical understanding of the subject. Discusses the similarities and differences between effective management and leadership. Students explore and work on improving basic interpersonal skills related to leadership effectiveness. Investigates thoroughly leadership effectiveness from at least three angles: personal leadership, interpersonal leadership, and organizational leadership. Provides detailed feedback into how others view the student's leadership skills. Promotes the insight required to effectively write a meaningful personal leadership development plan and help develop a personal leadership point of view.

BA 6030 - Operations Management

Credits: 1.5

The fields of operations management and information technology and the fundamental concepts and techniques necessary for obtaining world-class performance in these areas. Reviews operations management topics and introduces the way information technology is being used to re-engineer and dramatically improve business processes. Also, analyzes the strategic use of information technology, reviewing such related topics as electronic commerce and knowledge.

BA 6039 - Macroeconomics

Credits: 1.5

Contemporary issues in macroeconomics, with special emphasis on monetary policy and financial-side macro issues. Provides students with an understanding of the intersection among the Federal Reserve, the macro-economy, and financial markets and institutions as revealed through contemporary case studies. Emphasizes recent financial innovations and the challenges such innovations pose to the economy, to monetary and regulatory policy, and to private-sector business strategy.

BA 6040 - Managerial Accounting

Credits: 1.5

Introduces the strengths and limitations of an organization's accounting system, helping students be more intelligent users of these systems. Emphasis on modern cost management and performance measurement techniques for use within the firm. Discusses the challenges to a manager of selecting and, in some cases, creating the information relevant to his or her day-to-day operating decisions. Uses case analysis as a means of learning to deal with ambiguity often experienced in the workplace.

BA 6050 - Decision Modeling

Credits: 1.5

An introduction to some of the decision-modeling techniques available for analyzing business problems. Discusses various modeling techniques, including nonlinear programming (optimization), linear programming, integer programming, and simulation. Involves building models for some of the following: monitoring mutual fund

managers, managing portfolios, benchmarking organizations, redesigning distribution networks, scoring credit, purchasing subassemblies, stocking retail inventory, and processing checks.

BA 6053 - Building and Leading An Innovative Enterprise

Credits: 1.5

Explores the organizational and management requirements that determine the viability of new growth opportunities, with a focus on management of processes that drive innovation and greatly improve the probability of achieving profitable results and a sustainable competitive advantage. Covers new product creation, development, and management topics. Includes lectures, group discussions, case studies, and group projects.

BA 6060 - Financial Statement Analysis

Credits: 1.5

Students create a framework for analyzing financial statements and apply it to a series of real world situations via cases. Students develop financial analysis skills that could be useful for a variety of job functions.

BA 6065 - Omnichannel Marketing Management

Credits: 1.5

Provides insight and practical guidance on key organizational factors essential to a successful omnichannel business, including executive management support and collaboration with critical functional partners. Supports development of the analytic and application skills needed to successfully market in an omnichannel environment. The course is taught using lectures, cases and exercises to reinforce the information presented. The ultimate goal is to ensure the student is prepared to contribute to a business-building customer experience in a meaningful way.

BA 6070 - Global Challenges to America's Future

Credits: 1.5

Provides an overview of the profound challenges facing America in the competitive global marketplace. Major topics include the steep decline of the United States as an industrial power, the changing face of the American workforce, the erosion of America's education advantage over the rest of the world, the disappearance of the middle class, the widening gap between rich and poor, the explosion in the growth of the government, the drift toward socialism, the intense competition among states for jobs, the miracle of Texas, and the economic outlook for the future.

BA 6073 - Negotiations

Credits: 1.5

Helps each student develop into a better negotiator. Uses highly interactive classroom dialogue, simulated and real-world negotiations, reading, and reporting on a self-selected negotiation book. Covers how to identify and prepare for various styles of negotiations, along with strategies, tactics, and counter tactics used to accomplish negotiation objectives. Analyzes international, cultural, and gender differences on negotiations, as well the differences in individual and multimember negotiations. Includes opportunities for students to experience these differences. Also, discusses ethical issues arising during negotiations and the use of representatives and mediation to achieve desired negotiation results.

BA 6074 - Mergers and Acquisitions

Credits: 1.5

Examines the full cycle of acquisition transactions, from the economic rationale of the proposed deal to valuation, structuring, price negotiation, and pre- and post-transaction integration. Students determine how appropriate acquisition strategies and structure can create value for buying and selling shareholders. The case-based course gives

students a greater understanding of the M&A process between companies so they will be in a position to contribute as part of a buy or sell side team, integration team, or advisory group.

BA 6077 - Legal Environment of Business

Credits: 1.5

Introduces a number of legal issues common to all businesses and explains of how to mitigate the risk of such disputes, or at least prepare for them. Also, helps students hone their analytical and critical-thinking skills. Does not delve into specialized areas such as securities regulations and environmental laws that may not be relevant to all industries.

BA 6079 - Microeconomics

Credits: 1.5

Economics of the firm, demand and supply factors of production, introduction to welfare economics, game theory for decision-making, and applied agency theory in organizations. Also, focuses on how to manipulate formal models, using graphs and other simple mathematical tools.

BA 6310 - Global Business Environments

Credits: 3

Focuses on two field experiences abroad and gives students the opportunity to meet with local business and government leaders; to visit manufacturing facilities; and to understand the dynamics of global business, including the impact of cultural social customs. Helps students gain a perspective on the opportunities and challenges of conducting business in the global economy.

BA 6322 - Financial Accounting

Credits: 3

A focus on American accounting in the private, for-profit sector. Considers as a key issue how American practice impacts the global corporation. Contrasts American practice with international standards and those in Europe and in Japan.

BA 6323 - Business Finance

Credits: 3

An examination of topics in finance and investments. Focuses on corporate investment and financing decisions. Examines corporate investment criteria and cash flow estimation, cost of capital and project risk, and capital structure decisions.

BA 6324 - Fundamentals of Marketing

Credits: 3

Develops skills that students need to competently implement marketing research projects in the real world. Identifies research as the formal process of gathering information needed by managers to make decisions with respect to marketing opportunities and problems. Analyzes a comprehensive list of marketing issues faced by actual businesspersons, including customer service, pricing, introduction of new products, and other marketing fundamentals.

BA 6325 - Organizational Behavior

Credits: 3

An overview of the various perspectives from which individual, group, and organizational behavior can be studied. Emphasizes the development of concepts, insights, and skills needed to effectively manage diverse individuals

through a variety of situations in organizations. Includes readings, cases, and simulation to illustrate the conceptual and applied aspects of individual, group, and organizational behavior.

BA 6326 - Statistics

Credits: 3

An overview of statistical methodologies, including descriptive statistics, regression analysis, sampling and quality control, forecasting for long- and short-run periods, decision-making under uncertainty, and the use of linear programming. Uses lectures, cases, and statistical computer packages.

BA 6331 - Strategic Management

Credits: 3

Covers problems of strategic management in the modern corporation, with a focus on cases of success and failure in developing and executing single- and multibusiness strategies. Uses related readings to underline common dimensions of the cases and to highlight current theoretical concepts, methods, and frameworks.

BA 6336 - Entrepreneurship

Credits: 3

The skills required to prepare and present a professional business plan for an entrepreneurial venture and the analytical skills needed to identify and properly evaluate a new business opportunity. Includes exploration of financing options for the entrepreneurial company and development of a financing plan, overview of the venture capital process, interviews with and lectures from practicing entrepreneurs who have sought venture capital, and preparation and presentation of a professional business plan.

BA 6352 - Marketing Strategy

Credits: 3

A dynamic view of competitive brand strategy, with a focus on understanding, developing, and evaluating brand strategies during the life of a product market. Includes strategies for pioneering brands, later entrants, strategies for growth, and mature and declining markets. Also, recent topics such as hypercompetition and co-competition. Presents analytical techniques useful for evaluating and implementing strategy, including conjoint analysis, analysis of competitive reaction functions, and diffusion models. Uses a mix of cases and lectures.

BA 6375 - Applied Corporate Finance

Credits: 3

Examines the practical application of concepts and tools introduced in earlier finance and accounting courses. Develops the financial knowledge and capabilities that leaders require to successfully guide their organizations through investment, financing, and operational decisions. The primary learning framework is based on case studies of real and simulated business situations. Students become very familiar with spreadsheet analysis, cash flow projections, valuation tools and techniques, capital structuring alternatives, and available sources of capital employed in growing a successful business.

Business Administration Exchange Courses

BAEX 6225 - International Exchange Program Concentration Course

Credits: 2

The student attends a school that is part of the M.B.A. exchange consortium. Course hours and grade count toward the student's declared concentration and his/her degree. Restricted to M.B.A. students approved by the Cox Global Programs Office and to M.B.A. students enrolled in the arts management term abroad.

BAEX 6226 - International Exchange Program Concentration Course

Credits: 2

The student attends a school that is part of the M.B.A. exchange consortium. Course hours and grade count toward the student's declared concentration and his/her degree. Restricted to M.B.A. students approved by the Cox Global Programs Office and to M.B.A. students enrolled in the arts management term abroad.

BAEX 6227 - International Exchange Program at Bocconi University

Credits: 2

Students attend Bocconi University as part of the arts administration curriculum. The course counts as an M.B.A. general elective. Restricted to M.A./M.B.A. students.

BAEX 6228 - International Exchange Program at Bocconi University

Credits: 2

Students attend Bocconi University as part of the arts administration curriculum. The course counts as an M.B.A. general elective. Restricted to M.A./M.B.A. students.

BAEX 6229 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6230 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6231 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6232 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6233 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6234 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6235 - International Exchange Program

Credits: 2

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6237 - Global Explorations in Entrepreneurship

Credits: 2

Economies that encourage and embrace entrepreneurship are able to create wealth, economic growth, and stability for their citizens; however, an entrepreneurial ecosystem must be present. Students research and compare and contrast ecosystem trends and dependencies in different global economies, including access to capital, startup assistance, and education programs. At the conclusion of the course, students propose a new business venture for - and travel to - a host country. Includes exploration of local entrepreneurship hero stories and the entrepreneurship ecosystem within economies around the globe. Prerequisite: Completion of core required courses.

BAEX 6238 - Doing Business in Latin America

Credits: 2

Intensive seminar that provides a broad survey on the largest Latin American markets, with a focus on the challenges and opportunities associated with doing business in the most important emerging markets of the region. First, the course examines the social, political, economic, cultural, and financial conditions that pose special challenges for businesses seeking to export to or invest in this region, and then it examines specific concerns with these four countries. The course consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BAEX 6239 - Doing Business in the European Union

Credits: 2

This course is an intensive seminar providing a broad survey on the largest European markets. It focuses on the challenges and opportunities associated with doing business in some of the most important markets of the region: London and Paris. The course consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BAEX 6240 - Emerging Markets

Credits: 2

Designed for students interested in emerging markets in the global economy. Focuses on countries such as the BRIC countries of Brazil, Russia, India, and China; other countries in South America and Asia; the Persian Gulf states; and South Africa and other emerging African countries, especially Nigeria. During the past 20 years, these nations have increased their participation, qualitatively and quantitatively, in the global capitalist system. Covers economic and institutional perspectives on emerging markets and uses cases to explore specific business problems. Following the sessions in the classroom, students take a weeklong trip to Dubai and Abu Dhabi to visit companies and policymakers. Prerequisite: Completion of core required courses.

BAEX 6241 - Doing Business in China

Credits: 2

Introduces the world's largest economy, China, through a series of lectures, readings, and presentations on the history, culture, economics, and business climate of China, followed by a week of meetings and presentations by government officials and business leaders in Hong Kong and Shenzhen. Prerequisite: Completion of core required courses.

BAEX 6251 - PMBA International Program at WHU in Koblenz, Germany

Credits: 2

Students enroll in courses at WHU Otto Beisheim Graduate School of Management in Vallendar, Germany, which is a member of the exchange consortium. The program topic is the changing environment for international business in Europe.

BAEX 6252 - PMBA International Program at Chinese University of Hong Kong

Credits: 2

Students enroll in courses at the Chinese University of Hong Kong, which is a member of the exchange consortium. The program topic is management in Chinese contexts.

BAEX 6255 - PMBA International Program at Tongji University in Shanghai, China

Credits: 2

Students enroll in courses at Tongji University in Shanghai, China, which is member of the exchange consortium. The program topic is doing business in China.

BAEX 6256 - PMBA International Program at Indian School of Business, Hyderabad, India

Credits: 2

Students enroll in courses at the Indian School of Business in Hyderabad, India, which is a member of the exchange consortium. The program topic is the business environment in India.

BAEX 6257 - PMBA International Program at Bocconi University in Milan, Italy

Credits: 2

Students enroll in courses at Bocconi University in Milan, Italy, which is a member of the exchange consortium. The program topic is doing business in Italy.

BAEX 6258 - PMBA International Program at Universidad De Chile in Santiago, Chile

Credits: 2

Students enroll in courses at the Universidad De Chile in Santiago, Chile, which is a member of the exchange consortium. The program topic is the Latin American business environment.

BAEX 6259 - PMBA International Program at Central European University in Budapest, Hungary

Credits: 2

Students enroll in courses at Central European University in Budapest, Hungary, which is a member of the exchange consortium. The program topic is doing business in Central Europe.

BAEX 6260 - PMBA International Program at Charles University in Prague, Czech Republic

Credits: 2

Students enroll in courses at Charles University in Prague, Czech Republic, which is a member of the exchange consortium. The program topic is doing business in Central and Eastern Europe.

BAEX 6431 - International Exchange Program

Credits: 4

Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

Business Law Courses

More details on course selection and prerequisites are found in the Real Estate, Risk Management and Business Law section and in the course descriptions below.

BL 6224 - Managerial Perspectives on Law and the Workplace

Credits: 2

Hones students' ability to recognize, critically assess, and manage many of the significant and recurring legal issues that arise in the employment context. Takes a practical approach in equipping managers to effectively handle workplace issues and mitigate the risk of litigation while simultaneously protecting the business' legal position in the event litigation does ensue. Includes topics such as protecting intellectual property in a competitive environment; strategic principles for designing, drafting, negotiating and administering employment contracts, including noncompete and confidentiality agreements; recent developments in discrimination and sexual harassment law; and the competing interests of the employee's right to privacy and the employer's right to know, such as the content of employees' email messages or what Internet sites they visit. Also discusses the inherent risks in terminating an employee and the use of a release of liability as a risk mitigation device. The format of the class is a combination of lecture, informal class discussion, and case studies.

BL 6225 - Legal and Ethical Environment of Business for Accountants

Credits: 2

Provides an in-depth study of the Texas State Board of Public Accounting's Rules of Professional Conduct and the Code of Professional Conduct promulgated by the American Institute of Public Accountants. A concrete understanding of these rules of ethics is necessary for both the practice of public accounting and, prior to that, success on the CPA exam. Also discusses related legal issues, including accounting malpractice and liability to third parties such as the creditors or investors of the accounting client.

BL 6325 - Ethics and Related Legal Issues for Accountants

Credits: 3

Students learn the ethical and legal requirements of the accounting profession, and the legal risks associated with ethics violations. Covers the provisions of the AICPA Code of Professional Conduct, the Texas State Board of Public Accountancy's Rules of Professional Conduct, and related law. Students hone their analytical reasoning and critical-thinking skills regarding ethics dilemmas and decisions. Prerequisite: Enrollment in the M.S.A. program.

Business Economics Courses

All M.B.A. students take BUSE 6202 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective BUSE courses. More details on course selection and prerequisites are found in the Strategy, Entrepreneurship and Business Economics section and in the course descriptions below.

BUSE 6202 - Managerial Economics

Credits: 2

Examines the basic principles behind the operating and pricing decisions of firms in a market economy. Methods of marginal analysis and optimization are applied as a guide to the business decision-making process. Topics include supply, demand, and market equilibrium. Also, competition, industrial concentration, government regulation, optimal pricing strategies, and economic efficiency.

BUSE 6203 - Macroeconomics

Credits: 2

Macroeconomics is the study of aggregate performance, focusing on things such as real output, inflation rates, employment, and interest rates. The course helps students better understand the macroeconomic environment influencing business. Students learn how to interpret macroeconomic indices and explore models that attempt to formulate a unified framework for understanding the macroeconomy. Special attention is given to international economics and current macroeconomic events. Prerequisite or corequisite: BUSE 6202.

BUSE 6206 - Uncertainty and Strategic Decision-Making

Credits: 2

Reviews the principles of decision-making under uncertainty and application of those principles to enhance managerial performance. Includes the basic tools of modern game theory, the economics of information, risk aversion, and decision theory. Illustrations and problems are drawn from diverse areas of business practice, including price competition, contract negotiations, auctions and competitive bidding, capacity expansion, and market entry. Prerequisite: BUSE 6202.

BUSE 6223 - Game Theory for Business Managers

Credits: 2

Applies and extends the tools of modern game theory introduced in BUSE 6206. Provides a framework for recognizing the basic types of strategic situations that confront management and a systematic approach for identifying effective competitive strategies. Examines the principles of cooperative versus noncooperative behavior, pure versus mixed strategies, reputation building, repeated interaction, first-mover advantage, coordination, and alternative equilibrium outcomes. Prerequisites: BUSE 6202, BUSE 6206.

Business Leadership Institute Courses

BLI 6202 - Business Communications and Development

Credits: 2

Promotes students' professional success as effective communicators and leaders. Covers interpersonal skills and the vital role that ethics, integrity, and trust play in leading a successful business. Develops communication skills necessary for effective career management, business presentations, business writing, and teamwork while increasing their understanding of contemporary business topics. Prerequisite: Enrollment in the M.S.A. program.

Entrepreneurship Courses

More details on course selection and prerequisites are found in the Strategy, Entrepreneurship and Business Economics section and in the course descriptions below. The general expectation, with the exception of the Entrepreneurship, M.S.Ent. program, is that students have completed the core set of required courses prior to enrolling in CISB courses.

CISB 6210 - Essential Law for the Entrepreneur

Credits: 2

Provides a broad awareness of and skill in coping with critical legal issues encountered by the entrepreneur building a growth-oriented business, from venture initiation through the expansion stage. Students also develop skills in minimizing exposure to liability and litigation and in working effectively with attorneys and regulators. Topics include contract law, legal entities, governance, intellectual property, e-law and e-litigation, securities law, dispute resolution and litigation management, employment law, and protection of intellectual assets.

CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies

Credits: 2

By successfully managing and directing the operations of his or her fledgling company, an entrepreneur can build a firm capable of withstanding the challenges of an ever-changing marketplace. The course uses lectures and cases to emphasize practical, real-world approaches to operations. Topics include industry and competitor analysis, assessing financial strength, the business model, building the management team, measuring costs, the legal foundation of the business, marketing issues, preparing for the challenges of growth, and growth by acquisition.

CISB 6212 - International Entrepreneurship

Credits: 2

Explores complex issues entrepreneurs face in doing business in a global environment and ways to successfully cope with that environment. Uses an international perspective to examine entrepreneurial opportunity identification and evaluation; market analysis and intelligence; joint ventures and partnerships; agents, VAR's and representatives; regulations, laws, and customs; regional and cultural issues; financing foreign ventures; and choice of domestic and international legal entities.

CISB 6214 - Law of Financial Transactions for Entrepreneurs

Credits: 2

Explores the issues that determine the proper entity for a business (corporation, partnership, or LLC); the legal and practical issues in funding a business in the startup phase; and the tax, legal, and business issues that determine the proper structure for mergers and acquisitions. Also, how VC funding works and how to negotiate with VCs; the mechanics of stock option plans and how to design them; how to read definitive documents and what to look for; and how the IPO process works.

CISB 6216 - Managing the Entrepreneurial Business I

Credits: 2

Focuses on entrepreneurial management and leadership issues in a rapidly changing micro and macro environment. Topics include management of adversity and/or rapid growth, entrepreneurial leadership, and contemporary management theories applied to the entrepreneurial setting.

CISB 6217 - Managing the Entrepreneurial Business II

Credits: 2

Addresses legal and financial issues encountered by entrepreneurs trying to professionalize and grow the existing enterprise. Topics include developing visionary skills, protecting intellectual property, and managing rapid change. Also, turnaround strategies and approaches. Prerequisite or corequisite: CISB 6216.

CISB 6218 - Managing the Family-Owned and Closely Held Business

Credits: 2

Explores the unique challenges and opportunities involved in owning, building, and managing family-owned and closely held enterprises. Examines key business, personal, and interpersonal issues relevant to the continuity and management of these firms, with a focus on family business systems and family dynamics.

CISB 6220 - Social Media for Entrepreneurs

Credits: 2

Equips students with the social media concepts and tools required to make informed decisions and set the direction for their company. Focuses on helping entrepreneurs build and sustain the successful, integrated, digital-media programs required to compete in the connected economy. Topics include leveraging social media, picking the right channel/platform, building a social plan, determining metrics, tracking strategies, creating a strategic differentiator

matrix, and understanding social media law. Students learn how to develop buyer persona for a prototype product and how to develop an online go-to-market strategy for a new product launch.

CISB 6222 - Starting a Business

Credits: 2

Identifies, qualifies, quantifies, and validates an entrepreneurial opportunity, with the objective of deriving a repeatable, scalable, and profitable business model. Students learn how to take a validated opportunity and create a marketing plan, a financial projection, and an elevator pitch. Uses business modeling tools to develop and refine the business plan.

CISB 6223 - Early-Stage Valuation and Fund

Credits: 2

Focuses on securing funding in the early stage of a venture and on using the venture capital method for determining the valuation of the deal. Students learn how to prepare an executive summary, a financial forecast, and an investor pitch to early-stage investors, and to determine the exit valuation. Students gain an understanding of investors' screening methodology, deal metrics, and equity architecture.

CISB 6224 - Venture Financing

Credits: 2

Explores evaluating the opportunity, developing the business concept, and assessing and acquiring financial resources. Examines the most important financing concepts for the entrepreneur, including startup, expansion, leveraged buyouts, mergers, and acquisitions. Also, situations where proper venture financing can mean the difference between success and failure.

CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation

Credits: 2

Examines one of the key strategies required of any entrepreneurial venture: how the founders and investors realize the appreciated value of their contributions to the business. Includes in-depth coverage of the strategies and methodologies for each of the major types of exit transactions: leveraged buyouts, the sale of the business, the use of an initial public offering, recapitalization of the firm, and liquidation of the business.

CISB 6226 - Evaluating Entrepreneurial Opportunity

Credits: 2

Provides students with the knowledge and skills needed to select viable opportunities and evolve them into high-potential concepts and business models. Topics include identifying and evaluating opportunity, evaluating markets, developing a powerful value proposition, creating a sustainable competitive advantage, developing powerful and successful business models, and evolving an insightful sales forecast.

CISB 6228 - Corporate Entrepreneurship: Intrapreneuring

Credits: 2

Detailed examination of the challenges and trade-offs a corporation faces when trying to implement and manage for corporate entrepreneurship. Develops and analyzes key elements for intrapreneurship, success drivers, and business frameworks and models. Topics include the definition of intrapreneurship and comparing and contrasting it with traditional entrepreneurship; the impact of corporate culture, processes, and structures on the rate of innovation and new venture development; international impacts on intrapreneurship; and models for sustaining and adapting corporate entrepreneurship. An M.B.A. graduate who can innovate and grow new ventures within a corporation can add significant value to the company for which he/she works.

CISB 6229 - Blockchain Entrepreneurship

Credits: 2

Introduces students to the basics of blockchain, including the founding history, the ecosystem, the technology model, crypto currencies (such as Bitcoin), new business models, and the ICO (initial coin offering). Students explore current blockchain business models in established corporations as well as in startups. The term project is to write a white paper for a blockchain startup using an ICO to raise capital.

CISB 6230 - Teaming with Venture Investors

Credits: 2

Examines business practices and applications that are unique to the venture-funded, early-stage company. Building a fast-growth, venture-backed company is different from building a company using the entrepreneur's own funds or those of friends or relatives. The entrepreneur must be effective working with "smart money." Students learn management techniques, organizational processes, and collaboration models that contribute to success as an entrepreneurial executive in a venture-backed enterprise. Covers what the venture investor looks for; evolution of the entrepreneur's role as the CEO; and board responsibilities, leadership, and behavior. Also, recognizing the key challenges and typical mistakes that lead to failure in the early-stage, venture-backed company and how to prevent them.

CISB 6295 - Directed Study in Cisb/Entrepreneurship

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

CISB 6485 - Directed Study in Cisb/Entrepreneurship

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Finance Courses

All M.B.A. students take FINA 6201 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective FINA courses. More details on course selection and prerequisites are found in the Finance section and in the course descriptions below.

FINA 6201 - Managerial Finance

Credits: 2

An analysis of the basic problems in corporate financial management. The course is organized around the theme of asset valuation. Topics covered include stock and bond valuation, capital budgeting, cost of capital, market efficiency, and company valuation.

FINA 6205 - Finance Theory and Practice

Credits: 2

This course examines the tools and concepts that form the core of modern finance theory, with an emphasis on practical applications. Topics include risk measurement and the investor's portfolio optimization problem, asset pricing models, risk-adjusted discount rates, investment under uncertainty, capital structure theory, firm valuation, and an introduction to options pricing. This course must be taken before all other finance electives. Prerequisite: FINA 6201 or currently enrolled in M.S.F. program.

FINA 6211 - Valuation and Analysis

Credits: 2

Practical, applied overview of corporate finance that builds upon and reinforces the theoretical and institutional framework covered in introductory business and finance courses. Uses the case approach to apply concepts to real or simulated business situations. Focuses on the valuation of the enterprise. May include financial analysis and financial planning, corporate strategy, capital expenditure analysis, capital structure, or cost of capital determination. Recommended: FINA 6212 as a sequel course. Prerequisite: FINA 6205.

FINA 6212 - Corporate Financial Policies

Credits: 2

Addresses topics in corporate financial management that are more advanced, primarily using the case method of analysis but may be supplemented by mini-lectures. May include corporate restructuring, mergers and acquisitions, capital raising, risk management, project finance, dividend policy, financial distress, real options, or recent advances in theoretical and empirical finance literature. Recommended: FINA 6211. Prerequisite: FINA 6205.

FINA 6214 - International Financial Markets

Credits: 2

Provides an overview of the financial environment that globally operating companies and investors operate in. Topics include exchange rate determination and forecasting, international fixed income and equity markets, barriers to international investing and the securities that overcome these barriers, international portfolio home bias, and law and finance. Prerequisite: FINA 6205.

FINA 6216 - Portfolio Theory and Asset Pricing

Credits: 2

Covers the theory and applications of risk and return in capital markets. Topics include the measurement of risk, diversification, portfolio theory, asset allocation, CAPM and APT models of asset pricing, and various measures of portfolio performance evaluation that arise from these models. Applications stress the use of portfolio theory and asset pricing models in contemporary investment decisions. Students examine the empirical evidence as it pertains to these theories and practices. Prerequisite: FINA 6201 or enrollment in the M.S.F. program.

FINA 6218 - Fixed Income Securities

Credits: 2

Provides an analysis of fixed income securities and interest rate derivatives. Topics include an overview of key bond markets, bond mathematics, theories and models of the term structure of interest rates, evaluation of credit risk, determination of duration, bond portfolio management, and interest rate derivatives. Prerequisite: FINA 6205.

FINA 6219 - Derivatives

Credits: 2

Provides an in-depth analysis of forwards, futures, options, and swaps, with a focus on forward futures-option and swap pricing and the use of these instruments to hedge risks and formulate trading strategies. Includes applications to assess and manage risks associated with the energy business. Requires some proficiency in mathematics and statistics. Prerequisite: FINA 6205.

FINA 6222 - Financial Markets and Monetary Policy

Credits: 2

Uses cases dealing with contemporary issues to address the role of the Federal Reserve System in stabilizing the U.S. and international economies. Covers the transmission mechanisms of monetary policy as it influences the cost and availability of credit in financial markets and its impact through financial institutions. Analyzes the changing

linkages that stress the equity and fixed income markets rather than the banking system. May include the Fed's role in international crisis management; the complexities of globalization and linked capital markets; the growing international emphasis on price stability as the primary goal of central banks; and the difficulties of dealing with an economy that is evolving toward a new, high-productivity paradigm characterized by government surpluses and private sector savings shortfalls. Prerequisite: FINA 6205.

FINA 6226 - Quantitative Trading Strategies

Credits: 2

Focuses on designing and implementing trading strategies with controlled levels of risk exposure. Students are exposed to quantitative investing using big-data analysis; arbitrage strategies using statistical techniques; risk management using simulation techniques; and strategy implementation based on market structure and high frequency trading. Mathematical and statistical techniques, with emphasis on financial applications, are covered. Prerequisite: FINA 6205.

FINA 6228 - Energy Project Valuation and Finance

Credits: 2

This course focuses on the principal energy sectors, their characteristic investment risks, and common financial strategies. It examines fundamental principles of project valuation, including adjustments for risk and project optionality. The course also explores the methods and implications of nonrecourse financing (project financing) versus corporate financing, and it surveys the major institutions and international organizations that are relevant to energy investment and finance. Prerequisite: FINA 6205 or currently enrolled in the M.S.F. program.

FINA 6230 - Practicum in Portfolio Management I

Credits: 2

First of a two-course practicum. Provides real-time money management experience with the Nancy Chambers Underwood portfolio (approximately \$4 million). Tasks involve sector analysis, evaluation of existing securities, analysis and due diligence underlying security transactions into and out of the portfolio, and performance assessment. Students meet 1.5 hours per week during fall term, and they are expected to take FINA 6231 in spring. Admission is by application in the spring term prior to the fall term enrollment, and an application does not guarantee admission.

FINA 6231 - Practicum in Portfolio Management II

Credits: 2

Second of a two-course practicum. Provides real-time money-management experience with the Nancy Chambers Underwood portfolio (approximately \$4 million). Tasks involve sector analysis, evaluation of existing securities, analysis and due diligence underlying security transactions into and out of the portfolio, and performance assessment. Students meet 1.5 hours per week during spring term. Admission is by application in the spring term prior to the fall term enrollment for the first course, FINA 6230, and an application does not guarantee admission.

FINA 6238 - Financial Modeling

Credits: 2

Presents practical examples and real-world templates and tools used by investment bankers and private equity professionals in 1) financial statement spreading and analysis, 2) valuation (using comparables, precedent transactions, and discounted cash flow analyses) of public and private companies in both minority interest and controlling interest situations, 3) construction and sensitivity of integrated cash flow models (financial statement projections), 4) analysis and construction of leveraged buyout models, and 5) analysis and construction of merger and acquisition (accretion/dilution) models. Classroom discussions are a blend of lecture and case studies, with case studies involving a hands-on modeling approach by all students. Homework/projects provide additional real-world

context and practice for in-class discussions and case studies. Prerequisites: FINA 6205 or currently enrolled in M.S.F. program.

FINA 6280 - Directed Studies in Finance

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

FINA 6281 - Directed Studies in Finance

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

FINA 6495 - Directed Studies in Finance

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

Information Technology and Operations Management Courses

All M.B.A. students take ITOM 6202 and 6203 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective ITOM courses. More details on course selection and prerequisites are found in the Information Technology and Operations Management section and in the course descriptions below.

ITOM 6202 - Management Decision Analysis

Credits: 2

Explores how complex business problems can be analyzed, modeled, and solved in an optimal manner. Reviews decision-making under risk and uncertainty; the use and application of decision trees, including the incorporation of utility theory; the use and application of mathematical optimization models, including linear programming, network models, and integer programming; and simulation. Students develop spreadsheet models for making complex business decisions and interpret the results of such models.

ITOM 6203 - Operations Management

Credits: 2

Examines the fundamental concepts and techniques necessary for attaining a world-class performance in service and manufacturing operations, using a process management viewpoint to address a variety of strategic and operational issues. Consists of two interlinked modules: 1) process analysis, design, and improvement with exercises and cases to illustrate concepts such as capacity, cycle time, bottlenecks, and theory constraints and 2) improving medium- to long-term operational processes, with topics such as inventory management, supply chain management, and operations strategy. Introduces ways information technology is being used to reengineer and dramatically improve business processes.

ITOM 6205 - Digital Strategy

Credits: 2

Specifying an organization's vision, goals, opportunities, and initiatives in order to leverage the increasing digitalization of people, places, and things for competitive advantage entails key objectives of a digital strategy that include building deeper interactions with customers, offering more customized and personalized products and

services, making more data-driven decisions, and implementing organizational models and processes that are more flexible and dynamically adjustable to changes in an organization's environment. Provides students with both conceptual tools and an understanding of digital technology so that they can analyze and critically assess the viability of digital strategies intended to create value and competitive differentiation. Prerequisite: ITOM 6202.

ITOM 6206 - Business Intelligence

Credits: 2

Covers the design and use of enterprise data management systems for management decision support, such as data warehouses and data marts, multidimensional databases, and OLAP. Students gain hands-on experience with data warehouses and related peripheral systems, as well as data management skills that are essential for successful business analytics in large and medium-size traditional enterprises. Prerequisite: ITOM 6202.

ITOM 6207 - Supply Chain Management

Credits: 2

Covers the supply chain from the perspective of a general manager. Students learn how supply chain design and planning decisions impact the performance of the firm as well as the entire supply chain. Each class session is a blend of theory presentation and case discussion, during which some spreadsheet modeling and analysis may be required. Prerequisite: ITOM 6203.

ITOM 6208 - Managing Big Data

Credits: 2

Covers data warehouse and big data technologies at the heart of modern enterprise analytics programs. Heavy emphasis is placed on the development of skills required to enable students to be successful in their roles as effective managers of or consumers of business analytics. Topics include grid systems, federated and distributed database systems, and technologies such as Hadoop and MapReduce. Awareness of relational database technologies is important for success in this class. Prerequisite: ITOM 6215 or instructor permission.

ITOM 6212 - Data Visualization and Communication

Credits: 2

Students learn how to effectively develop visualization, gather insights, and communicate the results of the business analytics they perform. The course objective is to enable students to learn what data visualization is, the best methods of communicating with data, how to blend data using Alteryx, how to visualize data using Tableau, and how to build insights and communicate these insights through stories. Prerequisite: ITOM 6202.

ITOM 6214 - Advanced Management Decision Analysis

Credits: 2

Students gain experience using spreadsheets to model and analyze quantitative business problems. Augments data analysis skills for business analytics in operations, finance, marketing, and strategy. Covers various modeling techniques (e.g., linear programming, nonlinear programming, integer programming, and simulation) and how these techniques can be employed in spreadsheets to improve risk assessment and decision-making in business. Presents spreadsheet design and the use of spreadsheet tools for model analysis (e.g., Visual Basic for Applications). Prerequisites: ITOM 6202.

ITOM 6215 - Database Design for Business Applications

Credits: 2

Covers fundamental issues in database creation and design. Starts with mapping data collection in organizations onto a relational database with the objective of storing data consistently over time. Covers methods for information extraction from databases and generating reports to answer business questions related to the database. Homework

assignments and an implementation project reinforce both the design issues and the practical skills covered in the course. Prerequisite: ITOM 6202.

ITOM 6217 - Data Mining

Credits: 2

Examines how companies can build models to gain knowledge and insights for operational and competitive intelligence from their data resources. Surveys several data mining technologies such as machine learning, neural networks, clustering, and association-based reasoning and examines relevant considerations that managers must make in applying these technologies to different types of decision and planning problems. Includes lectures, cases, and hands-on exercises using appropriate software. Prerequisite: ITOM 6202.

ITOM 6218 - Business Analytics Consulting

Credits: 2

Organizations are faced with an ever-increasing velocity and volume of data, as well as more and more powerful technologies and sophisticated techniques for analyzing these data. Under these circumstances, a key challenge is to design and develop analytics solutions that provide insights that are perceived as reliable and useful by decision makers. The focus of this class is to identify concepts, methods and conceptual tools that will increase the likelihood of an analytics solution's success with respect to improving organizational performance. Prerequisite: ITOM 6202.

ITOM 6219 - Web and Social Media Analytics

Credits: 2

Focuses on social network analysis, including how and why networks form, how network structure impacts platform and product strategies, and how innovation diffuses in such networks. Explores text and data mining, including how to interpret structured, semi-structured, and unstructured user generated content. Discusses web analytics, including what metric to use while measuring a platform's performance in web and social media and how to address challenges such as the attribution problem. Covers the use of analytic tools such as NodeXL, SAS (Text Miner, Sentiment Analyzer), R, Python, and Google Analytics to model, visualize, and understand such network data. Prerequisite: ITOM 6202.

ITOM 6220 - Pricing and Revenue Optimization

Credits: 2

Investigates methods and models for increasing revenue by actively managing prices and capacities for the firm (airline, hotel, railroad, rental car, retail sectors, etc.). Covers a broad range of topics, including price optimization (with and without capacity constraints), Littlewood's two-class model (and extensions), the n-class single resource revenue management problem, nested capacity controls, bid price controls, heuristic approaches, network capacity control (multiresource problems), overbooking models, markdown optimization, and assortment optimization. Students learn how to implement all models in spreadsheets. Prerequisites: MAST 6201 and ITOM 6202 or enrollment in the M.S.B.A. program.

ITOM 6222 - Business Forecasting

Credits: 2

From forecasting aggregate-level sales to predicting whether a customer will choose a particular product, analytic techniques are used by businesses to make rigorous, data-driven predictions. Students learn to distinguish between trend and seasonality and to utilize both for making forecasts in such areas as sales and operational planning. Explores analytic models such as deterministic time-trend, exponential smoothing, Holt-Winters, autoregressive exogenous, and Box-Jenkins. Covers how to use industry and government metrics and how to present results to management. Prerequisites: ITOM 6202 and MAST 6201, or current enrollment in the M.S.B.A. program.

ITOM 6224 - Managing Service Operations

Credits: 2

The service sector represents the largest part of most industrial economies. Industries such as financial services, health care, transportation, hospitality, and communications all face ever-more intense competition and increasing customer expectations based on their operational performance. Students explore the major managerial problems and issues in service sector companies and in the service functions of manufacturing firms, and they use analytical techniques (e.g., process analysis, forecasting, optimization, simulation, and yield management) to explore questions about the strategic service vision, design and delivery of services, capacity and demand management, service quality and productivity, customer service management, technology in service operations, and globalization of services. Provides the language, concepts, insights, and tools to deal with these issues and to gain a competitive advantage. Prerequisites: ITOM 6202, ITOM 6203 or current enrollment in the M.S.B.A. program.

ITOM 6225 - Project Management

Credits: 2

Managing projects in a cost-effective and timely manner is one of the most challenging tasks in any organization. Competent project leadership requires understanding how to allocate financial, material, and time-based resources and how to motivate and maintain the project team's focus. Students learn relevant project management skills by examining project decisions. Includes structuring and managing the task and leading the project team in an individual project. Also, aggregate linkages across a portfolio of projects and management of programs, and alliances across firms, project contracting, and open innovation management. Introduces tools and concepts that enable project managers to evaluate, manage, and execute critical functions of any project while ensuring speed, efficiency, and market impact. Prerequisite: ITOM 6203 or enrollment in the M.S.B.A. program.

ITOM 6226 - Operations Analytics

Credits: 2

Organizations invest the bulk of their human and financial resources in their operations functions. Operations that are more efficient typically result in better performance. Students study analytical models and techniques to understand the role that analytics and analytical models can play in improving an organization's operational processes. Decision-making under uncertainty is addressed using static stochastic optimization, two-stage optimization with recourse, and sequential decision-making. Uses optimization models to tackle problems in inventory management, revenue management, supply chain management, project management, and new product development. Also, how strategic decisions can be aided by data-driven, analytical models. Covers some core aspects of business strategy, including external analysis, competitor analysis, and opportunity analysis. Prerequisites: ITOM 6202, ITOM 6203 or enrollment in the M.S.B.A. program.

ITOM 6231 - Special Topics in Information Technology and Operations Management

Credits: 2

Surveys contemporary issues and trends in the management of information technology, and its use in both operations and competitive markets. Recent topics include IT-enabled organizational change and business process outsourcing and offshoring. Prerequisites: ITOM 6202, ITOM 6203.

ITOM 6252 - Decision Models

Credits: 2

Explores how complex business problems can be analyzed, modeled, and solved in an optimal manner. Reviews decision-making under risk and uncertainty; the use and application of decision trees; the use and application of mathematical optimization models, including linear programming, network models, and integer programming; and simulation. Students develop spreadsheet models for making complex business decisions and interpret the results of such models. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6253 - Programming for Analytics

Credits: 2

This course is an introduction to practical analysis with emphasis on the use of programs and computer packages. The student will learn the essentials of and demonstrate proficiency in data management including acquisition, storage and access to real world data; Exploratory Data Analysis (EDA); Analytic programming: structured programming in R and Python; introduction to Data Mining. Prerequisite: Enrollment in M.S.B.A. Program.

ITOM 6256 - Business Intelligence

Credits: 2

Covers the design and use of enterprise data management systems for management decision support, such as data warehouses and data marts, multidimensional databases, and OLAP. Students gain hands-on experience with data warehouses and related peripheral systems, as well as data management skills that are essential for successful business analytics in large and medium-size traditional enterprises. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6258 - Big Data Platforms

Credits: 2

Covers Hadoop and Spark, the platforms at the heart of most big data analytics initiatives. Heavy emphasis is on the development of skills required for students to be successful as analysts. Students attempt a professional certification as a demonstration of their newly developed skills. Prerequisites: Enrollment in the M.S.B.A. program and knowledge of SQL and Python.

ITOM 6264 - Advanced Management Decision Analysis

Credits: 2

Students gain experience using spreadsheets to model and analyze quantitative business problems. Augments data analysis skills for business analytics in operations, finance, marketing, and strategy. Covers various modeling techniques (e.g., linear programming, nonlinear programming, integer programming and simulation) and how these techniques can be employed in spreadsheets to improve risk assessment and decision-making in business. Presents spreadsheet design and the use of spreadsheet tools for model analysis (e.g., Visual Basic for Applications). Prerequisites: Enrollment in the M.S.B.A. program and ITOM 6252.

ITOM 6265 - Database Design for Business Applications

Credits: 2

Covers fundamental issues in database creation and design. Begins with mapping data collection in organizations onto a relational database with the objective of storing data consistently over time. Covers methods for information extraction from databases and generating reports to answer business questions related to the database. Homework assignments and an implementation project reinforce both the design issues and the practical skills covered in the course. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6267 - Data Mining

Credits: 2

Examines how companies can build models to gain knowledge and insights for operational and competitive intelligence from their data resources. Surveys several data mining technologies such as machine learning, neural networks, clustering, and association-based reasoning and examines relevant considerations that managers must make in applying these technologies to different types of decision and planning problems. Includes lectures, cases, and hands-on exercises using appropriate software. Prerequisites: Enrollment in the M.S.B.A. program and ITOM 6252.

ITOM 6268 - Business Analytics Consulting

Credits: 2

Focuses on identifying concepts, methods, and conceptual tools that will increase the likelihood of an analytics solution's success with respect to improving organizational performance. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6269 - Web and Social Media Analytics

Credits: 2

Focuses on social network analysis, including how and why networks form, how network structure impacts platform and product strategies, and how innovation diffuses in such networks. Explores text and data mining, including how to interpret structured, semi-structured, and unstructured user generated content. Discusses web analytics, including what metric to use while measuring a platform's performance in web and social media and how to address challenges such as the attribution problem. Covers the use of analytic tools such as NodeXL, SAS (Text Miner, Sentiment Analyzer), R, Python, and Google Analytics to model, visualize, and understand such network data. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6285 - Directed Studies in Information and Operations

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ITOM 6295 - Directed Studies in Business Analytics

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. The student must submit a proposal to a professor for directed study credit.

ITOM 6410 - Business Analytics Practicum

Credits: 4

A semester-long course that enables students to understand the complexities of a complete analytics project and the major components of the system development life cycle (SDLC) and agile analytics development. Students work with real companies to understand their business analytics challenge and, using real data, apply the academic concepts, including the analysis of the business needs which they have learned in the classroom, to build an analytic system for the company. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6485 - Directed Studies in Information and Operations

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ITOM 6495 - Directed Studies in Business Analytics

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. The student must submit a proposal to a professor for directed study credit.

Managerial Statistics

All M.B.A. students take the managerial statistics course MAST 6201 as part of the core curriculum.

MAST 6201 - Managerial Statistics

Credits: 2

This course provides an overview of statistical methodologies and applications. It includes probability applications, hypothesis testing, simple and multiple regression analysis, sampling, quality control, and forecasting. The course is taught using lectures, cases, and Excel programs and spreadsheets.

MAST 6251 - Applied Predictive Analytics I

Credits: 2

From forecasting aggregate-level sales to predicting whether a customer will choose a particular product, analytic techniques are used by businesses to make rigorous, data-driven predictions. This course explores analytic methods such as logistic regression, instrumental variable regression, and simultaneous equation models. Students learn to distinguish between trend and seasonality and to utilize both for making forecasts in such areas as sales and operational planning. Prerequisite: Enrollment in the M.S.B.A. program.

MAST 6252 - Applied Predictive Analytics II

Credits: 2

Applies fundamental concepts of probability to data analysis and forecasting. The methodological focus is on both maximum likelihood and Bayesian approaches to statistical inference. Particular attention is placed on count, choice, and timing models, with heterogeneous latent variables. Applications are drawn from a wide range of business settings such as new product forecasting, customer retention and lifetime value modeling, and market segmentation. Prerequisite: Enrollment in the M.S.B.A. program.

MAST 6258 - Business Metrics

Credits: 2

Introduces different metrics used across all business activities (e.g., marketing operations, finance), including financial statements, profit/loss analysis, and key business and economic concepts for the firm. Prerequisite: Enrollment in the M.S.B.A. program.

Marketing Courses

All M.B.A. students take MKTG 6201 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective MKTG courses. More details on course selection and prerequisites are found in the Marketing section and in the course descriptions below.

MKTG 6201 - Marketing Management

Credits: 2

Introduces common marketing problems encountered by marketing managers and general managers. Emphasizes the analysis and development of the organization's marketing policy, strategy, and tactics, with a global perspective of business. Students develop a disciplined process for addressing marketing issues and challenges.

MKTG 6204 - Consumer Behavior

Credits: 2

Students study why people buy what they buy. Includes in-depth examination of consumer decision-making processes and factors that influence those processes. Also, how people make product-related decisions and the information used to make those decisions. Uses a consumer-psychology perspective and shows how that perspective can be applied to business. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6205 - Customer Insights and Market Intelligence

Credits: 2

Demonstrates how firms can gain insights about a product market and its customers and competitors by using primary data from surveys and qualitative research as well as secondary data from syndicated sources and scanner data. Such insights form the basis for making sound marketing decisions related to product, price, place, and promotions. Emphasis is placed on quantitative and qualitative analytical approaches to inferring insights. Topics include the dashboard and drilldown approach, marketing metrics, and market dynamics analysis. Also, insights from attitudinal, behavioral, and online data. Includes lectures, data analysis exercises, and projects. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6206 - Marketing Mix Implementation

Credits: 2

This course integrates customer, consumer, collaborator, and company analysis; segmentation, targeting, and positioning choices; and marketing mix decisions using a computer simulation format that spans several years. Students are assigned to groups, with each group representing a firm. Each firm competes with other firms in the market over several rounds (years) and makes marketing decisions to achieve the company's objectives. This dynamic game prepares students to make, modify, and implement marketing decisions over time. Prerequisite: MKTG 6201.

MKTG 6212 - Advanced Marketing Communications Management

Credits: 2

This course reviews and integrates basic promotional tools, including advertising and sales promotion. Class lectures provide the background necessary for understanding marketing communications and developing an advertising campaign. Students then work and compete in teams developing and presenting their campaign ideas for marketing a brand. Prerequisite: MKTG 6204.

MKTG 6214 - Advanced Pricing Management

Credits: 2

This course deepens students' understanding of the pricing component of the marketing mix. Emphasis is placed on analysis, development, and implementation of pricing as a key component of the organization's marketing strategy and tactics. The goal of this course is to develop a disciplined process for addressing pricing issues, problems, and opportunities in a variety of settings, and to integrate knowledge acquired in marketing and other business courses. Prerequisite: MKTG 6201.

MKTG 6215 - Advanced Product and Brand Management

Credits: 2

Focuses on strategic issues and decisions germane to the management of consumer products and brands. Includes product market structure, category management, product life cycle and product line strategy, brand equity, brand growth strategies, and financial valuation of brands. Integrates lecture, discussion, and case analysis, with a focus on student case presentations. Prerequisite: MKTG 6201.

MKTG 6218 - Multichannel Marketing Management

Credits: 2

The evolution of social media, tablets, and smartphone technologies equips today's consumer with access to information across multiple platforms and to their friends and associates who can provide instant feedback along the purchase process. Marketers must create touchpoints with their loyal and prospective consumers so they are available, on call, to respond to the needs of those consumers. This ability involves the integration of bricks and mortar, social media, the Internet, and all manner of personal communication devices. The course surveys these

myriad touchpoints in conjunction with all the distribution systems used to get products and services to consumers in the U.S. and around the world. Includes lectures, cases, and exercises to reinforce the information presented in the course. Prerequisite: MKTG 6201.

MKTG 6222 - New Product Development

Credits: 2

Provides students with a better understanding of the new product development process, highlighting the inherent risks and different strategies for overcoming them as more than 40 percent of the new products that are launched each year eventually fail in the marketplace. The course emphasizes understanding the interplay between creativity and analytical marketing research throughout the development process, focusing special attention on issues related to the "fuzzy front end." It examines the process of designing and testing new products by using a combination of lectures, cases, and a project. Prerequisite: MKTG 6201.

MKTG 6223 - Understanding What Customers Value

Credits: 2

Determining what is valued by customers is perhaps the most important issue facing marketing managers. Recently, conjoint and choice models have become popular techniques to help marketing managers understand what customers value in terms of the importance placed on specific product features and services. The course includes a variety of preference models used by brand managers and marketing analysts to give students hands-on experience with conjoint and choice modeling techniques, and examines these marketing decisions using a combination of lectures, cases, and exercises. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6224 - Research for Marketing Decisions

Credits: 2

Marketing research is the formal process of gathering information needed by managers to make decisions with respect to marketing opportunities and problems. This course develops skills in the following areas so students can competently implement decision-oriented marketing research projects in the real world: 1) translate a business decision into a research problem, 2) choose an appropriate research design, 3) collect secondary data using the Internet and other sources, 4) conduct exploratory research using focus groups, etc., 5) construct an effective data collection instrument (questionnaire design), 6) select a cost-effective sampling plan, 7) collect and analyze data using spreadsheets or statistical packages, and 8) recommend decisions based on the analysis. Prerequisite: MKTG 6201.

MKTG 6225 - Retailer Behavior and Sales Promotion

Credits: 2

The vast majority of consumer expenditures, which represent more than \$5 trillion and 68 percent of the U.S. gross domestic product, are made through retailers. Moreover, the average consumer product company spends as much on trade promotions (such as promoting its products to retailers) as it does on media advertising and consumer promotions combined. These facts highlight the importance of retailer behavior and sales promotions in consumer marketing. This course takes the retailer's point of view, exploring strategic and tactical decision-making by assessing the impact of these decisions on both consumer shopping behavior and the retailer's own operating costs. Students explore issues in sales promotion, pricing, product mix, and store location to gain an understanding of consumer response in these areas. The course is useful to students who plan to work in retailing, consumer marketing, brand or product management, or sales and distribution. Prerequisite: MKTG 6201.

MKTG 6226 - Advanced Marketing Strategy

Credits: 2

The course focuses on the strategic marketing choices made by top management that have a significant influence on an organization's performance and competitive success. These choices include selecting markets in which to compete, defining and choosing which customer needs to address, developing meaningfully distinct offerings and programs, deciding on how to access a market, and addressing issues of timing and pace of strategy execution. The pedagogy for this course consists of class discussion on key strategic issues, as well as case analysis that describes classic marketing situations faced by top management in a variety of industries. Prerequisite: MKTG 6201.

MKTG 6227 - Global Marketing Management

Credits: 2

This course examines the major marketing issues and opportunities facing companies that sell products outside their domestic markets. Students learn the theories and strategies that guide marketing in foreign environments as well as the analytical tools required in practicing global marketing. The emphasis of the course is on decisions companies make about product, price, place, and promotion in foreign markets. In the process, students learn about economic, political, cultural, and legal differences among nations as they affect marketing opportunities and operations. Prerequisite: MKTG 6201.

MKTG 6230 - Customer Engagement and Loyalty Management

Credits: 2

Explores the key principles, metrics, tactics, and strategies of engaging customers in order to drive customer loyalty and value. Balancing creative thinking skills with analytical competence, students identify opportunities to make existing customer relationships dramatically more profitable with the goal of engineering customer behavior change. Built on a model of customer engagement (CE), students learn to evaluate the effectiveness of CE programs across industries and promote business practices that build relationships, create the right incentives to drive desired behavior change, and employ the best tactics and strategies to drive incremental profit from your customer base. Includes case analysis, lectures, corporate speakers, and hands-on interactive exercises. Prerequisite: MKTG 6201.

MKTG 6232 - Digital and Social Media Marketing

Credits: 2

Digital and social media (Facebook, Twitter, Foursquare, etc.) present managers and marketers with new tools for connecting and building relationships with consumers. Developments of the last decade have changed the practice of marketing more than at any time since the advent of television. This course examines how corporations are using these platforms to build digital marketing and Web branding strategies in business and identifies techniques and frameworks to generalize from these practices. The course covers strategies for building consumer relationships through social media that lead to strong financial performance while also building trust with the brand. The course also examines how digital and social media are used as promotion tools and how these strategies are integrated with key elements of the marketing mix - product, price, and placement. The course features real-life business scenarios and case study analysis from marketing leaders and big-name brands. Prerequisite: MKTG 6201.

MKTG 6233 - Nonprofit Marketing Strategy

Credits: 2

Introduces strategic management and marketing of the nonprofit or nongovernmental organization with a global perspective. Explores how NPO management and marketing strategy are critical to the survival and stabilization of humanity and the environment. Using case studies of NPOs worldwide, students examine strategic orientation, stakeholder theory, identity management, funding management, segmentation, strategic alliances, financial management, and entrepreneurship. Includes a comprehensive look at how NPOs are organized, how they manage

their various stakeholder relationships for maximum impact, and how they can lead social change. Prerequisite: MKTG 6201.

MKTG 6234 - Managerial Decision Making

Credits: 2

Focuses on managerial decision making. Discusses concepts, theories, and findings from behavioral science (e.g., social and cognitive psychology, behavioral economics, consumer research, behavioral finance) that provide insights into how actual decision making differs from the traditional rational-decision-maker model. Examines how these behavioral findings can be leveraged to improve one's decision making abilities as a manager across a wide range of contexts. Prerequisite: MKTG 6201.

MKTG 6236 - Practicum in Customer Engagement and Loyalty

Credits: 2

Provides hands-on customer engagement experience through a consulting project for one or more corporations, applying concepts, metrics, strategies, and tactics of customer engagement to drive loyalty and profit. Through the consulting project, students analyze real-time customer data using regression and summary statistics, calculate customer lifetime value for individual customers, then segment customers based on CLVs. In a final group presentation to corporate sponsors of the project, students draw customer insights from their analyses and propose strategic and tactical recommendations for profitable growth. Prerequisite or corequisite: MKTG 6230.

MKTG 6255 - Directed Studies in Marketing

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

MKTG 6258 - Business Metrics

Credits: 2

Introduces different metrics used across all businesses activities (e.g., marketing operations and finance), financial statement and profit/loss analysis, and key business and economic concepts for the firm. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6273 - Customer Value and Pricing Analytics

Credits: 2

Delivering customer value is an important objective for long-run market success. To deliver value, however, requires that the firm understands the extent to which the quality it delivers is aligned with the price it charges. This course focuses on methodologies that will allow firms to better understand the importance consumers place on product and service features and the role of price in driving customer value. In this hands-on course, students become comfortable in using a variety of trade-off protocols and in designing conjoint and choice model experiments, and they gain a firm understanding of how to design, implement, and analyze conjoint and choice studies and how to use simulators that provide a platform for analyzing current and future product and pricing decisions. Students also become familiar with the primary commercially available software for implementing these modeling techniques. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6274 - Business Research Methods

Credits: 2

Students develop skills in business research (the formal process of gathering information needed by managers to make decisions) so they can competently implement decision-oriented business research projects in the real world. Skills include translating a business decision into a research problem, choosing an appropriate research design,

collecting data from secondary and primary data sources (e.g., survey research, experimental design, and focus groups), analyzing data using spreadsheets or statistical packages, and recommending decisions based on the analysis. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6279 - Multivariate Analysis for Marketing

Credits: 2

Covers multivariate statistical techniques, including cluster and discriminant analysis, factor and principal component analysis, multidimensional scaling, perceptual mapping, experimental design, and variance techniques analysis used to understand customers and competitors, to select target markets, to provide specialized offerings, and to choose the various elements of a marketing mix. Emphasis is on application of these techniques to real-world marketing problems. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6284 - Retailing Analytics

Credits: 2

Consumer expenditures, which comprise nearly 70 percent of the U.S. gross domestic product, are made primarily through retailers. The sheer size of the retail sector highlights the importance of measuring and understanding the impact of retailers' decisions. Students analyze retail decisions in terms of their impact on consumer demand and retailer performance, with a focus on retail pricing, promotion and inventory management, and retail competition. The overriding objective is to use point-of-sale data, in various forms, to improve retail decision-making. Prerequisites: MAST 6201 and MKTG 6201, or enrollment in the M.S.B.A. program.

MKTG 6455 - Directed Studies in Marketing

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

Management Courses

<i>Program</i>	<i>Required Courses</i>
Full-time M.B.A.	MNGT 6011, 6020, 6101, 6103, 6150, 6210
Fast Track M.B.A.	MNGT 6001, 6003
P.M.B.A.	MNGT 6003 (MNGT 6001, an optional course, <i>must</i> be completed prior to using on-campus recruiting options)
M.S.B.A.	MNGT 6003, 6101
M.S.F.	MNGT 6004
M.S.M.	MNGT 6005
M.S.S.M.	MNGT 6103

MNGT 6001 - Managing Your Career

Credits: 0

Professional M.B.A. students gain the knowledge and tools to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Students who complete the course use the services of the Career Management Center.

MNGT 6003 - Business Presentation Techniques

Credits: 0

Today's competitive marketplace demands that managers be successful on both a technical and an individual level, exhibiting a high degree of leadership skills. Professional M.B.A. students gain proficiency in the oral presentation techniques needed to enhance academic and career success. This required course is graded on a pass/fail basis.

MNGT 6004 - Managing a Career

Credits: 0

Students gain the knowledge and tools needed to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Reserved for M.S. in finance majors.

MNGT 6005 - Managing a Career

Credits: 0

Students gain the knowledge and tools needed to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Reserved for M.S. in management majors.

MNGT 6011 - Managing Your Career, Part Two

Credits: 0

Builds on the knowledge and tools developed in MNGT 6101 to assist students in obtaining the required graduate corporate internship for the summer term. Required course in the full-time M.B.A. program; graded pass/fail. Prerequisite: MNGT 6101.

MNGT 6020 - First-Year Foundations

Credits: 0

Students participate in various required activities to enhance their professional development. The sessions will take place most Fridays during the first year of the M.B.A. program. Required course in the full-time M.B.A. program; graded pass/fail.

MNGT 6050 - M.B.A. Internship

Credits: 0

Optional course for students in the full-time or professional M.B.A. program who are not attending as an international student on an F1 visa. Provides compensated or noncompensated career experience related to a student's degree goals. Graded pass/fail. Does not meet SMU's International Student and Scholar Services curricular practical training standards. Prerequisite: Completion of core required courses.

MNGT 6101 - Managing Your Career

Credits: 1

Full-time M.B.A. students gain the knowledge and tools to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan.

MNGT 6103 - Business Presentation Techniques

Credits: 1

Today's competitive marketplace demands that managers be successful on both a technical and an individual level, exhibiting a high degree of leadership skills. Full-time M.B.A. students gain proficiency in the oral presentation techniques needed to enhance academic and career success. Graded pass/fail.

MNGT 6150 - Graduate Corporate Internship Program

Credits: 1

Required course for students in the full-time M.B.A. program during the third (summer) term in the program. Provides compensated or noncompensated career experience related to a student's degree goals. Graded pass/fail. Meets SMU's International Student and Scholar Services curricular practical training standards.

MNGT 6161 - Graduate Corporate Internship Program

Credits: 1

A one-credit hour, pass/fail, one semester long optional course for students enrolled full time in one of our M.B.A. programs. Provides compensated or non-compensated M.B.A. career experience related to the students' degree goals. Students may work between 10 hours (minimum) and 20 hours (maximum) per week while school is in session. This internship meets the Curricular Practical Training standards set forth by the University's International Student Office. Prerequisites: Completion of all core required courses, minimum GPA of 3.2. May be taken twice.

MNGT 6210 - Global Leadership Program

Credits: 2

An experience abroad in which students meet with local business and government leaders; visit manufacturing facilities; and come to understand the dynamics of global business, including the impact of cultural and social customs. Provides students with a perspective on the opportunities and challenges of conducting business in the global economy.

Management and Organizations Courses

All M.B.A. students take MNO 6201 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective MNO courses. More details on course selection and prerequisites are found in the Management and Organizations section and in the course descriptions below.

MNO 6201 - Organizational Behavior: Managing and Leading People

Credits: 2

Strengthens the skills students need to become effective leaders. Topics include transitioning successfully from individual contributor to effective leader, motivating others for peak performance, identifying traps that prevent effective decision-making, acquiring skills to manage conflict, identifying strategies for becoming a person of influence, and navigating through dilemmas associated with performance management.

MNO 6202 - Leading Teams and Organizations

Credits: 2

Provides students the analytical and behavioral tools necessary to effectively develop and utilize groups of people to accomplish organizational strategies and goals. Describes critical theories, concepts, and contemporary practices to successfully identify the threats and opportunities teams face and take action to improve organizational culture and structure. Provides insight into the key factors that separate successful teams from the many that fail. Explains how to harness the power of teams, relational dynamics, and organizational systems to drive firm performance and innovation. Required for the management concentration. Prerequisite: MNO 6201.

MNO 6210 - Leader as Coach

Credits: 2

Students learn coaching skills in the context of being a leader. Research indicates the more coach-like the leaders, the more successful the organizations they lead. A leader as coach develops and enables a team by using specific coaching skills to promote development and results. This highly experiential course teaches coaching skills, provides a lab environment for practice, and explores research on the most successful leadership styles. A significant portion of the course grade is class participation; therefore, attendance is critical for successful completion of the course. Because each class session builds on the previous class meetings, students should schedule this course when they are confident they can be present for all class sessions. Prerequisite: MNO 6201.

MNO 6212 - Introduction to Consulting

Credits: 2

This practical and applied course in consulting covers topics such as defining an effective consultant, understanding client needs, and implementing change. Also, strategic approaches to marketing, data gathering techniques, and tactics for ending an engagement. Requires students to develop an action plan. Prerequisite or corequisite: MNO 6201.

MNO 6214 - Strategic Management of Human Capital

Credits: 2

The success or failure of most organizations depends on their ability to utilize two types of capital effectively: financial and human. While organizations must have a core value proposition at the heart of the enterprise, be it a service or a product that it provides to its customers, they depend upon the effective leadership, management, and execution by individuals and teams to deliver that value proposition in a profitable way. Provides insights into the link between people and business results and into the ways companies manage talent to improve performance. Students gain an understanding of how to lead teams, how to start and build a company, and how to support their own careers. The ability to manage people effectively to achieve superior business results is a leadership differentiator. In an increasingly competitive and global business environment, hiring, developing, engaging, and retaining strategically relevant talent is a critical competitive advantage. Students consider how to apply a range of best practices to their own organization's business needs. Prerequisite: MNO 6201.

MNO 6215 - Master Negotiation

Credits: 2

Provides the conceptual foundation and basic tools needed to negotiate like a master negotiator - the elite class of negotiators who are most capable of obtaining substantial value through negotiation. Master negotiators use a flexible set of strategies that allow them to be proactive and reactive, to partner with the other party by increasing their value and decreasing their costs and options for going elsewhere, and to make the process a pleasant one. Prerequisite or corequisite: MNO 6201.

MNO 6218 - Leadership in a Complex World

Credits: 2

Addresses the challenges of leading in today's complex environments. Students learn how changing business contexts are placing new demands on leaders for innovation, adaptability, learning, and growth. Specific focus will be on how today's societal, technological, and global forces require different ways of conceptualizing and practicing leadership as well as the role of integrity, ethics, and inclusion. Prerequisite: MNO 6201.

MNO 6219 - People and Organizational Analytics

Credits: 2

Equips students with analytical skills for employing data, scientific methods, and sophisticated analyses to address people-related issues, such as selection, job design, talent development, performance evaluation, engagement, and retention. Examines how and when to use and collect hard data to inform people issues and help achieve organizational goals. Explains techniques for linking people-oriented metrics to business strategies and organizational performance to maximally leverage a firm's human capital to sustain competitive advantage. Prerequisite: MAST 6201.

MNO 6220 - Corporate Governance

Credits: 2

Students learn how to make informed decisions about corporate governance issues. Highlights critical governance issues, including ethical behaviors and communications. Topics include evaluating board roles, understanding the attributes of effective boards, and evaluating and rewarding board effectiveness. CEOs from the community participate in the course. Prerequisite: MNO 6201 or enrollment in the M.S.A. program.

MNO 6222 - Leading Organizational Change

Credits: 2

Successful leaders understand when change is needed and are able to guide the people they lead through the change process. This course focuses on important change models and change tactics that leaders can use to make their organizations more effective and enable them to flourish. Students develop critical insights into when particular approaches are likely to be effective as well as how to recognize and address potential barriers to implementing various change leadership tactics. Prerequisite: MNO 6201.

MNO 6230 - The Evolution of American Capitalism and the Global Challenges Ahead

Credits: 2

Provides an analysis of America's decline as an industrial power and the explosion of manufacturing in developing and emerging markets, expansions and contractions in the U.S. economy since the Great Depression and the economic outlook for the future, the changing face of the American workforce and its dwindling education advantage in the global marketplace, growing inequality in the U.S. economy and the widening gap between rich and poor, winners and losers in the American marketplace as a result of competitive global pressures, the impact of growth in government spending and rising taxation on global job creation, and the explosion in population and consumption in developing and emerging markets and the impact on the U.S. economy.

MNO 6232 - Ethical Leadership and Corporate Social Responsibility

Credits: 2

Examines contemporary challenges in ethics and corporate social responsibility (CSR). Explores questions such as: How does one make consistent ethical decisions? How should a person who wants to act ethically conduct business? Does ethics even have a place in business activity? Should companies engage in corporate social responsibility? Students will gain enhanced awareness of their own ethics and develop a personal ethical plan that aligns with their core values to help guide their decision making in the future. Prerequisite: MNO 6201.

MNO 6285 - Directed Study in Management and Organizations

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

MNO 6485 - Directed Study in Management and Organizations

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Real Estate, Risk Management and Business Law Courses

The appropriate prerequisite courses must be successfully completed to enroll in elective RE courses. More details on course selection and prerequisites are found in the Real Estate, Risk Management and Business Law section and in the course descriptions below.

RE 6211 - Real Estate Investment

Credits: 2

A survey of commercial real estate investments. Includes the underlying determinants of supply and demand for various property types, leases, pro forma statements of cash flows, measurement of rates of return, and approaches to valuation. This is the prerequisite for all the other real estate courses. Prerequisite: FINA 6201 or enrollment in the M.S.F. program.

RE 6212 - Real Estate Analysis and Strategy

Credits: 2

Examines the physical and financial aspects of real estate development and acquisitions from the perspective of the equity investor. Focuses on land use concepts critical to the physical development of various real estate property types. Students become conversant in relevant investment return metrics and applied valuation methodology through case study analysis of real estate transactions. Prerequisite: RE 6211.

RE 6213 - Real Estate Finance

Credits: 2

Includes case studies dealing with property selection, acquisition, leasing strategy, financing, sources of debt, and equity capital. Prerequisites: RE 6211, RE 6212, and RE 6215.

RE 6215 - Real Estate Development

Credits: 2

Surveys topics relating to due diligence in real property acquisition, zoning and land use law, contracts and agency, leases, and development. Topics are addressed from a legal perspective. Prerequisites: RE 6211 and RE 6212.

RE 6220 - Real Estate Practicum

Credits: 2

Students work in groups on applied real estate projects furnished by participating firms. Projects may include research topics, deal analysis, and opportunity assessments. Provides benefits such as preparation for a career in real estate and hands-on, real-world experience in a consultative setting. Students also attend a series of on-campus meetings, facilitated by various industry experts, to review their progress and get advice on project components and areas of focus. Culminates in deliverables for the clients and a team presentation to the class and invited industry guests. Prerequisites: RE 6211 and RE 6212.

RE 6295 - Directed Study in Real Estate

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Risk Management and Insurance Courses

RMI 6230 - Insurance and Corporate Risk Management

Credits: 2

Students explore the evolution of business risk management from traditional risk management to enterprise risk management. What is good risk management practice today? How should a company's risks be handled? Why do some companies buy insurance and others do not? Students learn a risk management paradigm that includes operational, strategic, financial, and hazard risks, then, for specific applications, make decisions about how to map the risks into a framework for good management decisions. Most class days involve an introductory lecture, then hands-on collaborative work on the day's topic. By the end of the course students should be able to evidence understanding of each of the following: 1) why hazard risks should matter to owners of firms, 2) how the tax system and managerial compensation is important to how a risk is handled, 3) identify and assess risks and show how they can impact firm value, 4) evaluate risk-handling tools and show how they can impact firm value, and 5) demonstrate an understanding of enterprise risk management and how it can enhance managerial decision-making. Prerequisite: FINA 6201.

Strategy Courses

All M.B.A. students take STRA 6201 as part of the core curriculum. The appropriate prerequisite courses must be successfully completed to enroll in elective STRA courses. More details on course selection and prerequisites are found in the Strategy, Entrepreneurship and Business Economics section and in the course descriptions below.

STRA 6201 - Strategic Management

Credits: 2

This course examines the fundamental concepts of strategy of the firm as they are applied in domestic and global markets. Topics include business strategy, industry analysis, vertical integration, strategy execution, and diversification. It is taught using cases, text, and readings.

STRA 6202 - Advanced Strategic Management

Credits: 2

Builds on the core course STRA 6201, which focuses on issues of strategy at the business unit level. Topics include global strategy, technology strategy, management of the multibusiness firm, and strategic alliances and networks. Additional topics may be introduced at the instructor's discretion. Required course for the strategy and entrepreneurship concentration. Prerequisite or corequisite: STRA 6201.

STRA 6219 - Private Equity and Venture Capital

Credits: 2

Complements entrepreneurship courses by examining issues associated with venture capital from the viewpoint of the venture capitalist. Focuses on strategic and organizational issues associated with the firms that provide private equity to entrepreneurial firms. Examines the process by which private equity firms raise money from their investors as well as the associated agency problems. Explores the private equity firm's decision to invest in a new venture,

how to evaluate the strategy of the new venture, and its likelihood for success or failure. Also, the process by which the private equity firm exits from its investments and how nonfinancial corporations can use a private equity model to finance new business ventures. Prerequisite or corequisite: STRA 6201.

STRA 6220 - Strategic Mergers and Acquisitions

Credits: 2

Focuses on the strategic and organizational issues associated with mergers and acquisitions. Students examine the factors that lead to successful and unsuccessful mergers and acquisitions. Topics include mergers within an industry, international acquisitions, diversification, vertical integration, organizational design concepts, and the management of organizational behavior issues associated with mergers. Uses a case study approach to classroom learning.

Prerequisite: STRA 6202.

STRA 6222 - International Corporate Strategy

Credits: 2

Explores a range of issues faced by global multibusiness firms from the perspective of a senior executive (group level) in a multinational firm, with a focus on the effects of decisions on mid- and lower-level managers. Possible topics include 1) product diversification and the rollout of new products across regions; 2) entry and exit strategies for emerging and developed markets; 3) the development of global infrastructure (HR, IT, legal, and administrative structure) to support the operating value chain; 4) the use and misuse of conflicts among regional, product, and functional interests within the firm; and 5) tools for evaluating business unit performance across diverse regions and the stages of industry and product life cycles. Additional possible topics include the engagement of management consultants, strategy implementation, and the nuances of management development in a global firm. Prerequisite: STRA 6201.

STRA 6224 - Entrepreneurial Strategy

Credits: 2

Integrates a number of approaches while addressing strategic issues facing new and small businesses, including enduring factors that influence entrepreneurial and small business management. Topics include business strategy, strategies particular to entrepreneurship, and market and industry analysis. Also, organizing to implement innovative ideas. Assumes the perspective of the entrepreneur. Uses a blend of cases and other readings. Prerequisite or corequisite: STRA 6201.

STRA 6225 - Strategic Alliances

Credits: 2

Focuses on the planning and execution of strategic alliances, especially in high-technology industries. Addresses issues of partner selection, performance evaluation, and adaptation of the partnership over time. Also, alliances between large and small firms. Prerequisite or corequisite: STRA 6201.

STRA 6226 - Competitive Advantage

Credits: 2

Focuses on decision-making by top managers at the strategic business unit level. Students utilize all skills learned thus far in the program and apply them to a broad array of business policy problems (e.g., acting as the decision-maker and setting corporate strategy in specific situations). Cases are drawn from a variety of industries and situations and involve all facets of corporate strategy, including marketing, operations, finance, information technology, and organizational structure. Emphasis is placed on understanding the competitive dynamics of the current environment and on recommending strategy that considers the resources at the organization's disposal. The course is entirely discussion-based, case method with occasional supplemental readings. Prerequisite or corequisite: STRA 6201.

STRA 6228 - Global Strategy

Credits: 2

Focuses on issues related to competing in global industries for both single- and multibusiness firms. Key topics addressed include sources and dynamics of comparative advantages; modes of entry into foreign markets, such as joint venture, acquisition, and greenfield investment; global sourcing for operations and information technology; and the structure of multinational firms. Uses cases and readings. Prerequisite or corequisite: STRA 6201.

STRA 6236 - The Practice of International Business

Credits: 2

Provides a case-based, pragmatic understanding of international business in today's flat world. The nation's international trade and investments, already substantially above the gross domestic product figure, will climb in the next decade to several times GDP. International business skills will therefore become increasingly important for all managers. Examines how the international business environment (culture, history, governments, politics, law, war, and demographics) affects the strategy and operations of the global firm. Includes a number of international business executives as guest speakers, presentations of team projects, and the creation of scenarios for the future. Prerequisite: STRA 6201.

STRA 6295 - Directed Study in Strategy

Credits: 2

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

STRA 6410 - Venture Capital Practicum

Credits: 4

Provides hands-on-venture capital experience applying the skills developed in finance, strategy, and entrepreneurship courses. Students partner with local venture capital firms and meet weekly outside of class to identify, qualify, analyze, and present recommendations regarding prospective investments for the Cox M.B.A. Venture Fund. Topics include filtering and qualifying opportunities presented by entrepreneurs in business plans, evaluating funding presentations, applying basic due diligence, and managing a portfolio company. Acceptance to the course is competitive and based on submitted applications. It is preferred that applicants have taken STRA 6219. An application does not guarantee admission.

STRA 6495 - Directed Study in Strategy

Credits: 4

The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Cox School of Business: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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.

Merit-based Scholarships and Financial Aid

Information about merit-based scholarships and financial aid at the Cox School is found under Cox Graduate Programs Policies and Procedures in the Academic Records, General and Enrollment Standards section of this catalog.

Cox School of Business: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared, "no cell" or "prefer not to report", in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 chair of the department sponsoring the course and with the concurrence of the senior associate dean, who will allow exceptions only in accordance with guidelines from the Office of the Provost. The Graduate Cox examination schedule is published at the start of each term; note that an exam may be held on a day and/or at a time different from the regular class time.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students, for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three-credit-hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours, with the total out-of-class work equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

Cox graduate programs have two eight-week modules in each term, and two credit hours are earned in each eight-week module. Each class session generally requires a minimum of nine hours of advance preparation time on the part of the student.

Due to the structure of the Cox graduate programs, students must follow the appropriate degree curriculum as outlined in the Academic Programs section of this catalog. These programs do not include thesis, dissertation, performance recitals, co-op programs or fellowships that other SMU graduate programs might utilize for a full-time status equivalent. There is a one-hour summer internship required of all students in the Full-Time M.B.A. Program, which is included in the curriculum.

Cautionary Note: Federal financial aid agencies and some other agencies require a minimum number of hours of enrollment for full-time status. 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

Policies for transfer credit are found under Transfer Courses From Other Institutions in the Cox Graduate Programs Policies and Procedures section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

Students should consult with Cox graduate student services staff for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. The academic dean's office or the records office monitors academic progress and maintains official degree plans for all students in a school.

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 Cox graduate student services staff will publish enrollment instructions. Additional information about enrollment cycles is found under Course Enrollment in the Cox Graduate Programs Policies and Procedures section of this catalog.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed in the Cox Graduate Programs Academic Calendar. Students are encouraged to seek assistance from Cox graduate student services staff when considering whether to add or drop a course. A student may drop a course with a grade of *W* (Withdraw) by using the my.SMU Student Homepage by the specific deadline listed in the Cox Graduate Programs Academic Calendar.

After the deadline date on the Cox Graduate Programs Academic Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified on the Cox Graduate Programs Academic Calendar. **Note:** Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office. Additional information about schedule changes is found under Course Enrollment in the Cox Graduate Programs Policies and Procedures section of this catalog.

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) 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 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain in status, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Homepage. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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 Cox Graduate Programs Academic Calendar. 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.

The Cox modules within the term can be negatively affected by the withdrawal process; therefore, students should always contact Cox graduate student services staff 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 school's records office. The records 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 tenth class day of the fall or spring semester as listed on the Cox Graduate Programs Academic 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of W in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last

day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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)

Cox School of Business students currently enrolled in one of the graduate programs who want to audit a course (take a course without credit) must complete and submit a Class Auditor Form for Current Cox Students to obtain permission through the Cox Graduate Programs registrar, who coordinates with the instructor the availability of the course for auditing. Audit enrollment will be permitted only on a space-available basis. Audit enrollment starts on the first class day of the term, and there is no tuition charge for a currently enrolled student.

Individuals not currently matriculated graduate students in a Cox School of Business program who desire to audit a course are required to submit a Class Auditor Form for Non-Cox Students to obtain permission through the Cox Graduate Programs registrar, who coordinates with the instructor the availability of the course for auditing. Audit enrollment starts on the first class day of the term and will be permitted on a space-available basis. If the course is approved for audit, the individual must pay the current published audit fee to the Cox School of Business. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated, as a regular course, and the regular tuition must be paid.
6. Some courses are not available for auditing.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces 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 Cox 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 Cox 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 due to an unavoidable situation, should immediately contact the instructor and the assistant dean of Cox graduate student services to determine what accommodations may be available.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith 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 assistant dean of Cox graduate student services to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10–15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

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. In order for a course to count toward a Cox graduate degree, a grade of C- or higher must be earned. Any grade lower than a C- is not passing.

<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	*

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

All graduate courses in the Cox School of Business, except those noted in this paragraph, are assigned a letter grade with grade point value and cannot be taken as pass/fail. The courses specifically established with the pass/fail grading basis are all BAEX courses, and MNGT 6001, MNGT 6003, MNGT 6011, MNGT 6020, MNGT 6101, MNGT 6103 and MNGT 6150.

Grade of F, D, W, and Missing/Blank

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.

When the Cox School of Business assigns the grade of *D*, *D-* or *D+* for poor scholarship, it is not a passing grade. For more details, students should see Course Grades Not Meeting Degree Requirement in the Cox Graduate Program Policies and Procedures section of this catalog.

The grade of *W* cannot be recorded unless completion of the official drop or withdrawal process has occurred by the applicable deadline during the module 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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

A student may temporarily receive a grade of Incomplete (*I*) if the majority (90 percent) of the course requirements have been 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 my.SMU 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 instructor and the student sign the Incomplete Grade Agreement form, with a copy of the form given to the student and to Cox graduate student services staff and with the instructor retaining the original form.

The maximum period of time allowed to clear the Incomplete is until the end of the next term. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the next term, 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 Cox Graduate Programs Academic 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.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 filed with Cox graduate student services staff for processing under the authorization of the dean of the Cox School. 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.

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. Written grade appeals must be initiated by the student within fourteen calendar days of the initial grade being posted. Exceptions to deadlines set forth herein for students in unusual circumstances (e.g., Spring Break, Christmas Break, studying abroad) may be granted in writing by the associate dean of graduate programs.

Within seven calendar days of receiving a decision on the grade appeal from the faculty member, 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 in writing to the student the disposition of the appeal.

Within seven calendar days of receiving a decision on the grade appeal which was submitted to the department chair (or faculty agent), a student who is not satisfied by the disposition of the appeal may appeal the decision to the associate dean of graduate programs. The associate dean will take action as he or she deems appropriate, but the action taken must respect the principle that the determination of a grade rests with the course instructor. The course instructor will report in writing to the student the disposition of the appeal.

These provisions are the sole rules that govern the Cox School of Business course grade appeals at Southern Methodist University.

Satisfactory Progress Policies

Leave of Absence

A leave of absence is a temporary leave from the University – a kind of "timeout" – 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.

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 Cox's leave-of-absence guidelines helps 1) assure that the degree requirements per the catalog of record when the student initially matriculated at SMU still apply upon return, 2) assist with financial aid processing, and 3) provide the support needed to return to Cox and successfully finish the degree. The first step to effect a leave of absence is for the student to arrange an appointment to meet with Cox graduate student services staff, who will assist the student with the process.

Students in good standing may take a leave of absence for up to 12 months by sending a written notice to Cox graduate student services staff. To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more hours, and must have a clear student financial record. Students seeking to re-enroll after a leave of absence must notify graduate student services staff in writing. A leave of absence does not affect the statute of limitations established by the initial enrollment. Any former student with less than the criteria outlined herein for good standing must reapply to the program. Students who have not enrolled for more than 12 months must follow the guidelines for readmission.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation or dismissal. Information regarding disciplinary action can be found under the Cox Graduate Honor Code and Charter of Community Conduct on the Cox School of Business website.

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.

To graduate from a Cox School of Business graduate program, students must earn a cumulative GPA of 3.000 or higher (without rounding) with no grade less than a C- (1.700) applying toward the degree. The academic performance of all graduate students is reviewed at the end of each term. All calculations for academic performance evaluations are based on grades earned in Cox programs. Grades earned in accepted transfer courses are not counted in Cox School of Business cumulative GPA calculations.

A student in a graduate Cox program with a cumulative GPA below 3.000 upon completion of the credit hours required for the degree may petition the Cox Graduate Policy Committee to take additional credit hours at Cox to raise his or her cumulative GPA to 3.000, the required level. Students who receive approval to take additional hours will not be permitted to earn more than the maximum hours allowed toward their degree for GPA purposes. A chart of maximum hours allowed is found under Course Grades Not Meeting Degree Requirement in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic Probation, Scholarships and Academic Dismissal

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.

In addition, any student with a scholarship who goes on academic probation will have one term to raise the cumulative GPA above 3.000 to retain the scholarship. If the student does not raise the cumulative GPA above 3.000 and remains on academic probation at the end of the term, the scholarship will not be allocated for the following term. However, the student may regain the scholarship in a subsequent term if the cumulative GPA later increases to 3.000 or higher before the start of that term.

Cox graduate students on academic probation are not permitted to serve in any student leadership position of any organization representing either Cox or SMU. A student on academic probation is not permitted to enroll in a directed study. **Note:** Full-time M.B.A. students are still required to enroll in the internship course as part of the full-time M.B.A. curriculum in the summer term between the first and second year of the program. Additional information about probation policies is found in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic dismissal is final, with no possibility of reinstatement or readmission to the University. Academic dismissal is recorded on the student's permanent academic record. Additional information is found under Academic Dismissal From the Cox School of Business in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic Petitions and Waivers

Petitions and/or waiver requests concerning academic issues should be submitted to graduate student services staff.

Transfer Coursework

Policies for transfer credit are found in this catalog under Transfer Courses From Other Institutions in the Cox Graduate Programs Policies and Procedures section.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage by the deadline 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).

Prior to approving a graduate business student for degree conferral, Cox 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 Cox program.

Commencement Participation

The Cox School of Business holds a diploma ceremony each year in May following the University-wide commencement program. Students in good academic standing, within eight credit hours of graduating and enrolled to complete all degree requirements during the following summer term may also participate in the May ceremonies, although their degrees will not be conferred until August. To participate in a ceremony, a student must apply online and file with their school's records office an Application for Candidacy to Graduate or Intent to Participate Form.

Statute of Limitations for Degree Plans

The maximum length of time for degree completion in any and all graduate business degree programs is six calendar years. All course and degree requirements must be completed in this time period, which begins at the time of initial enrollment, with no absence greater than three consecutive calendar years.

Cox Graduate Programs Policies and Procedures

Honor Code of Cox School of Business

By becoming members of the Cox School of Business, students are bound to hold intellectual integrity to the highest standard and commit to uphold the Cox School of Business Honor Code. Any actions committed by a member of the student body in violation of the Honor Code degrades the principles underlying the mission of the University and profoundly affects the integrity and reputation of the degrees to be earned, as well as the reputation of the institution. **At the core of the Cox School Honor Code is the student who will not lie, cheat or steal, or tolerate those who do. Not reporting an honor violation is an honor violation.** New graduate students receive a copy of the entire Honor Code at orientation and review all standards and policies. For more information, students can access the Honor Code or contact the assistant dean of graduate student services.

Admissions Information

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores, previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. Complete details and an application packet are available from Cox graduate admissions: www.coxgrad.com, telephone 214-768-1214 or 1-800-472-3622, fax 214-768-3956, M.B.A.info@cox.smu.edu.

Deferral of Admission

An accepted graduate business applicant must enter the program for the specific term of acceptance. If extenuating circumstances prevent the student from matriculating for the specific term, he or she may petition the graduate Admissions Committee for deferral prior to the first day of instruction of that term. This petition should state the reason for requesting a deferral to the next entering term. If the applicant fails to matriculate for the deferred term, the deposit is forfeited and the applicant must reapply for acceptance to the Cox School of Business.

Course Enrollment

Students process their own enrollment transactions, including add, drop and swap, on the Web-based my.SMU (my.smu.edu). Prior to each term, there is a period during which the formal process of course enrollment is completed. Graduate student services staff distribute enrollment information and dates for that term's enrollment transactions by email.

In October, enrollment information is distributed for spring term registration, which starts in November with a week of priority registration. In March, information is distributed for summer term and fall term registration, which starts in April with a week of priority registration. In November and April, after the week of priority registration, open enrollment starts and continues until the first week of classes. P.M.B.A. and M.S. students enroll for the summer term prior to the fall enrollment in April.

Cox graduate students have priority for course enrollment until the week prior to the start of classes. Options for enrolling in courses for credit are available for other students as follows: 1) an M.B.A. graduate of an AACSB-accredited school, 2) visiting students in the P.M.B.A. program and 3) *approved* non-Cox SMU graduate students taking graduate Cox courses. Other individuals interested in taking a Cox graduate course may be able to do so as an auditor. Policies for these student classifications are included in this catalog.

Changes can be made to enrollments without penalty through the first week of class. In addition, an elective course may be dropped with no refund given and assigned a grade of W (Withdrawn) through the deadline listed in the Cox Graduate Programs Academic Calendar. After the deadline date, students may not drop a class. Note that students cannot drop required core courses without the specific written permission of graduate student services staff.

After the deadline date in the Cox Graduate Programs Academic Calendar, a student may not drop a class. All schedule changes must be processed by the deadline date specified in this calendar.

Additional information is found in the Enrollment Policies section of this catalog.

Course Loads and Scheduling

Students need to be aware that examinations, special class meetings and other informal and formal events may be scheduled for alternate times than stated in the course schedule.

Full-time M.B.A. Program. Students complete 36 credit hours in the first year (18 credit hours in the first term and 18 credit hours in the second term), one credit hour internship in the summer (third term) and 28 credit hours in the second year (14 credit hours per term) plus one noncredit-bearing requirement (First-Year Foundations) for a total of 65 credit hours for the two-year program. The maximum hours of course enrollment allowed during the program is 73 credit hours. The required core courses and some elective courses are scheduled for weekdays, with additional elective courses offered in the evenings and Saturday mornings.

Professional M.B.A. Program. Students complete six terms of eight credit hours each term, including summer terms, for a total of 48 credit hours for the part-time program. The maximum hours of course enrollment allowed during the program is 56 credit hours. The usual schedule for the required core curriculum is Thursday evening and/or Saturday morning. Elective courses are offered Monday through Thursday evenings with limited offerings Saturday mornings.

Fast Track M.B.A. Program. Students complete 44 credit hours for this one-year program (12 credit hours in the first term, 16 credit hours in the second term and 16 credit hours in the third term). The maximum hours of course enrollment allowed during the program is 52 credit hours. Required core courses and elective courses are scheduled during the day, in the evening and Saturday mornings.

Master of Science in Accounting. M.S.A. students complete 16 credit hours each term for a total of 32 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 36 credit hours. The courses for this program are generally offered Monday through Thursday during the day and evening.

Master of Science in Business Analytics. M.S.B.A. students complete 17 credit hours in fall and 16 credit hours in spring for a total of 33 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 37 credit hours. The courses for this program are generally offered Monday through Thursday during the evening and Saturday mornings.

Master of Science in Entrepreneurship. M.S.Ent. students complete four consecutive terms of eight credit hours each term for a total of 32 credit hours for the part-time program. The maximum hours of course enrollment allowed during the program is 36 credit hours. This structured program has courses scheduled Monday through Thursday evenings and Saturday mornings.

Master of Science in Finance. M.S. F. students complete 16 credit hours and 14 credit hours in two consecutive terms for a total of 30 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 34 credit hours. The courses for this program are generally offered Monday through Thursday during the day and evening.

Master of Science in Management. M.S.M. students complete 16 credit hours and 14 credit hours in two consecutive terms for a total of 30 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 34 credit hours. The courses for this program are generally offered Monday through Thursday (day and evening) and Saturday mornings.

Master of Science in Sport Management. M.S.S.M. students complete 16 credit hours in the fall, 17 credit hours in the spring and a four credit hour internship in the summer for a total of 37 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 41 credit hours. The courses for this program are generally offered Monday through Thursday during the evening and Saturday mornings.

Course Overloading

Full-time M.B.A. Program. After successfully completing the first term of the full-time M.B.A. program, students with a cumulative GPA of 3.500 or higher may elect to take more than the normal load of 14–16 credit hours, with a maximum of 20 credit hours in one future term. The total number of overload hours can be no more than eight hours during the two-year program. Full-time M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term regardless of the number of hours in which the student is enrolled. Students should contact graduate student services staff for assistance.

Fast Track M.B.A. Program. After successfully completing the required core courses with a cumulative GPA of 3.500 or higher, students in the fast track M.B.A. program may elect to take more than the normal load of 14–16 credit hours, with a maximum of 20 credit hours in one future term. Fast track M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term, regardless of the number of hours in which the student is enrolled. Students should contact graduate student services staff for assistance.

Professional M.B.A. Program. After successfully completing all 20 credit hours of required core courses with a cumulative GPA of 3.200 or higher, students in the P.M.B.A. program may elect to take up to three courses or six credit hours in a module, a total of 12 credit hours in a term. Students need to contact graduate student services staff for override permission when taking 12 credit hours. P.M.B.A. students are not permitted to transfer into the full-time M.B.A. program; however, with approval from graduate student services staff, an unemployed student may be given permission to carry a full-time academic course load of up to 16 credit hours per term. P.M.B.A. students who take additional credit hours (maximum is 56 allowed in the program) will continue to pay the published hourly tuition rates.

Executive M.B.A. Program. After successfully completing the first year of the E.M.B.A. program, students with a cumulative GPA of 3.500 or higher, may elect to take more than the normal load of 9 – 12 credit hours, with a maximum of 14 credit hours in one future term. Executive M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term, regardless of the number of hours in which the student is enrolled. Students should contact the Executive M.B.A. student services staff for assistance.

Master of Science in Accounting, Business Analytics, Finance, Management or Sport Management. After successfully completing the first term of the M.S.A., M.S.B.A., M.S.F., M.S.M. or M.S.S.M. programs, students with a cumulative GPA of 3.500 or higher may elect to take more than the normal load of 14–17 credit hours, with a maximum of 20 credit hours in one future term. The total number of overload hours can be no more than four credit hours or two courses during the program. Students may overload at no additional cost if they are enrolled in 12–18 credit hours, including their overload credit hours, as they are charged a flat-rate tuition. If 18 credit hours per term are exceeded, students will pay the hourly tuition rate for the hours in excess of 18 credit hours. Students should contact graduate student services staff for assistance.

Master of Science in Entrepreneurship. After successfully completing the first term of the M.S.Ent. program, students with a cumulative GPA of 3.200 or higher may elect to take up to three courses or six credit hours in a module, with a maximum of 12 credit hours in one term. Students who take additional credit hours (maximum is 34 allowed in the program) will continue to pay the published hourly tuition rate. Students should contact the Graduate Programs Office staff for assistance.

Acceleration

Acceleration of the M.B.A. degree is defined as a P.M.B.A. student with enough additional credit hours to advance his or her expected graduation date by at least one term. P.M.B.A. students are not permitted to transfer into the full-time M.B.A. program. However, with approval from graduate student services staff, an unemployed student may be

granted permission to carry a full-time academic course load of up to 16 credit hours per term, paying the published hourly tuition rates. Additional information is available at smu.edu/EnrollmentServices/Bursar/CostofAttendance.

Readmission

Students in good standing who have not enrolled in more than 12 months must complete a Readmission Request form. To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more hours, and must have a clear student financial record. After receiving the Readmission Request form, the graduate programs registrar will review the student's request and academic record to determine the student's eligibility to be readmitted to the same program. If approval to return to the Cox graduate program is granted, the student will receive information detailing her or his new degree plan, including any updates to the curriculum that must be followed. Readmitted students are charged a re-matriculation fee of \$75. Readmission does not affect the statute of limitations established by the initial enrollment.

Any former student with less than the criteria outlined for good standing must reapply to the program. Note: For coursework to count toward a degree, it must be completed within six years of matriculation with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to re-admittance to a graduate program may need to be repeated or replaced with current coursework, at the discretion of the associate dean for graduate programs.

Students seeking readmission to the same Cox program within 12 months of the last term of attendance should follow the guidelines for leave of absence.

Student in Good Standing Criteria

To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more credit hours, and must have a clear student financial record.

Second Master's Degree

Graduates of Cox M.S. Programs Applying to the Cox P.M.B.A. Program. Students who are graduates of a Cox M.S. program and who want to pursue a Cox M.B.A. degree may apply to the P.M.B.A. program. Students must complete the application and satisfy all application criteria to be considered for admission. The full-time M.B.A. and the E.M.B.A. programs are excluded from this option.

When a graduate of one of the M.S. programs is accepted into the P.M.B.A. program, the student will be required to complete a minimum of 34 additional credit hours, 17 courses, in order to earn the M.B.A. degree. These hours will consist of M.B.A. core academic courses not taken as part of the M.S. degree plus elective courses not previously taken. All degree requirements of the M.B.A. program must be met for successful completion of the M.B.A. program.

Students will not need to retake successfully completed core required courses if the M.S. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.S. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.B.A. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The M.S. graduate admitted to the P.M.B.A. will pay the current P.M.B.A. tuition rate at the time of matriculation.

Graduates of the Master of Science in Sport Management Program Applying to the P.M.B.A. Program.

Students who are graduates of SMU's M.S.S.M. program and who want to pursue a Cox M.B.A. degree may apply to the P.M.B.A. program. Students must complete the application and satisfy all application criteria to be considered for admission. The full-time M.B.A. and the E.M.B.A. programs are excluded from this option.

When a graduate of the M.S.S.M. program is accepted into the P.M.B.A. program, the student will be required to complete 36 additional credit hours, 18 courses, in order to earn the M.B.A. degree. All degree requirements of the M.B.A. program must be met for successful completion of the M.B.A. degree program.

Students will not need to retake successfully completed core required courses if the M.S.S.M. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.S.S.M. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.B.A. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The M.S.S.M. graduate admitted to the P.M.B.A. will pay the current P.M.B.A. tuition rate at the time of matriculation.

Graduates of Cox M.S. Programs Applying to Another Cox M.S. Program. Students who are graduates of a Cox M.S. program and who want to pursue another Cox M.S. degree may apply to the specific M.S. program. Students must complete the application and satisfy all application criteria to be considered for admission. When a graduate of one of the M.S. programs is accepted into another M.S. program, the student will be required to complete a minimum of 26 additional credit hours, a minimum of 13 courses, in order to earn another M.S. degree. These hours will consist of courses not previously taken as part of the initial M.S. degree. All degree requirements of the subsequent M.S. program must be met for successful completion of the M.S. degree program.

Students will not need to retake successfully completed core required courses if the two M.S. degrees are completed within six years from the original matriculation date of the initial M.S. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the subsequent M.S. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The student admitted to a subsequent M.S. degree program will pay the current M.S. program tuition rate at the time of matriculation.

Graduates of Cox M.B.A. Programs Applying to Cox M.S. Programs. Students who are graduates of a Cox M.B.A. program and who want to pursue a Cox M.S. degree may apply to the specific M.S. program. Students must complete the application and satisfy all application criteria to be considered for admission.

When a graduate of one of the M.B.A. programs is accepted into an M.S. program, the student will be required to complete 18–26 additional credit hours, nine to 13 courses, in order to earn the M.S. degree. These hours will consist of courses not previously taken as part of the M.B.A. degree. All degree requirements of the specific M.S. program must be met for successful completion of the M.S. degree program.

Students will not need to retake successfully completed core required courses if the M.S. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.B.A. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.S. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for master's programs.

There are constraints on what M.S. degrees an M.B.A. graduate will be able to complete based on coursework taken during the M.B.A. program. If a student took most of the entrepreneurial courses, a Master of Science in Entrepreneurship would not be possible. Likewise, if a student took most of the finance courses, a Master of Science in Finance would not be possible. Students who apply to an M.S. degree program with a potential conflict can request an evaluation of their academic record. The Master of Science in Management is not an option for M.B.A. graduates.

The M.B.A. graduate admitted to an M.S. degree program will pay the current M.S. program tuition rate at the time of matriculation.

Course Waiver for Required Core Courses

While the Cox School is not obligated to grant any waiver credit, in certain cases, up to eight credit hours for full-time and P.M.B.A. students and up to four credit hours for M.S. students of required core courses may be waived, at entrance only, thereby eliminating the need to take a specific required course. This does not reduce the total number of credit hours required for the degree; it allows only for another course(s) to be substituted for the required course(s) as determined in the waiver process. Requests for waived credit are reviewed and processed only after the student's enrollment deposit is received in the Admissions Office. For complete details and a Course Waiver Petition Request form, students should contact the graduate programs registrar at gradcox@cox.smu.edu.

Transfer Courses From Other Institutions

Although the Cox School of Business is not obligated to accept any transfer credit, in certain cases coursework may be transferred, at entrance only, thereby reducing the number of credit hours required to be taken at Cox for the degree. Transferable hours, up to eight credit hours for full-time and P.M.B.A. students and up to four credit hours for M.S. students, will be considered only if the following criteria are met: 1) the graduate course was taken at an institution accredited by AACSB, 2) the student earned a grade better than B-, 3) the course was completed within the three years prior to matriculation at Cox and 4) the course was not credited toward a previous degree. Requests for transfer credit are reviewed and processed only after the student's enrollment deposit is received in the Admissions Office. For complete details and a Transfer Credit Petition Request form, students should contact graduate student services staff at gradcox@cox.smu.edu.

Southwestern Graduate School of Banking Credit

For candidates admitted to the full-time M.B.A. or P.M.B.A. programs, the Cox School of Business will grant six graduate credit hours (equivalent to three graduate elective module courses) to graduates of the Southwestern Graduate School of Banking who completed the SWGSB program no more than two years prior to admission to the full-time M.B.A. or P.M.B.A. programs. The credits will be treated as general graduate elective credits and will not be counted toward any specific area of concentration. The credit may not be applied to the E.M.B.A. program.

Students Taking Courses in Other SMU Graduate Programs

M.B.A. students may petition to take one course offered in another SMU graduate or professional program that is specifically relevant to the student's academic business goals. Each petition will be reviewed on an individual basis. Additional information is available from the graduate programs registrar (gradcox@cox.smu.edu).

Directed Studies

Although faculty members generally discourage the use of directed studies to replace regularly scheduled elective courses, some students may benefit from a highly focused, specialized research-based project designed in conjunction with a full-time faculty member in a specific academic department of the Cox School of Business. These nonpaying academic projects may involve further study of a specific topic from a previous course or may deal with an area of business or management research not covered in regularly scheduled business courses. No more than four credit hours may be earned through directed study. In general, directed studies do not count toward a concentration; any exception to the policy must be approved by the respective department chair. Students must be in good standing academically and must have completed the required core course sequence prior to enrolling for a directed study. The Directed Study Request form is available from graduate student services staff. The student must meet with the instructor to establish the course criteria, and the instructor must sign the Directed Study Request form acknowledging approval of the request. The documented and signed Directed Studies Request form is returned to graduate student services staff for final approval.

Courses for Credit After Graduation

Cox M.B.A. graduates, and graduates of other AACSB accredited M.B.A. programs, can apply to take graduate courses for credit by submitting the application and providing an official transcript listing the graduation date and program and documenting a final cumulative GPA of 3.000 or higher. Criteria for course enrollment include meeting the course prerequisites and earning grades of *B* and above in each postgraduate course taken. For Cox E.M.B.A. program graduates and non-Cox graduates, the academic department chair or designee will review prior coursework for meeting the course prerequisites. Enrollment is on a space-available basis one week prior to the start of the course.

For Cox M.B.A. graduates, an additional concentration may be earned and posted to their academic record with the successful completion of the credit hours and specific courses required for the concentration. (Additional details are found in the Concentrations and Minors section of this catalog.)

Enrollment charges include a one-time application fee, the published per credit hour tuition and general student fees at the P.M.B.A. program rate. Students should contact the graduate programs registrar at gradcox@cox.smu.edu for additional information.

Visiting Students

Students currently matriculated at an AACSB-accredited school not located in the greater metropolitan area of Dallas-Fort Worth may apply to take a limited number of courses at the Cox School of Business to transfer back to the student's home school. For details on this limited program, students should contact the graduate programs registrar at gradcox@cox.smu.edu.

Non-Cox SMU Graduate Students Taking Graduate Cox Courses

Matriculated graduate students in other SMU programs may request permission to enroll in elective courses on the first day of class for the term or module based on the Cox Graduate Programs Academic Calendar. Enrollment is on a space-available basis. For more information, students should contact graduate student services staff at gradcox@cox.smu.edu.

Course Grades Not Meeting Degree Requirement

All required core courses must be successfully completed with an earned grade of *C-* or above. Required core courses completed with grades of *D+*, *D*, *D-* or *F* have not been successfully completed and must be retaken the next time the course is taught. Additional information can be found in the policy section Grade Forgiveness Opportunity.

An elective course completed with a grade of *D+*, *D*, *D-* or *F* has not been successfully completed. The student has the option of taking either the same course or a different one, but must earn a grade of *C-* or above for a course to count toward the degree; therefore, a student must take an additional course and successfully complete it to earn the credit hours to count toward the degree.

In both situations of required and elective courses not successfully completed, these courses and grades are listed on the student's transcript. While the grades are included in the student's cumulative GPA, the credit hours of the unsuccessful attempt are not counted toward the degree. Students are permitted to take no more than the maximum hours allowed (listed below) toward their degree for GPA purposes.

Maximum Hours Allowed

<i>Program</i>	<i>Cox Hours Needed to Complete Degree</i>	<i>Maximum Hours Allowed</i>
Full-time M.B.A.	65 credit hours	73 credit hours
Full-time J.D./M.B.A.	50 credit hours	58 credit hours
M.A./M.B.A.	48 credit hours	56 credit hours
Fast Track M.B.A.	44 credit hours	52 credit hours
Professional M.B.A.	48 credit hours	56 credit hours
Part-time J.D./P.M.B.A.	48 credit hours	56 credit hours
3-year J.D./P.M.B.A.	32 credit hours	40 credit hours
Executive M.B.A.	48 credit hours	56 credit hours
Master of Science in Accounting	32 credit hours	36 credit hours
Master of Science in Business Analytics	33 credit hours	37 credit hours
Master of Science in Engineering Entrepreneurship	12 credit hours	16 credit hours
Master of Science in Finance	30 credit hours	34 credit hours
Master of Science in Health Promotion Management	10 credit hours	14 credit hours
Master of Science in Management	30 credit hours	34 credit hours
Master of Science in Sport Management	15 credit hours	19 credit hours

Note: Cox hours needed could include transfer credit of up to eight hours for full-time and P.M.B.A. programs, and up to four hours for M.S. programs if approved by the Cox Graduate Policy Committee prior to enrollment in a Cox program.

Grade Forgiveness Opportunity for Required Core Courses

Students in the M.B.A. programs may repeat up to two different required core courses for which grades of *D+* or lower were received, provided the first enrollment of the course was completed during a student's first three terms of enrollment, or for the E.M.B.A. during the student's first four terms of enrollment.

Students in the M.S. programs may repeat one course for which a grade of *D+* or lower was received for any course completed during a student's first two terms of enrollment.

The student who repeats a course with the grade forgiveness option remains on academic probation until the course is successfully completed, even if the cumulative GPA is raised to 3.000 or higher. Note that the grade from the second time the course is taken, even if lower than the first attempt, will be the grade used to calculate the student's GPA.

A specific course may be repeated only once for grade forgiveness, and it must be repeated within the next two terms following the term in which the course was initially taken. Exceptions to the two-term restriction may be requested from the program registrar if the course is not taught again within that period. The student must declare which course(s) he or she will repeat under this policy with the program registrar by the seventh day of classes in the module or term of the repeated course enrollment.

Under this policy, the course hours and grade from the second time the course is taken count toward the degree. However, the initial course and grade also are listed on the student's permanent academic record with an explanatory note. All completed attempts of the courses are included in the count of "Maximum Hours Allowed" listed under the Course Grades Not Meeting Degree Requirement Policy.

Academic Dismissal From the Cox School of Business

Failure to meet established minimum acceptable standards of academic or disciplinary performance will result in dismissal from the Cox School of Business. Dismissal is a permanent and involuntary separation of the student from the school. The student is not eligible for readmission to the Cox School and is not in good standing in the school. "Academic Dismissal" is permanently recorded on the student's transcript. The following criteria, also used for financial aid satisfactory progress, outline when graduate students will be dismissed from the Cox School of Business but does not limit dismissal to these criteria:

Full-Time M.B.A. Program. Full-time M.B.A. students MUST have a cumulative 3.000 GPA at the end of 70 GPA hours. Full-time M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 14 GPA hours or the first term.
- Less than a cumulative 2.500 GPA at the end of 30 GPA hours or the second term.
- Less than a cumulative 2.750 GPA at the end of 44 GPA hours or the third term.
- Less than a cumulative 2.950 GPA at the end of 62 GPA hours or the fourth term.

With an approved petition to take up to eight additional hours beyond the 62 GPA hours required for the degree, full-time M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 62 GPA hours or the fourth term.
- Less than a cumulative 2.970 GPA at the end of 64 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 66 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 68 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 70 GPA hours (+ 8 hours).

Fast Track M.B.A. Program. Fast track M.B.A. students MUST have a cumulative 3.000 GPA at the end of 52 GPA hours. Fast track M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 12 GPA hours or first term.
- Less than a cumulative 2.750 GPA at the end of 28 GPA hours or second term.
- Less than a cumulative 2.818 GPA at the end of 44 GPA hours or third term.

With an approved petition to take up to eight additional hours beyond the 44 GPA hours required for the degree, fast track M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.818 GPA at the end of 44 GPA hours or third term

- Less than a cumulative 2.869 GPA at the end of 46 GPA hours (+ 2 hours).
- Less than a cumulative 2.916 GPA at the end of 48 GPA hours (+ 4 hours).
- Less than a cumulative 2.960 GPA at the end of 50 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 52 GPA hours (+ 8 hours).

Master of Arts /Master of Business Administration and Juris Doctor/Master of Business Administration Programs. M.A./M.B.A. and J.D./M.B.A. students MUST have a cumulative 3.000 GPA at the end of 54 GPA hours. M.A./M.B.A. and J.D./M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 14 GPA Cox hours or the first term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA Cox hours or the second term.
- Less than a cumulative 2.750 GPA at the end of 34 GPA Cox hours or the third term.
- Less than a cumulative 2.950 GPA at the end of 46 GPA Cox hours or the fourth term.

With an approved petition to take up to eight additional hours beyond the 46 GPA hours required for the degree, M.A./M.B.A. and J.D./M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 46 GPA Cox hours or the fourth term.
- Less than a cumulative 2.970 GPA at the end of 48 GPA Cox hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 50 GPA Cox hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 52 GPA Cox hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 54 GPA Cox hours (+ 8 hours).

Professional M.B.A. Program. P.M.B.A. students MUST have a cumulative 3.000 GPA at the end of 56 GPA hours. P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.900 GPA at the end of 40 GPA hours or fifth term.
- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or sixth term.

With an approved petition to take up to eight additional hours beyond the 48 GPA hours required for the degree, P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 50 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 52 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 54 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 56 GPA hours (+ 8 hours).

Part-Time Juris Doctor and Professional Master of Business Administration Program. Part-time J.D./P.M.B.A. students MUST have a cumulative 3.000 GPA at the end of 56 GPA hours. Part-time J.D./P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.900 GPA at the end of 40 GPA hours or fifth term.
- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or sixth term.

With an approved petition to take up to eight additional hours beyond the 48 GPA hours required for the degree, part-time J.D./P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 48 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 50 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 52 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 54 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 56 GPA hours (+ 8 hours).

Master of Science in Accounting. M.S.A. students MUST have a cumulative 3.000 GPA at the end of 36 GPA hours. M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 32 GPA hours required for the degree, M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 34 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 36 GPA hours (+ 4 hours).

Master of Science in Business Analytics. M.S.B.A. students MUST have a cumulative 3.000 GPA at the end of 37 GPA hours. M.S.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 17 GPA hours or first term.
- Less than a cumulative 2.870 GPA at the end of 33 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 33 GPA hours required for the degree, M.S.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.870 GPA at the end of 33 GPA hours or second term.
- Less than a cumulative 2.940 GPA at the end of 35 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 37 GPA hours (+ 4 hours).

Master of Science in Entrepreneurship. M.S.Ent. students MUST have a cumulative 3.000 GPA at the end of 36 GPA hours. M.S.Ent. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.750 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.900 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or fourth term.

With an approved petition to take up to four additional credit hours beyond the 32 GPA hours required for the degree, M.S.Ent. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.980 GPA at the end of 34 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 36 GPA hours (+ 4 hours).

Master of Science in Finance. M.S.F. students MUST have a cumulative 3.000 GPA at the end of 34 GPA hours. M.S.F. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.

- Less than a cumulative 2.900 GPA at the end of 30 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 30 GPA hours required for the degree, M.S.F. students will be dismissed if they achieve

- Less than a cumulative 2.900 GPA at the end of 30 GPA hours or second term.
- Less than a cumulative 2.950 GPA at the end of 32 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 34 GPA hours (+ 4 hours).

Master of Science in Management. M.S.M. students MUST have a cumulative 3.000 GPA at the end of 34 GPA hours. M.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 30 GPA hours or second term.

With an approved petition to take up to four additional credit hours beyond the 30 GPA hours required for the degree, M.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 30 GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 32 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 34 GPA hours (+ 4 hours).

Master of Science in Sport Management. M.S.S.M. students MUST have a cumulative 3.000 GPA at the end of 19 Cox GPA hours. M.S.S.M students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 8 Cox GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 15 Cox GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 15 Cox GPA hours required for the degree, M.S.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 15 Cox GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 17 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 19 Cox GPA hours (+ 4 hours).

Master of Science in Health Promotion Management. M.S.H.P.M. students MUST have a cumulative 3.000 GPA at the end of 14 Cox GPA hours. M.S.H.P.M. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 6 Cox GPA hours or first year.
- Less than a cumulative 2.900 GPA at the end of 10 Cox GPA hours or second year.

With an approved petition to take up to four additional hours beyond the 10 Cox GPA hours required for the degree, M.S.P.H.M. students will be dismissed if they achieve

- Less than a cumulative 2.900 GPA at the end of 10 Cox GPA hours or second year.
- Less than a cumulative 2.980 GPA at the end of 12 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 14 Cox GPA hours (+ 4 hours).

Master of Science in Engineering Entrepreneurship. M.S.E.E. students MUST have a cumulative 3.000 GPA at the end of 16 Cox GPA hours. M.S.E.E. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 8 Cox GPA hours or first term.
- Less than a cumulative 2.800 GPA at the end of 12 Cox GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 15 Cox GPA hours required for the degree, M.S.E.E. students will be dismissed if they achieve

- Less than a cumulative 2.800 GPA at the end of 12 Cox GPA hours or second term.
- Less than a cumulative 2.950 GPA at the end of 14 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 16 Cox GPA hours (+ 4 hours).

Guidelines for In-class Use of Laptops, PDAs and Mobile Communication Equipment

All graduate students are expected to have access to a laptop computer for use in the classroom. The instructor has the right and responsibility to set the policy for the specific class, which should be included the course syllabus. Students are bound by the class policy regardless of what other instructors or courses may accept and/or require. This policy may include (but is not restricted to) the following alternatives:

- The use of laptop computers is limited to one of the following levels:
 - Laptop use is restricted to course-related (and possibly session-related) content and applications only.
 - If there is no course-related content that students can reasonably be expected to need during class sessions, laptop use can be restricted to note-taking use only.
 - If in-class tests are provided in electronic form, students may be allowed to take the exam on their laptops.
 - If none of the above uses is desired, the use of laptops can be prohibited during class sessions.
- The use of text messaging services during class sessions is prohibited.
- The use of mobile devices during class sessions is prohibited unless there are course-related mobile devices apps. Mobile phones are required to be shut off or set to silent mode during class sessions, and answering phone calls and text messages during class is prohibited.
- The use of cameras and video cameras on mobile phones and laptops during class sessions may be prohibited or allowed. For example, students may be allowed to take photos of the whiteboard and/or projected materials in the session.
- Students should seek permission of the course instructor before recording any class session.

The Cox School does not prescribe any specific brand or configuration of laptop hardware for student laptops. Rather, it is expected that student laptops will be able to reasonably execute all application programs that are site licensed by SMU for student use in business-related programs. Information about relevant application programs as well as suggested minimum functionality for laptop systems will be made available to incoming students prior to the beginning of their program and can be obtained from the Cox Computer Support staff at support@cox.smu.edu.

Awards

Students who excel during the course of their graduate work in the Cox School may be honored with awards available through the various subject areas. At graduation, students who reach high academic achievement are recognized through an invitation to join Beta Gamma Sigma, the business honor fraternity.

Merit-based Scholarships

Scholarships are awarded by the Cox School to students entering the full-time M.B.A., P.M.B.A., Master of Science in Accounting and Master of Science in Finance programs on the basis of demonstrated academic achievement and capability as well as significant career experience and leadership achievement at the time of acceptance into the Cox program. Scholarships must be used in the term awarded.

Any student with a scholarship who goes on academic probation will immediately go on scholarship probation for the following term. If his or her cumulative GPA is not raised to 3.000 or higher by the end of that term, the student will lose the scholarship.

Financial Aid

In addition to the merit-based scholarships described above, grants, private and federal loans, and employment programs may be available to Cox students. The Cox School of Business encourages all graduate students to complete the Free Application for Federal Student Aid form, which may be completed at www.fafsa.ed.gov. Students can obtain a personal identification number which may be used to electronically sign the application. SMU's code number is 003613. Students should see www.smu.edu/bursar for more information.

Tuition Information

The Student Financials Office (Bursar's Office) provides information on tuition rates, general student fees, payment due dates and contact references as well as other relevant information to assist students with their financial planning on its website smu.edu/EnrollmentServices/Bursar/CostofAttendance.

Accommodations for Students With Disabilities

Cox students who have disabilities and need special accommodations, such as extended time to take exams or other reasonable academic accommodations, should contact the Disability Accommodations and Success Strategies Office immediately after accepting admission to a Cox program or as soon as possible after arriving at Cox. Since Cox graduate courses are taught in eight-week modules, students may have projects due by the second class meeting or midterm exams three or four weeks after classes begin. It is necessary that students requesting reasonable accommodations do so as early as possible as the eligibility process must be completed prior to the arrangements being made.

In addition, because of the short duration of Cox modules and once-per-week class sessions, faculty must have a full week (seven calendar days) to arrange reasonable accommodations once students have been certified as eligible for reasonable accommodations and have notified their instructor.

More information about DASS is available at www.smu.edu/Provost/ALEC/DASS and in the University Life and Services section of this catalog.

Cox School of Business: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides

and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.
- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200

extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit www.connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an outdoor, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the Pigskin Revue during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the *two years* means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Cox School of Business: Faculty and Staff

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Catherine Collins, *Assistant Dean for Administration and Facilities*

Linda Kao, *Assistant Dean for Global Operations*

Kevin Knox, *Assistant Dean for Alumni and External Relations*

Lynda Oliver, *Assistant Dean for Marketing and Communications*

Tom Perkowski, *Assistant Dean for Executive M.B.A. Program*

John Roeder, *Assistant Dean for Graduate Admissions*

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Ron Fellers, *Financial Business Manager*

Steven Denson, *Director of Diversity*

Julie Maass, *Director of Graduate Student Services*

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Gregory Sommers, *Director of M.S. in Accounting*

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Amy V. Puelz, *Clinical Professor of Information Technology and Operations Management*, Ph.D., Nebraska (Lincoln)

Arzu Ozoguz, *Clinical Professor Finance*, Ph.D., Insead

Robert Puelz, *Associate Professor of Insurance and Financial Services, Charles L. Dexter Chair of Insurance*, Ph.D., Georgia

Miguel A. Quiñones, *Professor of Management and Organizations, O. Paul Corley Distinguished Chair in Organizational Behavior and Administration Department of Management and Organizations Chair*, Ph.D., Michigan State

McKenzie Rees, *Assistant Professor of Management and Organizations*, Ph.D., University of Utah

Susan M. Riffe, *Clinical Professor in Accounting*, Ph.D., Southern California

Harvey Rosenblum, *Professor of Practice of Strategy, Entrepreneurship and Business Economics*, Ph.D., California (Santa Barbara)

Mehrdad Samadi, *Assistant Professor of Finance*, Ph.D. North Carolina (Chapel Hill)

Mukunathan Santhanakrishnan, *Professor of Practice of Finance*, Ph.D., Arizona State

R. Canan Savaskan-Ebert, *Associate Professor of Information Technology and Operations Management*, Ph.D., INSEAD

Ulrike Schultze, *Associate Professor of Information Technology and Operations Management*, Ph.D., Case Western Reserve

Art Selender, *Professor of Practice in Finance*, Ph.D., University of Chicago

John H. Semple, *Professor of Information Technology and Operations Management, Charles Wyly Professor of Management Information Sciences*, Ph.D., Texas (Austin)

Raj Sethuraman, *Professor of Marketing, Department of Marketing Chair, Harold Simmons Chair in Marketing, Director of the Center for Marketing Management Studies*, Ph.D., Northwestern

Wayne H. Shaw, *Professor of Accounting and Helmut Sohmen Endowed Professor in Corporate Governance*, Ph.D., Texas (Austin)

Donald Shelly, *Professor of Practice in Finance, Fabacher Endowed Professor of Alternative Asset Management, Alternative Assets Management Center Director, Kitt Investment & Trading Center Director*, M.B.A., Michigan (Ann Arbor)

Tasadduq Shervani, *Associate Professor of Marketing*, Ph.D., Southern California

Gregory A. Sommers, *Professor of Practice in Accounting*, Ph.D., Ohio State

Dean B. Stansel, *Research Associate Professor of Strategy, Entrepreneurship and Business Economics*, Ph.D., George Mason University

Hettie Tabor, *Executive-in-Residence of Information Systems*, M. B.A., Arkansas

Fangyun T. Tan, *Assistant Professor of Information Technology and Operations Management*, Ph.D., Pennsylvania

Wayne Taylor, *Assistant Professor of Marketing*, Ph.D., University of California, LA

Jacquelyn S. Thomas, *Associate Professor of Marketing*, Ph.D., Northwestern

Sorabh Tomar, *Assistant Professor of Accounting*, Ph.D., University of Chicago

Meg Tuszynski, *Research Assistant Professor of Strategy, Entrepreneurship and Business Economics*, Ph.D., George Mason University

Donald M. VandeWalle, *Associate Professor of Management and Organizations*, Ph.D., Minnesota

Diego Patricio Vega San Martin, *Visiting Assistant Professor of Finance*, Ph.D., Washington University

Kumar Venkataraman, *Professor of Finance, Maguire Chair of Oil and Gas Management, James M. Collins Chair in Finance*, Ph.D., Arizona State

Michel R. Vetsuypens, *Professor of Finance*, Ph.D., Rochester

Zannie G. Voss, *Professor of Marketing*, Ph.D., Institut D'Administration des Entreprises

Nathan G. Walcott, *Professor of Practice in Finance*, Ph.D., Washington

Gordon Walker, *Professor of Strategy, Entrepreneurship and Business Economics, Bobby B. Lyle Endowed Professor of Entrepreneurial Studies, Department of Strategy, Entrepreneurship and Business Economics Chair*, Ph.D., Pennsylvania

Catherine Weber, *Senior Lecturer in Business Law*, J.D., SMU

Kara Elyse Wells, *Assistant Professor of Accounting*, Ph.D., Southern California

Wendy M. Wilson, *Professor of Practice in Accounting*, Ph.D., North Carolina (Chapel Hill)

Daniel Jinyong Zyung, *Assistant Professor of Strategy, Entrepreneurship and Business Economics*, Ph.D., Rice University

Cox Emeritus Faculty

Thomas E. Barry, *Professor Emeritus of Marketing*, Ph.D., North Texas

William B. Brueggeman, *Professor Emeritus of Accounting*, Ph.D., Ohio State

Marvin L. Carlson, *Professor Emeritus of Accounting*, Ph.D., Wisconsin

Andrew H. Chen, *Professor Emeritus of Finance*, Ph.D., Berkeley

Alan B. Coleman, *Professor Emeritus of Finance*, Ph.D., Stanford

James C. Collins, Jr., *Professor Emeritus of Information Technology and Operations Management*, M.S.I.E., SMU

Elbert B. Greynolds, Jr., *Professor Emeritus of Accounting*, Ph.D., Georgia State

Richard W. Hansen, *Professor Emeritus of Marketing*, Ph.D., Minnesota

Thomas V. Hedges, *Professor Emeritus of Accounting*, D.B.A., Indiana

Ellen F. Jackofsky, *Professor Emeritus of Management and Organizations*, Ph.D., Texas (Dallas)

Roger A. Kerin, *Professor Emeritus of Marketing*, Ph.D., Minnesota

Chun H. Lam, *Professor Emeritus of Finance*, Ph.D., Duke

Richard O. Mason, *Professor Emeritus of Management Sciences*, Ph.D., California (Berkeley)

Robert W. Rasberry, *Professor Emeritus of Management and Organizations*, Ph.D., Kansas

John W. Slocum, Jr., *Professor Emeritus of Management and Organizations*, Ph.D., Washington

James L. Smith, *Professor Emeritus of Finance*, Ph.D., Harvard

Marion G. Sobol, *Professor Emeritus of Information Technology and Operations Management*, Ph.D., Michigan (Ann Arbor)

John A. Stieber, *Professor Emeritus of Finance*, M.A., SMU

Rex W. Thompson, *Professor Emeritus of Finance*, Ph.D., Rochester

Michael F. Van Breda, *Professor Emeritus of Accounting*, Ph.D., Stanford

Glenn Voss, *Professor Emeritus of Marketing*, Ph.D., Texas A&M

Rhonald D. Walker, *Professor Emeritus of Accounting/Business Law and Taxation*, J.D., SMU

Frank A. Young, *Professor Emeritus of Insurance*, M.A., Michigan

Dedman College of Humanities and Sciences

Academic Calendar

Academic Year 2018-2019

www.smu.edu/registrar/academic_calendar.asp

This calendar includes a listing of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology, Dedman School of Law, the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development, and Research and Graduate Studies have different calendars.

Fall Term 2018

April 10–27, Tuesday–Friday: Enrollment for fall 2018 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. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 18, Saturday: Residence halls officially open at 9:00 a.m.

August 19, Sunday: Opening Convocation, McFarlin Auditorium.

August 20, Monday: First day of classes.

August 24, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in December.

August 31, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record (**withdrawal refund schedule applies**). See Bursar's website for more information.

September 3, Monday: Labor Day. University offices closed.

September 5, Wednesday: Last day to declare pass/fail or no credit grading options. Last day to request an excused absence for the observance of a religious holiday.

September 25, Tuesday: Early intervention grades due for first-year undergraduate students.

September 28-29, Friday-Saturday: Family Weekend.

October 8-9, Monday-Tuesday: Fall Break.

October 10, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 21, Sunday: Midterm grades due for first-year and sophomore students.

October 29, 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 2, Friday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

November 2-3, Friday-Saturday: Homecoming Weekend.

November 5–23, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

November 8, Thursday: Last day for December graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

November 12, Monday: Students should file for May graduation. The last day to file is January 25, 2019.

November 20, Tuesday: Last day to withdraw from the University.

November 21, Wednesday: No classes.

November 22–23, Thursday–Friday: Thanksgiving holiday. University offices closed.

November 28–December 3, Wednesday–Monday: No final examinations or unscheduled tests and papers.

November 29, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 3, Monday: Last day of classes.

December 4-5, Tuesday-Wednesday: Reading days.

December 6-12, Thursday–Wednesday: Examinations. (No examinations scheduled for Sunday).

December 13, Thursday: Residence halls close at 10:00 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).

December 14, Friday: December Rotunda Recessional.

December 15, Saturday: December Commencement Convocation. Official close of term and conferral of degrees.

December 24 - January 1, Monday - Tuesday: University closed.

December 25, Tuesday: Christmas Day.

January Intersession 2019

Some areas of instruction offer selected courses during the January intersession, December 13-January 16.

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

Dallas Jan Term 2019

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Official close of the term and conferral of degrees.

Jan Term at SMU-in-Taos 2019

January 4, Friday: Wellness student travel/arrival.

January 6, Sunday: Regular session travel/arrival.

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Travel Day. Official close of the term and conferral of degrees.

January 17, Thursday: Unofficial Taos Travel.

Spring Term 2019

November 5–January 25, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

January 10, Thursday: Residence halls officially open at 9:00 a.m. for new students.

January (TBA): Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

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

January 18, Friday: First day of classes.

January 21, Monday: Martin Luther King, Jr. Day. University offices closed.

January 25, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in May.

February 1, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record ([withdrawal refund schedule applies](#)). See Bursar's website for more information.

February 5, Tuesday: Last day to declare pass/fail or no credit grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 25, Monday: Early intervention grades due for first-year undergraduate students.

March 13, Wednesday: Last day for continuing undergraduate students to change their majors before April enrollment.

March 11-17, Monday-Sunday: Spring Break.

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

April 2, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 8-26, Monday–Friday: Enrollment for summer 2019 and fall 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

April 9, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

April 12, Friday: Last Day for May graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

April 15, Monday: Honors Convocation, 5:30 p.m.

April 19, Friday: Good Friday. University offices closed.

April 21, Sunday: Easter Sunday.

April 24, Wednesday: Students should file for August or December graduation. Last day to file for August graduation is June 6. Last day to file for December graduation is the last day to enroll for fall 2019.

April 26, Friday: Last day to withdraw from the University.

May 1–6, Wednesday–Monday: No final examinations or unscheduled tests and papers.

May 2, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 6, Monday: Last day of classes.

May 7, Tuesday: Reading Day.

May 8–14, Wednesday–Tuesday: Examinations (No examinations scheduled for Sunday).

May 15, Wednesday: Residence halls officially close for non-graduating students.

May 17, Friday: Baccalaureate.

May 18, Saturday: Commencement Convocation. Official close of term and conferral of degrees.

May 19, Sunday: Residence halls officially close for graduating seniors.

May Intersession 2019

Some areas of instruction may offer a limited number of selected courses during the May Intersession, May 16 – May 31. Each May Intersession course may have unique start and end dates within the May 16 – May 31 term to accommodate the particular needs of the course.

Dallas May Term 2019

Classes meet four hours per day, Monday through Friday.

May 16, Thursday: First day of classes.

May 16, Thursday: Last day to add/enroll and to declare pass/fail or no credit grading options.

May 27, Monday: Memorial Day. University offices closed.

May 28, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

May Term at SMU-in-Taos 2019

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

May 15, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 16, Thursday: First day of classes.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

June 1, Saturday: Travel Day.

Summer Term 2019

The summer term consists of three primary sessions: first session (June), second session (July) 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 Perkins School of Theology.

Full Summer Session

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 6, Thursday: Last day to enroll, add courses or drop courses without grade record. Last day to file for August graduation.

June 12, Wednesday: Last day to declare pass/fail or no credit grading options.

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

July 18, Thursday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 25, Thursday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

First Session (June)

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 4, Tuesday: Last day to enroll, add courses or drop courses without grade record.

June 6, Thursday: Last day to declare pass/fail or no credit grading options. Last day to file for August graduation.

June 25, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 26, Wednesday: Last day to withdraw from the University.

July 2, Tuesday: Last day of classes, including examinations.

June A (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 3, Monday: First day of classes.

June 3, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 12, Wednesday: Last day to drop/withdraw from the University (grade of W).

June 17, Monday: Last day of classes, including examinations.

June B (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 18, Tuesday: First day of classes.

June 18, Tuesday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W).

July 2, Tuesday: Last day of classes, including examinations.

Summer I Session at SMU-in-Taos

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

(Regular Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 18, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 20, Thursday: Last day of classes, including examinations.

June 21, Friday: Departure of students.

(Field Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 2, Tuesday: Last day of classes, including examinations.

July 3, Wednesday: Departure of students.

Second Session (July)

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

June 6, Thursday: Last day to file for August graduation.

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

July 8, Monday: First day of classes.

July 9, Tuesday: Last day to enroll, add courses or drop without grade record.

July 11, Thursday: Last day to declare pass/fail or no credit grading options.

July 16, Monday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 29, Monday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

July A (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 8, Monday: First day of classes.

July 8, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

July 17, Wednesday: Last day to drop/withdraw from the University (grade of W).

July 22, Monday: Last day of classes, including examinations.

July B (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 23, Tuesday: First day of classes.

July 23, Tuesday Last day to add/enroll and to declare pass/fail or no credit grading options.

August 1, Thursday: Last day to drop/withdraw from the University (grade of W).

August 6, Tuesday: Last day of classes, including examinations.

August Term at SMU-in-Taos 2019

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

August 6, Tuesday: Travel day and arrival of students, 2-6 p.m.

August 7, Wednesday: First day of classes.

August 21, Wednesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

August 22, Thursday: Last day of classes, including examinations. Official close of term and conferral of degrees.

August 23, Friday: Travel Day.

Major Religious Holidays

(August 2018-August 2019)

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018

Dasera: October 19, 2018

Diwali: November 7, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al-Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an-Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al-Fitr: June 4-7, 2019

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

Dedman College of Humanities and Sciences: General Information

History

Dedman College of Humanities and Sciences has been the intellectual heart of the University since SMU was founded in 1911. The college, one of the nation's premier liberal arts institutions, has earned a reputation for the breadth and depth of its graduate programs and the quality of its learning and research resources. Graduate work at the master's level has been offered at SMU since the University first opened its doors in 1915 and doctoral work began in 1959.

Research Facilities

The teaching laboratories of the departments of Biological Sciences, Chemistry, Earth Sciences and Physics are housed in the **Fondren Science Building** and in the **Dedman Life Sciences Building**. Students have access to a wide array of specialized instrumentation and laboratory equipment fundamental to studies in the natural sciences, including spectrophotometers, high-performance liquid chromatographs, scintillation counter, fluorescence-activated cell sorter, scanning laser confocal microscope, electron resonance spectrometer, X-ray diffractometers, mass spectrometers and an atomic absorption spectrometer. Advanced undergraduate research is also supported by tissue culture and animal care facilities, as well as through several departmental computer laboratories.

The **N.L. Heroy Science Hall** houses the departments of Anthropology, Earth Sciences and Statistical Sciences, as well as the Institute for the Study of Earth and Man. The **Institute for the Study of Earth and Man** was created in 1966 by a gift from W.B. Heroy, Sr. Its purpose is to support research at the interface of humans, Earth and the environment.

The **Department of Anthropology** operates the following research laboratories:

- The **Geoarchaeology Laboratory** processes and analyzes soil and sediment samples as part of interdisciplinary archaeological research projects. Work in the lab follows two major threads: 1) paleofire and paleoenvironmental research using terrestrial sedimentary archives associated with archaeological landscapes and 2) behavioral geoarchaeology projects that use anthrosol chemistry and soil micromorphology to reconstruct activity areas or the life histories of domestic and public spaces. Specialized equipment includes a large-volume drying oven, large-volume muffle furnace, benchtop centrifuge, orbital shaker, portable phosphate colorimeter and benchtop magnetic susceptibility meter. Projects also benefit from partnerships with the SMU Roy M. Huffington Department of Earth Sciences and their facilities.
- The **Material Sciences Laboratory** processes artifact collections and conducts data entry for artifacts collected from archeological sites in the American Southwest and Texas. It conducts experimental research with clays, temper and ceramics and contains 3-D scanning equipment, a ceramic kiln, muffle furnace, drying oven, and digital and petrographic microscopes.
- The **Laboratory of Traditional Technology** is used for carrying out systematic technological and performance analyses of materials from archeological sites, as well as experimental archaeological research, to better understand variability in regional assemblages. On-site special equipment includes binocular microscopes and muffle furnaces.
- The **Medical Anthropology Laboratory**, funded by the National Institutes of Mental Health and the Hogg Foundation for Mental Health research, includes data storage, office space for one research assistant and audio recording equipment.

- **The Migration Laboratory**, originally funded by the National Science Foundation and the Russell Sage Foundation, includes data storage, telephone and voicemail, one desktop computer, a library of books on immigration, and office space for two to three graduate students.
- The **Molecular Anthropology Laboratories** specialize in the analysis of DNA from both modern and archaeological samples to address classic problems in anthropology.
- The **Zooarchaeology Laboratory** houses a large collection of comparative mammalian and avian skeletal remains. The collections also include several unique experimental and one of the largest ethnoarchaeological faunal assemblages in the country.
- **Geospatial Laboratory** computers have software used in GIS analysis.
- The **QUEST Archaeological Program** maintains laboratories to analyze archeological materials (artifacts, faunal remains and sediments) collected in the course of fieldwork (primarily excavations). Equipment for analyzing sediments includes special ovens and related laboratory tools. In addition, the lab houses extensive comparative collections used for research and teaching. Archaeological collections, including the Tony Baker Paleoindian Collection, are available for study by qualified researchers.
- **The Environment and Infrastructure Laboratory** functions as a space to complete studies in environment, infrastructure, water, pollution, and health in anthropology. The lab currently houses citizen science equipment and ethnographic data collection tools, along with a computer that has advanced qualitative analysis software.

The **Department of Earth Sciences** operates several unique laboratories, including the following:

- The **Dallas Seismological Observatory**, established by the Dallas Geophysical Society and maintained and operated by the University, monitors remote seismic and infrasound stations in the western United States. The Lajitas array in Southwest Texas is used to test technology designed to detect small earthquakes from great distances. SMU operates seismic and infrasound arrays in Nevada and overseas locations. Data collected by the observatory are available to the faculty and advanced students who wish to undertake basic research in seismology, tectonics or infrasound.
- The **Ellis W. Shuler Museum of Paleontology** houses research and teaching collections of fossil vertebrates, invertebrates and plants. The museum supports opportunities for advanced study of fossil faunas and floras and their evolutionary, climatic and paleoecologic significance. The collection, which specializes in vertebrate paleontology and paleobotany, includes more than 150,000 fossils. The research perspective is global, with particular strengths in advanced imaging techniques and interdisciplinary studies. Students participate in research on the collections, and many are employed in the museum's fully equipped preparation laboratories.
- The **Pollen Analysis Laboratory** serves SMU research projects focused on the reconstruction of past vegetation, past climate and paleoecology at localities around the world. The facility includes two fume hoods, glassware, centrifuges, scales, a convection oven, and storage space necessary for the dry and wet processing of sediment samples for their pollen content. The laboratory is also used for the processing of fossil plant cuticle. Microscopic analysis of the resulting pollen-sample residues and cuticle slides takes place in a separate laboratory housing transmitted light and epifluorescence microscopes, a comparative collection of modern pollen, and a small paleobotany and palynology research library. Work in this laboratory is often supplemented by facilities in the Scanning Electron Microscope laboratory (described below).
- The **Geothermal Laboratory** is the focus of an extensive, worldwide program of research in the thermal field of the Earth. Special topics of concentration include characterization and location of geothermal energy resources in sedimentary basins related to oil and gas wells, resource evaluation of enhanced geothermal systems, climate change determination in well profiles, and research on methane hydrates. Mapping of the crustal heat flow of North America was completed in 2004 and updated in 2011. As part of the Google.org heat flow project, the U.S. temperatures-at-depth were mapped in detail to 10 kilometers.

Specialized equipment for the measurement of the thermal conductivity of rocks and for the measurement of accurate, precise temperature logs in deep wells is available for research purposes. Services are provided to other institutions and research centers on a contractual basis.

- The **Hydrothermal Laboratory** contains equipment to reproduce the pressures and temperatures existing to midcrustal depths. It contains two extraction-quench sampling bombs that permit withdrawal of solution during the progress of a run to pressures of 3 kbar and temperatures of 750 degrees Celsius. There are also 10 cold-seal reaction vessels. In addition, 1-atm furnaces are available that can be used to temperatures of 1400 degrees Celsius.
- The **Stable Isotope Laboratory** is a general research facility available to support both academic and student research at the University and in other research centers. The laboratory contains three automated gas-source, magnetic-sector isotope ratio mass spectrometers as well as vacuum extraction lines for converting natural materials (solids, liquids) into gases suitable for measuring the isotope ratios of hydrogen, carbon, nitrogen and oxygen at natural abundance.
- The **Variable Pressure Scanning Electron Microscope Laboratory** contains a Zeiss SMT 1450 VPSE SEM used for generating electron photomicrographs with 5-nm resolution. The SEM is open to researchers and students from the departments of Earth Sciences, Environmental Sciences, Anthropology, Engineering and Chemistry. The facility is also equipped with an Edax energy dispersive X-ray system for quantitative determination of elemental compositions of the imaged materials.
- The **X-ray Diffraction Laboratory** houses a Rigaku Ultima III diffractometer for the X-ray identification of materials with a crystalline structure and is open to researchers and students from the departments of Anthropology, Chemistry, Earth Sciences, Environmental Sciences and Engineering.
- The **X-ray Fluorescence Laboratory** houses a Thermo Scientific ARL PERFORM'X X-ray fluorescence spectrometer. XRF analysis is a widely used analytical technique to determine the elemental composition from 10 ppm to 100 percent of a wide range of samples, both solids and liquids, with easy sample preparation and nondestructive analysis. The lab and its sample preparation tools are available to researchers and students working in Earth sciences, environmental sciences, anthropology, engineering and chemistry.
- The **Nuclear Magnetic Resonance Spectrometer Laboratory**, located in the Department of Chemistry, houses a 500 MHz JEOL NMR spectrometer and a 400 MHz Bruker NMR spectrometer, which are available to students and researchers. These instruments are the research progenitors of medical MRI scanners, capable of scanning ¹H, ¹³C, ³¹P and many other nuclei.

Degrees Offered

The degrees available through the graduate faculty of Dedman College are the M.A., M.S. and Ph.D.

- Anthropology, M.A., Ph.D.
- Medical Anthropology, M.A.
- Molecular and Cellular Biology, M.A., M.S., Ph.D.
- Chemistry, M.S.
- Chemistry, Ph.D., Materials/Polymer Track
- Chemistry, Ph.D., Organic/Medicinal/Bioorganic Track
- Data Science, M.S.D.S.
- Theoretical and Computational Chemistry, Ph.D.
- Geology, M.S., Ph.D.
- Geophysics, M.S., Ph.D.
- Applied Geophysics, M.S.
- Economics, M.A., Ph.D.
- Applied Economics Graduate Certificate

- Applied Economics, M.A., Applied Economics Track
- Applied Economics, M.A., International Economics and Policy Track
- Applied Economics, M.A., Law and Economics Track
- Applied Economics and Predictive Analytics, M.S.
- English, M.A., Ph.D.
- History, M.A., Ph.D.
- Computational and Applied Mathematics, M.S., Ph.D.
- Medieval Studies, M.A.
- Physics, M.S., Ph.D.
- Psychology, M.A., Ph.D.
- Religious Studies, M.A., Ph.D.
- Statistical Science, M.S., Ph.D.
- Applied Statistics and Data Analytics, M.S.
- Biostatistics, Ph.D.
- Women's and Gender Studies, Graduate Certificate

Admission

Admission may be of two types:

1. **Full**, without restriction.
2. **Nondegree**, when the student needs background courses or desires transferable graduate credit for certification or some other purpose but is not undertaking a degree program. Nondegree admission is selective. Not more than six credit hours of graduate credit earned under nondegree status may be applied toward an advanced degree in Dedman College.

No student is allowed to enroll unless notified of admission by the Office of Research and Graduate Studies.

Admission Requirements

Applicants holding the bachelor's degree from an institution of standard collegiate rank, recognized by the accrediting agencies in whose jurisdiction the college is located, may apply for admission to graduate studies. Graduates of colleges not fully recognized will be treated as special cases and required to produce evidence attesting to the quality of their programs. Any student whose bachelor's degree is not equivalent to the comparable baccalaureate degree from Southern Methodist University may be required to take sufficient additional work to make up the deficiency. All applicants must have adequate subject preparation in the chosen major field, normally an overall grade point average of 3.000 (on a 4.000 scale) and a satisfactory score on the GRE graduate school admission test.

International Students

Applicants must meet the University's admissions requirements for English language proficiency. Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test or the IELTS English competency test. Unless specified otherwise by a program or department, applicants should consult the Office of Admission for more information on the minimum test scores required for admission: www.smu.edu/Admission/Apply/FirstYearInternational/AdmissionRequirements. This requirement is waived for students who have received undergraduate degrees from an English-language institution located in the United States, Canada, United Kingdom, Ireland, Australia, New Zealand, or South Africa. The Test of Spoken English or equivalent is required for teaching assistants.

Applicants who have completed studies at and received diplomas or professional titles from institutions outside the United States should ordinarily have completed 16 years of study: 12 years at the elementary and secondary school

level and four years at the university level. Eligibility is judged by grades (marks), class obtained or rank achieved in class. Evidence of class placement therefore should be specifically set forth in the official records submitted.

Applicants holding bachelor's degrees from foreign universities should not assume that these degrees will be automatically accepted in U.S. universities. Applicants who have achieved first or high second class from universities that confer classes based on grades (marks) will be preferred. Applicants holding bachelor's degrees with honors or master's degrees have a better chance of being accepted in U.S. universities. Also, decisions will be based on the academic standing of the institutions from which the applicant has graduated. Professional diplomas and higher certificates from technical or vocational schools are normally not considered as equivalent to a bachelor's degree. Departments have the option of making authentication of transcripts part of the process of offering assistantships to international students.

Application Procedure

The online application for Dedman college graduate degrees can be accessed at gradadmission.smu.edu/apply/.

For more information, students should contact smugrad@smu.edu. A complete application should include the following:

1. The online application.
2. An official transcript for all schoolwork after high school.
3. The application fee of \$75 collected online.
4. Three letters of recommendation submitted online.
5. GRE graduate school admission test scores submitted electronically.
6. TOEFL English language proficiency test scores for international applicants.
7. Writing samples required for English, history and religious studies programs.

Application Deadlines

Fall	December 1:	History, Psychology
	December 15:	Statistics Ph.D., Biostatistics
	January 5:	Religious Studies
	January 15:	Anthropology, Biology, Chemistry, Earth Sciences, Economics, English, Math, Physics
	January 31:	Theoretical and Computational Chemistry
	February 1:	Statistics (MASDA)
	May 1:	Final deadline (non-priority)
Spring	November 30:	Final deadline

Due to the extra time necessary for visa processing, international applicants are advised to have their online application completed at least two months before the final deadlines. Students who apply for departmental assistantships should submit their applications by the priority deadline as noted.

The online application for the Master of Science in the Data Science program can be accessed at apply.datascience.smu.edu. Application deadlines are available at datascience.smu.edu.

McNair Scholars Program

SMU encourages McNair Scholars to apply for graduate studies in Dedman College of Humanities and Sciences by waiving their application fee. In addition, 10 tuition fee waivers (five through Dedman College and five through the Lyle School of Engineering) are designated for admitted McNair Scholars applicants. SMU supports the aims of this program – to identify and mentor undergraduates as they prepare for graduate school – and would like to participate in helping students realize their goals. McNair Scholars should identify themselves as such on their application.

Questions can be directed to smugrad@smu.edu.

Institute for Recruitment of Teachers Applicants

SMU provides an application fee waiver for IRT applicants and invites applications to Dedman College's graduate programs. Departments award assistantships based on the merits of the applicant and the limits of the budget.

Dedman College of Humanities and Sciences: Degree Requirements

General requirements of graduate degree programs are described on the following pages. Additional requirements for specific programs are contained in the corresponding departmental section.

Master's Degrees

Distribution of Courses

Each master's degree program includes a minimum of 30 credit hours of courses. At least 18 credit hours of the courses included in each student's program for a master's degree shall be those numbered 6000 or above. No courses below the 5000 level are allowed.

At least 18 credit hours of credit must be earned in the major departmental field. (In order to obtain graduate credit for these courses, however, the student must have taken at least 12 credit hours of advanced credit in the major field, or else six credit hours in that and six in a closely related field approved by the chair of the major department and the graduate dean.) The remaining hours may also be taken in the major field, or else in one or more minor fields approved as closely related to the major subject.

Credits

The great majority of courses offered meet three hours a week and have a value of three credit hours. See the Credit Hours Policy in the Enrollment and Academic Records section. The second digit of each course number indicates the value in credit hours of that course. 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.

Transfer of Credits

Not more than six credit hours of work from another institution shall apply toward a candidate's master's program. All credit for work transferred must show grades of *A* or *B* and is subject to the approval of the major department. An official record of such work must be on file in the Office of Research and Graduate Studies at Southern Methodist University at least 30 days before the student expects to receive the degree.

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 from the University Registrar's Office at www.smu.edu/EnrollmentServices/Veterans. 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.

Time Limit

No credit will be allowed toward the master's degree for courses taken more than six years before the date on which the degree is to be conferred. An exception to this policy can be made only by faculty members of the department in which the student is doing his or her major work, following a written examination of the subject matter petitioned.

Thesis

The thesis, if required, must be written under the guidance of a thesis director who is a member of the faculty. The director will be appointed by the departmental faculty after consultation with the candidate.

In submitting a thesis, the student thereby grants permission to the dean of Central University Libraries to make copies at the director's discretion, upon the request of individuals or institutions.

Examinations

Candidates may be required to pass an oral and/or written examination, which will include a defense of the thesis if applicable and will test the candidate's knowledge of the major and minor fields. This examination must be taken before or on the date set by the University calendar.

With approval of the departmental faculty, the departmental chair or the departmental director of graduate studies, as appropriate, shall appoint a committee of the graduate faculty to review the thesis (if applicable) and to conduct the examination. The departmental chair or director will notify members of the committee of their appointments and report the committee membership to the dean of the Office of Research and Graduate Studies.

The committee for master's level shall consist of at least three members, two of whom must be the major adviser or a designate, who will serve as chair, and a tenured/tenure-track member of the candidate's major department. The third member (or additional members) of the committee may be an additional member of the candidate's major department or an external reviewer, appointed with the approval of the department chair.

The examination will be conducted by the committee and by any other members of the faculty who wish to attend as nonvoting members. The chair of the examining committee will set a date, hour and place for the examination that is agreeable to the committee members and the candidate. A unanimous vote of the committee is necessary for approval of the examination. Students who fail the examination may be given a second examination, at a time to be determined by the committee, but not later than one year after the initial examination. Those who fail the examination the second time are thereby disqualified for a degree.

The Degree of Doctor of Philosophy

The degree of Doctor of Philosophy is awarded in recognition of high attainment in a special field of knowledge, as evidenced by examination and by a dissertation presenting the results of significant and original research. General requirements are listed below. In many programs, however, there are additional requirements, and students should carefully check the policy in their particular program.

Qualifying Examination

The purpose of the qualifying examination is to test the student's knowledge of the field of specialization, to assess familiarity with the published research in the field, and to determine whether the student possesses critical and analytical skill necessary for completion of degree. The examination may be written and/or oral and normally is administered two or three years after matriculation in the program.

When a faculty committee is responsible for this examination, the members should be drawn from the field of specialization so as to be able to assess the student's ability in breadth as well as depth. If a minor field also is involved, a faculty member in the minor area should participate in administering the qualifying examination. Even though it is not necessary for the qualifying examination committee to be the same as the dissertation committee, a significant overlap between the two committees is desirable for continuity.

A student who fails the qualifying examinations may apply for the privilege of a second examination. Failure on the second examination will render a student ineligible to continue in the Ph.D. program.

Admission to Candidacy

Admission to a graduate program does not imply admission to candidacy for the doctoral degree. To be admitted to candidacy, the student must satisfy the language requirements, if any, in the program and must pass the qualifying examination in the program of study. Upon completion of these requirements, the department will recommend to the graduate dean that the student be admitted to candidacy. The recommendation will be made within five months of the qualifying examination or satisfying the language requirement, whichever comes later.

Residency and Coursework

The Ph.D. degree normally requires at least 48 credit hours of graduate work, of which a maximum of 12 credit hours can be in dissertation research. Normally, a transfer student may be granted up to 24 hours of credit. Additional transfer credit may be granted only with the approval of the graduate dean. The 48 credit hours may include research, reading and dissertation courses. Some departments may require additional hours. (See department requirements for details.)

Continuous enrollment is required of Ph.D. students, unless they are on research leave. Students undertaking full-time research off campus may petition the department for a research leave of a maximum of two years. Students who do not enroll for two consecutive terms without formal research leave must reapply for admission to the program. Students who do not enroll for one term without formal research leave may petition the graduate dean for reinstatement of their student status. After a student has completed the required minimum credit hours toward the Ph.D. program, enrollment for research is possible for four additional terms.

The minimum residence requirement is a total of 18 credit hours completed within three terms of residence at SMU. International students may need to satisfy additional residence requirements to comply with U.S. Citizenship and Immigration Services regulations.

Time Limits

Ordinarily a student enrolled for full-time study should pass the qualifying examination by the end of the third year. An extension of one year may be granted by the dean upon submission of a petition by the student and the endorsement of the student's department. Except under unusual circumstances, extensions beyond the fourth year will not be granted.

The doctoral dissertation should be submitted and accepted within five years after the student has been admitted to candidacy. An extension of one year can be granted by the graduate dean. After this time, the students will be dropped from candidacy and can be readmitted only by passing a second qualifying examination, except under special circumstances. In such cases, new time limits will be set by the student's committee with the approval of the dean.

Time spent on research leaves will not be counted as part of the time limit. If a student must take an unavoidable leave of absence for medical or family reasons, leaves may be granted without affecting time limits. The decision to grant such a leave of absence will be made by the department and approved by the graduate dean. In the case of part-time students, time limit requirements will be interpreted appropriately to allow for their part-time status.

Ordinarily, credit is not allowed for graduate courses (including transfers) that are more than six years old at the time of the qualifying examination. Should the time limits be exceeded, a department may petition the dean to revalidate the credits. Approval is granted only in cases of exceptional merit.

Dissertation

A candidate for the doctoral degree must present an acceptable dissertation within the major field of study. It must demonstrate that the candidate has technical competence in the field and has done research of an independent character. It must add to and modify what was previously known or present a significant interpretation of the subject based on original investigation.

Prior to admission to candidacy, the candidate may be required by the department to present a prospectus for the dissertation to a faculty committee.

Dissertation Defense

The defense is an examination administered by the student's Dissertation Committee. The Dissertation Committee shall consist of 1) the major adviser, who will serve as chair; 2) at least two other full-time members of the candidate's major department; and 3) at least one external reviewer who is either a faculty member outside the candidate's department or, with the approval of the department chair and the graduate dean, a scholar not associated with the University.

For all candidates the major adviser (or designate) must be a full-time member of the department. Faculty members with joint appointments (excluding courtesy appointments) are considered internal members of the departments only, and they may not serve as outside members of the committee. The Dissertation Committee is appointed by the department chair or the director of graduate studies with the approval of the dean after the presentation of the prospectus, given well before the dissertation defense.

The examination will be conducted by the committee and by any other members of the faculty who wish to attend as nonvoting members. The chair of the examining committee will set a date, hour and place for the examination that is agreeable to the committee members and the candidate, with notification at least a week in advance.

Notice of the dissertation defense should be distributed to all department faculty, the dean of the college and the graduate dean. A unanimous vote of the committee is necessary for approval of the examination. Students who fail the examination may be given a second examination, at a time to be determined by the committee, but not later than one year after the initial examination. Those who fail the examination the second time are thereby disqualified for a degree.

Preparing the Dissertation for Submission

The basic requirements for preparing the dissertation are outlined in the *Dissertation and Thesis Guide* located online at www.smu.edu/graduate/CurrentStudents/Graduation/.

The dissertation must be completed to the satisfaction of the student's dissertation adviser and Dissertation Committee, and the Office of Research and Graduate Studies. Deadlines for the submission of dissertations are outlined at the beginning of each term. Upon successful completion of the dissertation defense, the Signature Page must be signed by the Dissertation Committee. Students are responsible for all fees, including those for electronic publishing.

In submitting a dissertation, the student grants permission to the dean of Central University Libraries to make copies at the dean's discretion, upon the request of individuals or institutions.

Dedman College of Humanities and Sciences: Academic Programs

Anthropology

Professor Karen Lupo, **Department Chair**

Professors: Eric G. Bing, Caroline Brettell, Karen Lupo, David Meltzer

Associate Professors: Michael Adler, Sunday Eiselt, Mark McCoy, Nia Parson, Christopher Roos, Carolyn Smith-Morris

Assistant Professors: Maryann Cairns, Kacy Hollenback, Ann Horsburgh, Neely Myers, Nicolas Sternsdorff-Cisterna

Lecturer: Matthew Boulanger

Anthropology, Ph.D.

The Ph.D. program in anthropology offers graduate studies in archaeology and in cultural anthropology (with concentrations in medical anthropology or globalization and international development). The Ph.D. degree in anthropology carries the following requirements:

1. Students must complete a minimum of 54 credit hours of approved graduate coursework at SMU, including six credit hours of dissertation coursework. Up to 24 credit hours may be waived for advanced courses taken elsewhere. In addition, students may test out of advanced courses based on prior graduate-level experiences. Please check the Department of Anthropology's website to confirm current course listings.
2. The M.A. degree en route to the Ph.D. will be awarded to students who are accepted into the graduate program and who receive a "low pass" or higher on the general M.A. examination in their subfield given at the end of two years' coursework (36 credit hours). However, only students who achieve a "pass" or higher on this examination may advance into the Ph.D. program.
3. Students must satisfy all curricular requirements as specified by the department faculty. For additional details, students should see the department *Redbook* (also available on the department's website at www.smu.edu/anthro).
4. Students must demonstrate an ability to function proficiently in one or more languages selected from among the following: French, German, Russian, Spanish or substitute languages approved by the department.
5. Students must demonstrate a satisfactory knowledge of analytical methods (quantitative or qualitative, as appropriate).
6. Students must pass a Ph.D. qualifying examination, including an oral defense of a dissertation proposal in their subfield.
7. Students must write and make a successful defense of a dissertation. Degree candidates may concentrate in any subfield except physical anthropology.

Cultural Anthropology (18 Credit Hours)

The following courses are required for students focusing on cultural anthropology:

- ANTH 5334 - History of Anthropology, Part One
- ANTH 5335 - History of Anthropology, Part Two
- ANTH 5344 - Research Methods in Ethnology
- ANTH 6320 - Regional Ethnography

- ANTH 7333 - Advanced Research Methods
- ANTH 7351 - Research Strategies in Ethnology

Additional Requirements (36 Credit Hours)

Additional credit hours may pertain to concentrations in medical anthropology or globalization and international development.

Archaeology (24 Credit Hours)

The following courses are required for students focusing on archaeology:

- ANTH 5334 - History of Anthropology, Part One
- ANTH 5335 - History of Anthropology, Part Two
- ANTH 6300 - World Archaeology
- ANTH 6301 - Principles of Archaeology
- ANTH 6342 - Science and the Human Past
- ANTH 6387 - Advances in the Practice of Archaeology
- ANTH 7313 - Archaeological Theory
- ANTH 7317 - Archaeological Research Strategies

Additional Requirements (30 Credit Hours)

Students must take at least one course from each of the first three groups listed below (Groups B, C, and D) and a second course from one of the first two groups (Group B or C), for a total of 12 credit hours. Students can select up to 18 credit hours of electives from the elective listing of archeology courses, 6 credit hours of which can be field school.

Group B

Group B courses include:

- ANTH 6302 - Statistics in Anthropology
- ANTH 6332 - Special Problems in Anthropology
- ANTH 6351 - Research in Anthropology
- ANTH 6352 - Research in Anthropology
- ANTH 6353 - Research in Anthropology
- ANTH 6354 - Research in Anthropology
- ANTH 6355 - Research in Anthropology
- ANTH 6156 - Research in Anthropology
- ANTH 6256 - Research in Anthropology
- ANTH 6383 - Geoarchaeology

Group C

Group C courses include:

- ANTH 5310 - Human Osteology: Biology of the Human Skeleton
- ANTH 6325 - Introduction to Osteology I: Human-Animal Interactions
- ANTH 6333 - Laboratory Methods in Archaeology
- ANTH 6388 - Geospatial Archaeology
- ANTH 7321 - Ceramic Analysis for Archaeologists

Group D

Group D courses include:

- ANTH 6368 - North American Archaeology
- ANTH 6385 - Pacific Island Archaeology
- ANTH 7318 - Late Pleistocene Prehistory of North America

Anthropology, M.A.

The M.A. in anthropology degree is only available to students enrolled in the Ph.D. program in anthropology at SMU. See the Ph.D. program information for further details on earning the M.A. degree.

Medical Anthropology, M.A.

The M.A. in medical anthropology program is a training program in applied anthropology for students seeking involvement in health care agencies, hospitals, clinics and other health delivery organizations.

Degree Requirements

Candidates must complete 36 credit hours of academic work, distributed as follows:.

Required Courses (12 Credit Hours)

- ANTH 5336 - Health in Cross-Cultural Perspective
- ANTH 5344 - Research Methods in Ethnology
- ANTH 6343 - Biomedicine, Culture, and Power
- ANTH 6353 - Research in Anthropology

Recommended Course:

- ANTH 7333 - Advanced Research Methods (strongly recommended)

Elective Courses (24 Credit Hours)

Twenty-four elective hours of graduate coursework must be completed, distributed as follows. For courses outside the anthropology department, students must obtain the approval of their adviser prior to enrollment.

- **Health/Medical Topics:**
At least two courses must be on health/medical topics; one course should be taken outside of the department.
- **Medical Anthropology/Globalization:**
The remainder of the elective courses must be either in medical anthropology or globalization. Students should meet with their adviser each semester to ensure appropriate selection of courses is made.

Total: 36 Credit Hours

Anthropology Courses

ANTH 5310 - Human Osteology: Biology of the Human Skeleton

Credits: 3

Analysis of the human musculoskeletal system in both forensic and ancient contexts. In this laboratory course, students will learn the measurement and assessment of sex, age, race and stature.

ANTH 5334 - History of Anthropology, Part One

Credits: 3

Analytical history of anthropology from the Classical period to the 20th century. Explains the content and development of theory, method, and interpretation.

ANTH 5335 - History of Anthropology, Part Two

Credits: 3

Traces the theoretical developments in ethnology and archaeology from 1960 to the present, with intense readings and a focus on the potential utility of theoretical coherence in the discipline.

ANTH 5336 - Health in Cross-Cultural Perspective

Credits: 3

Cross-cultural study of the cultural construction and social organization of medical systems in preindustrial and industrialized societies, including the political economy of health, ethnomedicine, international health, ethnopharmacology, and bioethics. Prerequisites: ANTH 3301, ANTH 3306 or approval of instructor.

ANTH 5344 - Research Methods in Ethnology

Credits: 3

Examination of methodologies and techniques appropriate for different types of ethnological research.

ANTH 5381 - Field Methods in Archaeology

Credits: 3

Methods of excavation, recording, and interpretation used in archaeological research. Students may petition to have this course fulfill the lab science requirement. (Fort Burgwin Research Center)

ANTH 5382 - Field Methods in Archaeology

Credits: 3

Methods of excavation, recording, and interpretation used in archaeological research. Students may petition to have this course fulfill the lab science requirement. (Fort Burgwin Research Center)

ANTH 5681 - Field Methods in Archaeology

Credits: 6

Participants are engaged in all aspects of archaeological field and laboratory research, including excavation, recording of finds, survey mapping of sites, laboratory analyses of archaeological materials, and interpretation of intact archaeological contexts. (Fort Burgwin Research Center)

ANTH 5981 - Field Methods in Archaeology

Credits: 9

Participants are engaged in all aspects of archaeological field and laboratory research, including excavation, recording of finds, survey mapping of sites, laboratory analyses of archaeological materials, and interpretation of intact archaeological contexts. (Fort Burgwin Research Center)

ANTH 6049 - Graduate Full-Time Status

Credits: 0

For students not yet advanced to candidacy.

ANTH 6156 - Research in Anthropology

Credits: 1

Independent study and research.

ANTH 6256 - Research in Anthropology

Credits: 2

Independent study and research.

ANTH 6300 - World Archaeology

Credits: 3

An archaeological overview of the human trajectory, beginning with the origins of modern humans, and then looking at human interactions with specific environments, and sociocultural development over time.

ANTH 6301 - Principles of Archaeology

Credits: 3

An advanced seminar course dealing with the fundamentals of modern archaeology.

ANTH 6302 - Statistics in Anthropology

Credits: 3

This is an introductory graduate-level course describing the specific use of quantitative and statistical methods in the subdisciplines of archaeology and cultural anthropology.

ANTH 6303 - Political Economy of Health

Credits: 3

Explores topics in health and healing from a political economy perspective. Addresses social and economic factors influencing culture change and health and healing practices within a society. Examines health inequities around the globe.

ANTH 6304 - Migration, Ethnicity, and Nationalism

Credits: 3

Examines three interrelated topics: migration, ethnicity, and nationalism. Focuses on major theoretical positions and on specific ethnographic cases.

ANTH 6305 - Applied Anthropology

Credits: 3

The application of anthropological theories and methods to problems in contemporary societies, including global business, community development, health care issues, agricultural and/or environmental programs, urban planning, tourism projects, and educational policy.

ANTH 6307 - Global and Public Health

Credits: 3

Provides an overview of issues in international health, with a focus on contributions of anthropology and anthropologists to international health issues.

ANTH 6309 - Human Rights, Indigenous Peoples, and Nation States

Credits: 3

An examination of human rights issues among contemporary indigenous peoples, especially the impact on their cultures and societies from governmental and nongovernmental organizations, large-scale development programs, and global tourism.

ANTH 6316 - Advanced Seminar in Ethnology I

Credits: 3

Varying topics.

ANTH 6317 - Advanced Seminar in Ethnology II

Credits: 3

Varying topics.

ANTH 6320 - Regional Ethnography

Credits: 3

Worldwide exploration of ethnography, exploring similarities and differences across time and space. Prepares students to write their own regional papers in preparation for their qualifying exams. Prerequisites: Second- or third-year graduate status or permission of instructor.

ANTH 6323 - Linguistic Analysis

Credits: 3

The techniques needed for linguistic fieldwork: phonological, morphological, and syntactic analysis. Prepares students to work with unwritten languages and in urban speech communities.

ANTH 6325 - Introduction to Osteology I: Human-Animal Interactions

Credits: 3

Explores the evolution of human and animal interactions through a comparative study and analysis of their skeletons. Examines variations in nature's grand design, including the origins of different skeletal features, the evolution of these features over time, and the ways humans influenced the development of many of these features through processes such as targeted hunting and selective breeding. Introduces the science of taphonomy in hands-on learning labs. Students learn how isotopic and biomolecular analyses of animal skeletal remains helps in understanding human-animal interactions.

ANTH 6332 - Special Problems in Anthropology

Credits: 3

Varying topics.

ANTH 6333 - Laboratory Methods in Archaeology

Credits: 3

Detailed examination of Old World and New World techniques of artifact classification, with an emphasis on lithic typology.

ANTH 6342 - Science and the Human Past

Credits: 3

Uses of biological and physical sciences in archaeology: site discovery, dating, prehistoric ecology, diet, and technology.

ANTH 6343 - Biomedicine, Culture, and Power

Credits: 3

Examines the epistemology and history of biomedicine, medical bureaucracy, professionalism, medical education, alternative and popular medicine, economics, and health care.

ANTH 6345 - Creating Global and Public Health Impact

Credits: 3

Interdisciplinary approach to creating sustainable impact in global, public, and population health. Taught by engaging discussions, case studies, and helping local health organizations solve difficult institutional and community challenges.

ANTH 6346 - Environmental Anthropology and Development

Credits: 3

Analyzes the processes of globalization from the perspective of environmental anthropology and development.

ANTH 6347 - Seminar in Mesoamerican Ethnology

Credits: 3

Provides an understanding of contemporary Mesoamerica by examining the literature and field data from anthropological and interdisciplinary viewpoints.

ANTH 6348 - Toxic Topics: Anthropology, Environment, and Health

Credits: 3

Engages students in the anthropological study of the relationships between environment, health, and society. Designed around environmental issues, including climate change, water, food, energy, and other topics.

ANTH 6351 - Research in Anthropology

Credits: 3

ANTH 6352 - Research in Anthropology

Credits: 3

ANTH 6353 - Research in Anthropology

Credits: 3

ANTH 6354 - Research in Anthropology

Credits: 3

ANTH 6355 - Research in Anthropology

Credits: 3

ANTH 6368 - North American Archaeology

Credits: 3

Prehistory from the peopling of the New World through initial contacts with European civilization; regional sequences and ecological changes.

ANTH 6372 - The Essentials in Biological Anthropology for Graduate Students

Credits: 3

Designed for anthropology graduate students of all sub-disciplines and intended to provide comprehensive grounding in the breadth of research, method and theory in biological anthropology. Focuses on the recent literature but frames the discussion with some of the foundational research.

ANTH 6383 - Geoarchaeology

Credits: 3

An advanced survey of Earth science methods and techniques applied to archaeological research problems.

ANTH 6384 - Global Issues and Development: An Overview

Credits: 3

An introduction to the major forces driving globalization and economic development today, analyzing how these forces impact the lives, cultures, and identities of peoples around the world, with an emphasis on the developing world.

ANTH 6385 - Pacific Island Archaeology

Credits: 3

Seminar on the use of coastlines, oceans, rivers, marshes, lakes, and islands throughout human history.

ANTH 6387 - Advances in the Practice of Archaeology

Credits: 3

Introduces students to applied and cultural resource management archaeology, including the laws, ethics, procedures, and expectations for the public and private spheres of archaeological practice.

ANTH 6388 - Geospatial Archaeology

Credits: 3

Methods-focused course that covers how archaeologists apply spatial technology in research.

ANTH 6390 - Current Issues in Anthropology

Credits: 3

Seminar on selected topics.

ANTH 6398 - Thesis

Credits: 3

ANTH 6399 - Thesis

Credits: 3

ANTH 7000 - Research

Credits: 0

ANTH 7313 - Archaeological Theory

Credits: 3

Logical and rational structure of discourse in archaeology. Evaluation of the quality of arguments, propositions, and constructs based on archaeological information.

ANTH 7317 - Archaeological Research Strategies

Credits: 3

An examination of the logistics and strategies used in project development and fieldwork, through project completion. Emphasis is upon individual student problems.

ANTH 7318 - Late Pleistocene Prehistory of North America

Credits: 3

Seminar on the late Pleistocene human occupation of North America from the time of initial colonization, with an emphasis on paleoclimates, paleoenvironments, and human adaptations.

ANTH 7321 - Ceramic Analysis for Archaeologists

Credits: 3

Examination of procedures for analyzing ceramic artifacts, with special attention to problems of style, typology, dating, and provenience.

ANTH 7333 - Advanced Research Methods

Credits: 3

Students explore various methods of data analysis using their own data sets or those of a member of the faculty. Combines lecture and discussion with hands-on applications. Prerequisites: ANTH 5344 and ANTH 6302 (or STAT equivalent) or permission of instructor.

ANTH 7341 - Anthropological Writing

Credits: 3

Explains forms of writing at various stages of anthropological knowledge production. Addresses ethical issues of representation and knowledge production for various audiences. Provides practical experience in anthropological writing, from fieldwork to publication.

ANTH 7342 - Seminar in Social Organization

Credits: 3

Intensive investigation of the statics and dynamics of both social organization and social structure in various populations across the globe.

ANTH 7351 - Research Strategies in Ethnology

Credits: 3

Consideration of the theoretical and practical aspects of fieldwork: preparation for research, conduct in the field, and data analysis.

ANTH 8049 - Graduate Full-Time Status

Credits: 0

For students who have passed doctoral qualifying examinations.

ANTH 8100 - Dissertation Research

Credits: 1

Dissertation research, Ph.D. candidates.

ANTH 8105 - Research

Credits: 1

ANTH 8200 - Dissertation Research

Credits: 2

Dissertation research, Ph.D. candidates.

ANTH 8398 - Dissertation Research

Credits: 3

Dissertation research, Ph.D. candidates.

ANTH 8399 - Dissertation Research

Credits: 3

Dissertation research, Ph.D. candidates.

ANTH 8698 - Dissertation Research

Credits: 6

Dissertation research, Ph.D. candidates.

ANTH 8699 - Dissertation Research

Credits: 6

Dissertation research, Ph.D. candidates.

Biological Sciences

www.smu.edu/biology

Professor William Orr, **Department Chair**

Professors: Santosh R. D'Mello, Richard Jones, Paul Ludden, William Orr, Steven Vik, Pia Vogel

Associate Professors: Robert Harrod, John Wise

Assistant Professor: Adam Norris

Lecturer: Bianca Batista

Senior Lecturers: Eva Oberdörster, Teresa Strecker

Research Associate Professor: Svetlana Radyuk

Admission Requirements

In addition to meeting the minimum requirements described under Dedman College: Admission in the General Information section of this catalog, an applicant's preparation should include six credit hours of calculus or statistics, 16 credit hours of chemistry (including eight credit hours of organic chemistry) and at least four advanced courses in biology. Applicants are required to take the GRE graduate school admission test. Three letters of recommendation from individuals who know the candidate well and can speak to the candidate's ability for graduate study should be submitted before the candidate is admitted to the program.

Good Standing

A student must maintain a *B* average (3.000 on a 4.000 scale) and receive no more than two grades at or below the grade of *C*. Failure to meet these requirements will result in either probationary status or in dismissal from graduate study. Enrollment in graduate seminar is required of students each term during their first two years in residence. Courses in biochemistry and molecular biology are also required of most beginning students.

Requirements with respect to proficiency in a second language, computer programming and statistical methodology or in other cognate fields will be determined for each candidate by a departmental advisory committee.

Molecular and Cellular Biology, Ph.D.

Admission to Candidacy

Admission to graduate study leading to the degree of Doctor of Philosophy does not constitute formal admission to candidacy for the degree. To become a candidate for the Ph.D. degree, a student must:

1. Complete successfully all coursework recommended by the departmental advisory committee.
2. Complete successfully a qualifying examination that includes both written and oral sections.
3. Defend before an appropriate faculty committee a monograph detailing the area of proposed research or a research proposal patterned after a grant proposal.

Degree Requirements

To obtain the Ph.D. degree in molecular and cellular biology, the candidate must:

1. Meet the requirements set forth in the Degree Requirements section of this catalog.
2. Enroll for the courses necessary to bring the total number of credit hours of graduate coursework to 60 (as many as 24 credit hours may be waived for students with previous graduate work in the life sciences).
3. Carry out a research program under supervision of the faculty, prepare a dissertation and successfully defend it before an audience that includes the dissertation committee of the faculty.
4. Meet a residence requirement of two years as a full-time student at SMU.

Molecular and Cellular Biology, M.A.

The M.A. in molecular and cellular biology program is designed for students who seek additional training in the biological sciences as a prerequisite to further study in professional schools or for individuals seeking additional training for secondary education.

Degree Requirements

To obtain the M.A. degree, candidates must complete 30 credit hours in biological science with at least 12 credit hours from 6000-level courses. A three-term-hour research project is required of all students. At least one year must be spent as a full-time student at SMU.

Molecular and Cellular Biology, M.S.

The M.S. in molecular and cellular biology program is designed primarily for students who are research oriented and who wish to prepare for advanced work at the doctoral level.

Degree Requirements

To become candidates for the M.S. degree, students must prepare, present and successfully defend a written research proposal.

In addition, candidates must complete 30 credit hours, including 18 credit hours at the 6000 level and BIOL 6398 - Thesis, BIOL 6399 - Thesis, and conduct a research project, the results of which must be presented orally and defended before an appropriate examining committee of the faculty. At least one year must be spent as a full-time student at SMU.

Molecular and Cellular Biology, B.S./M.S.

This degree program is designed for undergraduate students with a strong interest in a research career. It is an accelerated plan that results in both B.S. and M.S. degrees. Admission into the program is by petition and occurs during the spring term of the student's second year at SMU. Students may take graduate courses in the final year of their baccalaureate degree. Students should refer to the B.S./M.S. program information found on the Dedman College Undergraduate Catalog or contact the department directly for a complete description of the program.

Biological Sciences Courses

BIOL 5102 - Structural Biology Seminar

Credits: 1

Readings and discussions of the period 1933-1963 when structural molecular biology emerged. Readings include original research articles and historical reviews. Prerequisite: BIOL 5310/CHEM 5310 or consent of instructor.

BIOL 5110 - Biological Chemistry Laboratory

Credits: 1

Two 3-hour labs each week for half a term. Prerequisites: BIOL 1301/BIOL 1101 (or BIOL 1401), BIOL 1302/BIOL 1102 (or BIOL 1402). Prerequisite or corequisite: BIOL 5310/CHEM 5310. If CHEM 5110 is counted toward a chemistry major or minor, it cannot be counted toward a biological sciences major or minor.

BIOL 5166 - Vertebrate Anatomy Laboratory

Credits: 1

A laboratory course to accompany BIOL 5366/GEOL 5366. Exercises include basic anatomy, dissections, and examinations of fossil skeletons. Corequisite: BIOL 5366/GEOL 5366.

BIOL 5304 - Molecular Biology: Control and Expression of Genetic Information

Credits: 3

DNA structure and replication, control of transcription and translation, and techniques in molecular genetics and recombinant DNA technology. Prerequisites: CHEM 3372 and C- or better in BIOL 3304.

BIOL 5305 - Genomics and Bioinformatics

Credits: 3

Impact of completely sequenced genomes on current experimental and computational approaches to biomedical research. Introduction to the technology, biology, and software exploited by molecular biology, genealogy, and medical diagnostic labs. Prerequisites: C- or better in BIOL 3304 and junior standing.

BIOL 5310 - Biological Chemistry: Macromolecular Structure and Function

Credits: 3

Introduces the structure and function of macromolecules of biological importance, with a focus on nucleic acid and protein structure, enzyme kinetics, and carbohydrate and lipid chemistry. Includes 3 hours of lecture each week. The accompanying laboratory (BIOL 5110) is strongly recommended for biology majors. If CHEM 5310 is counted towards a chemistry major or minor, it cannot be counted towards a biological sciences major or minor. Prerequisites: C- or better in CHEM 3371, CHEM 3372 and junior standing.

BIOL 5311 - Biological Chemistry: Metabolism

Credits: 3

Introduction to the pathways and regulatory events in the metabolism of carbohydrates, lipids, amino acids, and nucleotides. Includes 3 hours of lecture each week. Prerequisites: BIOL 1301/BIOL 1101 (or BIOL 1401), BIOL 1301/BIOL 102 (or BIOL 1402); CHEM 3371, CHEM 3372. If CHEM 5311 is counted toward a chemistry major or minor, it cannot be counted toward a biological sciences major or minor.

BIOL 5312 - Physical Biochemistry

Credits: 3

Physical chemistry of macromolecules and biological membranes, with an emphasis on the thermodynamics of solutions. Prerequisites: BIOL 1301/BIOL 1101 (or BIOL 1401), BIOL 1302/BIOL 1102 (or BIOL 1402); MATH 1338 or the equivalent; CHEM 3372; CHEM 5310/BIOL 5310. Recommended: CHEM 5383. If CHEM 5312 is counted toward a chemistry major or minor, it cannot be counted toward a biological sciences major or minor.

BIOL 5325 - General and Molecular Virology

Credits: 3

Emphasis on the molecular aspects of viral replication and pathogenesis, including the roles of viruses in emerging human infectious diseases, cancer, and bioterrorism. Prerequisites: C- or better in BIOL 3304 and junior standing.

BIOL 5340 - Molecular Basis of Brain Development and Degeneration

Credits: 3

Covers the molecular biology of brain development and degeneration. Interactive course that includes lectures and student presentations of publications describing important research findings related to neurodevelopment and

neurodegeneration. Recommended: BIOL 3323. Prerequisites: BIOL 1302/BIOL 1102 (or BIOL 1402), BIOL 3304, BIOL 3350.

BIOL 5344 - Physical Chemistry of Proteins

Credits: 3

Graduate-level course on the fundamental aspects of techniques used to interrogate the thermodynamics and kinetics of protein conformational changes, with emphasis on atomic resolution structural techniques. Prerequisites: BIOL 5310/CHEM 5310, CHEM 5383 and CHEM 5384, and instructor approval.

BIOL 5358 - Ecology of Parasitism

Credits: 3

The biotic and abiotic factors influencing parasite communities. Emphasis on the free-living stages of parasites. Includes 2 hours of lecture and one 3-hour laboratory each week. Prerequisite: BIOL 3354.

BIOL 5359 - Host-Parasite Relationships

Credits: 3

Analysis of host-parasite relations from an evolutionary and ecological viewpoint. Lectures and laboratories conducted at Fort Burgwin in New Mexico. Prerequisite: BIOL 3354. (SMU-in-Taos)

BIOL 5364 - Endocrine Physiology

Credits: 3

Explores the role of hormones in maintaining physiological balance. Describes cellular actions of hormones in relation to subsequent effects in the whole organism. Prerequisites: C- or better in BIOL 3304 and BIOL 3350.

BIOL 5366 - Vertebrate Anatomy and Origins

Credits: 3

An introduction to vertebrate anatomy with emphasis on structure and function. Examines processes that have affected the diversity of vertebrate organisms, including origination, biogeography, and adaptation. The accompanying laboratory is a corequisite for biology majors and strongly recommended for all students. Prerequisites: BIOL 1301/BIOL 1101 (or BIOL 1401), BIOL 1302/BIOL 1102 (or BIOL 1402). Corequisite: BIOL 5166.

BIOL 6049 - Graduate Full-Time Status

Credits: 0

BIOL 6111 - Literature of the Biological Sciences

Credits: 1

BIOL 6114 - Concepts in the Biological Sciences

Credits: 1

Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6120 - Graduate Seminar

Credits: 1

BIOL 6121 - Graduate Seminar

Credits: 1

BIOL 6122 - Graduate Seminar

Credits: 1

BIOL 6123 - Graduate Seminar

Credits: 1

BIOL 6124 - Graduate Seminar

Credits: 1

BIOL 6125 - Graduate Seminar

Credits: 1

BIOL 6126 - Graduate Seminar

Credits: 1

BIOL 6127 - Graduate Seminar

Credits: 1

BIOL 6128 - Graduate Seminar

Credits: 1

BIOL 6129 - Graduate Seminar

Credits: 1

BIOL 6170 - Graduate Research

Credits: 1

Research in the biological sciences.

BIOL 6211 - Literature of the Biological Sciences

Credits: 2

BIOL 6214 - Concepts in the Biological Sciences

Credits: 2

Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6222 - Concepts in Molecular Genetic Investigation

Credits: 2

This course instructs students in molecular genetic techniques: DNA isolation, restriction digestion/electrophoresis, PCR, bacterial transformation, plasmid purification, in vitro mutagenesis, genetic testing, and in silico analysis of DNA sequences.

BIOL 6270 - Graduate Research

Credits: 2

Research in the biological sciences.

BIOL 6301 - Biochemistry and Structural Biology

Credits: 3

Introduction to the structure and function of biological macromolecules, with specific emphasis on proteins, enzymes, catalytic mechanisms, and reaction kinetics.

BIOL 6303 - Concepts of Evolution

Credits: 3

A study of the principles of biological evolution. Includes natural selection, adaptation, molecular adaptation, the formation of new species, the fossil record, biogeography, and the principles of classification.

BIOL 6304 - Concepts in Genetic Analysis

Credits: 3

An introduction to the structure, function, and transmission of the genetic material.

BIOL 6306 - Human Physiology

Credits: 3

Homeostatic control mechanisms in vertebrates, focusing on humans. Includes 3 hours of lecture each week. Prerequisite: Graduate standing.

BIOL 6307 - Cell Regulatory Mechanisms

Credits: 3

Mechanisms of cell regulation and control. Includes 3 hours of lecture and discussion each week.

BIOL 6310 - Advanced Cell Biology

Credits: 3

Ultrastructure, molecular architecture, and physiologic function of cells and their organelles. Includes 3 hours of lecture and discussion each week.

BIOL 6311 - Literature of the Biological Sciences

Credits: 3

BIOL 6312 - Proteins: Structure and Function

Credits: 3

Protein structure determination, predictions of secondary and tertiary structure, enzyme mechanisms and design, and current topics in protein research.

BIOL 6314 - Concepts in the Biological Sciences

Credits: 3

Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6315 - Selected Topics I

Credits: 3

BIOL 6316 - Selected Topics II

Credits: 3

BIOL 6319 - Concepts in Immunology

Credits: 3

A comprehensive introduction to the immune system in all its aspects, with emphasis on the latest advances, findings, and discoveries in the field of immunology. Designed for students interested in research.

BIOL 6321 - Molecular Biology of Prokaryotes

Credits: 3

Molecular biology and biochemistry of prokaryotic cells, with emphasis on molecular genetics and regulatory mechanisms. Includes 3 hours of lecture and discussion each week.

BIOL 6322 - Molecular Biology of Eukaryotes

Credits: 3

Structure and function of eukaryotic chromosomes as mediators of gene expression during growth, differentiation, and oncogenesis. Includes 3 hours of lecture and discussion each week.

BIOL 6325 - Cellular Aging

Credits: 3

Nature of age-associated cellular changes in animals. Includes 3 hours of lecture and discussion each week. Prerequisite: Permission of instructor.

BIOL 6331 - Concepts in Developmental Biology

Credits: 3

The molecular genetic mechanisms and pathways that regulate pattern formation in invertebrates and vertebrates. Also, the application of this information in fields such as reproductive medicine, cancer research, human dysmorphology, and immunology.

BIOL 6350 - Advanced Topics in Developmental Genetics

Credits: 3

Genetic aspects of cellular and organismal development. Includes 3 hours of lecture and discussion each week. Prerequisites: BIOL 3304 and permission of instructor.

BIOL 6351 - Concepts in Cell Biology

Credits: 3

The structure and function of eukaryotic cells, with an emphasis on research methods in this field.

BIOL 6360 - Environmental and Human Toxicology

Credits: 3

Introduction to environmental toxicology, with a focus on fate, biotransformation, and biochemical and physiological impacts of pollutants on humans and wildlife. Includes 3 hours of lecture per week.

BIOL 6365 - Cancer Biology

Credits: 3

Emphasis on the molecular features of oncogenesis and human cancers, including carcinogenesis, metastasis, and roles of genetic mutations and chromosomal aberrations during neoplasia.

BIOL 6370 - Research in Biology

Credits: 3

Research in the biological sciences.

BIOL 6371 - Research in Biology

Credits: 3

Research in the biological sciences.

BIOL 6372 - Research in Biology

Credits: 3

Research in the biological sciences.

BIOL 6373 - Research in Biology

Credits: 3

Research in the biological sciences.

BIOL 6375 - Scientific Analysis and Writing: Biological Sciences

Credits: 3

Development of skills necessary for the preparation of grant applications and scientific manuscripts for publication. Includes 3 hours of lecture, discussion, and reading each week.

BIOL 6377 - Concepts in Bio/Nanotechnology

Credits: 3

Introduces state-of-the-art approaches developed to improve the production of food, pharmaceuticals, and vaccines by using microbial, plant, and animal sources. Students research and discuss the implications of bio/nanotechnology in medicine.

BIOL 6380 - Introduction to Research

Credits: 3

BIOL 6381 - Introduction to Research

Credits: 3

BIOL 6398 - Thesis

Credits: 3

Thesis in the biological sciences.

BIOL 6399 - Thesis

Credits: 3

Thesis in the biological sciences.

BIOL 6403 - Concepts in Microbiology

Credits: 4

The biology of microorganisms, with an emphasis on diversity, disease, and the environment. Includes 3 hours of lecture and one 3-hour laboratory each week.

BIOL 6460 - Environmental and Human Toxicology with Lab

Credits: 4

Introduction to environmental toxicology, with a focus on fate, biotransformation, and biochemical and physiological impacts of pollutants on humans and wildlife. Includes 3 hours of lecture and one 3-hour laboratory each week.

BIOL 7000 - Research in Biology

Credits: 0

Research in the biological sciences.

BIOL 7315 - Selected Topics

Credits: 3

Selected topics in the biological sciences.

BIOL 7316 - Selected Topics

Credits: 3

Selected topics in the biological sciences.

BIOL 8049 - Graduate Full-Time Status

Credits: 0

BIOL 8398 - Dissertation

Credits: 3

Dissertation for the Ph.D. in the biological sciences.

BIOL 8399 - Dissertation

Credits: 3

Dissertation for the Ph.D. in the biological sciences.

BIOL 8698 - Dissertation

Credits: 6

Dissertation for the Ph.D. in the biological sciences.

BIOL 8699 - Dissertation

Credits: 6

Dissertation for the Ph.D. in the biological sciences.

BIOL 8998 - Dissertation

Credits: 9

Dissertation for the Ph.D. in the biological sciences.

BIOL 8999 - Dissertation

Credits: 9

Dissertation for the Ph.D. in the biological sciences.

Chemistry

Professor Elfi Kraka, Department Chair

Professors: John Buynak, Werner Horsthemke, Elfi Kraka, Michael Lattman, Mark Schell, David Son, Patty Wisian-Neilson

Associate Professors: Alexander Lippert, Nicolay Tsarevsky, Brian Zoltowski

Assistant Professors: Isaac Garcia-Bosch, Devin Matthews, Tomce Runceveski, Peng Tao

Professor of Practice: Jennifer O'Brien.

Senior Lecturers: Andrea Adams, Helen Babbili.

Admission Requirements

In addition to meeting the requirements described under Dedman College: Admission in the General Information section of this catalog, an applicant must hold a bachelor's degree with a major in chemistry. Applicants are required to take the GRE general graduate school admission test. If English is not the applicant's native language, he or she must also take the TOEFL English language proficiency test and achieve a minimum score of 80 on the Internet-based test. Three letters of recommendation from individuals who have worked with the applicant must be submitted with the application.

Good Standing

A student must maintain a *B* average (3.000 on a 4.000 scale) and receive no more than two grades below the grade of *B-*. Failure to meet these requirements will result in either probation and/or dismissal from the graduate program.

Chemistry, Ph.D., Materials/Polymer Track

Primary Core Courses

The student must complete the primary core courses. The student must then complete secondary core courses, depending on the selected track. Additional courses will be selected based on the student's interest and research program and in consultation with the student's adviser and faculty committee. A core course may be substituted with another course with approval of the Department of Chemistry graduate adviser, in consultation with the student's research adviser.

- CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations
- CHEM 6111 - Practical Laboratory Methods
- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry
- CHEM 6118 - Overview of Materials Chemistry
- CHEM 6220 - Modern Aspects of Chemistry

Secondary Core Courses: Materials/Polymer Track

- CHEM 5333 - Introduction to Polymer Chemistry
- CHEM 6113 - Practical Aspects of Spectroscopy
- CHEM 6114 - Chemical Kinetics

Teaching Practicum

The student will complete at least two terms of teaching practicum to enhance communication skills.

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Current Topics in Research

All students must register for research topics courses for at least the first four terms in the program.

- CHEM 6120 - Current Topics in Research
- CHEM 6121 - Current Topics in Research

Cumulative Exams

The student will take up to 12 cumulative exams until the required total score is obtained.

Research Paper

At the end of the second year, the student will write a paper and orally describe the progress of his or her research, including a plan for the future research program to be completed for the dissertation. This will be presented to the department and graded by a faculty committee that includes the student's adviser.

- CHEM 7233 - Research Synopsis and Objectives

Research Proposal

At the beginning of the student's third year, the student will write an original research proposal unrelated to the student's research program and will present this to the department and successfully defend this proposal before the faculty committee.

- CHEM 7334 - Proposal Methodology

Candidacy

Upon successful completion of the above items, the student will be admitted to candidacy. The candidate must then:

Graduate Courses

Enroll in a sufficient number of graduate courses to complete at least 48 credit hours.

Presentation

Make a presentation at a professional meeting appropriate to the field of research.

- CHEM 7122 - Professional Meeting Oral Presentation

Research Program

Complete his or her research program under the supervision of the faculty.

Dissertation

Successfully write and orally defend before a faculty committee a dissertation on his or her individual research program.

- CHEM 8698 - Dissertation
- CHEM 8699 - Dissertation

Chemistry, Ph.D., Organic/Medicinal/Bioorganic Track

Primary Core Courses

The student must complete the primary core courses. The student must then complete secondary core courses, depending on the selected track. Additional courses will be selected based on the student's interest and research program and in consultation with the student's adviser and faculty committee. A secondary core course may be substituted with another course with approval of the Department of Chemistry graduate adviser, in consultation with the student's research adviser.

- CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations
- CHEM 6111 - Practical Laboratory Methods
- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry
- CHEM 6118 - Overview of Materials Chemistry
- CHEM 6220 - Modern Aspects of Chemistry

Secondary Core Courses: Organic/Medicinal/Bioorganic Track

- CHEM 5393 - Advanced Organic Chemistry
- CHEM 6113 - Practical Aspects of Spectroscopy
- CHEM 6119 - Synthetic Strategies

Teaching Practicum

The student will complete at least two terms of teaching practicum to enhance communication skills.

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Current Topics in Research

All students must register for research topics courses for at least the first four terms in the program.

- CHEM 6120 - Current Topics in Research
- CHEM 6121 - Current Topics in Research

Cumulative Exams

The student will take up to 12 cumulative exams until the required total score is obtained.

Research Paper

At the end of the second year, the student will write a paper and orally describe the progress of his or her research, including a plan for the future research program to be completed for the dissertation. This will be presented to the department and graded by a faculty committee that includes the student's adviser.

- CHEM 7233 - Research Synopsis and Objectives

Research Proposal

At the beginning of the student's third year, the student will write an original research proposal unrelated to the student's research program and will present this to the department and successfully defend this proposal before the faculty committee.

- CHEM 7334 - Proposal Methodology

Candidacy

Upon successful completion of the above items, the student will be admitted to candidacy. The candidate must then:

Graduate Courses

Enroll in a sufficient number of graduate courses to complete at least 48 credit hours.

Presentation

Make a presentation at a professional meeting appropriate to the field of research.

- CHEM 7122 - Professional Meeting Oral Presentation

Research Program

Complete his or her research program under the supervision of the faculty.

Dissertation

Successfully write and orally defend before a faculty committee a dissertation on his or her individual research program.

- CHEM 8698 - Dissertation
- CHEM 8699 - Dissertation

Theoretical and Computational Chemistry, Ph.D.

SMU is the first university to offer a dedicated direct bachelors-to-Ph.D. degree program in theoretical and computational chemistry based on a four-year (66 credit hour) curriculum.

Theoretical Chemistry comprises several disciplines such as quantum chemistry, reaction dynamics, molecular mechanics and molecular dynamics, molecular modeling, statistical mechanics and quantum statistics, synergetics (nonlinear thermodynamics), etc. Among these disciplines, quantum chemistry is by far the strongest field as is documented by hundreds of investigations and research projects carried out every year.

Although very often the terms theoretical chemistry and computational chemistry are synonymously used, both fields are not identical. In general, a discipline of theoretical chemistry such as synergetics is not necessarily considered a part of computational chemistry, whereas on the other hand, fields such as chemometrics, neural networks or computer-assisted synthesis clearly belong to computational chemistry rather than theoretical chemistry.

Research of the Computational and Theoretical Chemistry Group (CATCO) used to focus on quantum chemistry and Reaction Dynamics. However, in recent years, molecular modeling of larger molecules has become also important. Research at CATCO has moved from the small-molecule world into the large-molecule world, concentrating now more on biomolecules, engaging in drug design, and introducing computational nanotechnology. For additional details on CATCO research, see smu.edu/CATCO.

Admission Requirements

In addition to meeting the general requirements described under Dedman College: Admission in the General Information section of this catalog, applicants are required to take the GRE general graduate school admission test. Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test or the IELTS English competency test. Three letters of recommendation are required.

Financial aid is available in the form of teaching/research assistantships, which include the waiver of tuition and fees.

Degree Requirements

Core Courses (19 Credit Hours)

- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6125 - Symmetry and Group Theory in Chemistry
- CHEM 6225 - Chemical Communications in Computational Chemistry
- CHEM 6325 - Introduction to Ab Initio Calculations: Hartree-Fock Theory
- CHEM 6326 - Density Functional Theory - Methodology and Application
- CHEM 6341 - Advanced Models and Concepts in Chemistry
- CHEM 6343 - Advanced Computational Chemistry
- CHEM 6344 - Computer-Assisted Drug Design: Fundamentals and Applications

Elective or Special Topics Courses (6 Credit Hours)

Two courses chosen with the consent of adviser:

- CHEM 6345 - Going Beyond Hartree-Fock: Electron Correlation Methods
- CHEM 6346 - Calculation of Molecular Properties
- CHEM 6348 - Statistical Molecular Thermodynamics
- CSE 5333 - Quantifying the World
- CSE 5345 - Advanced Application Programming

Instructional Training - Mandatory Teaching Assistantship (2 Credit Hours)

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Additional Requirements (7 Credit Hours)

- CHEM 6120 - Current Topics in Research (3 credit hours, taken pass/fail)
- CHEM 6121 - Current Topics in Research (3 credit hours, taken pass/fail)
- CHEM 7122 - Professional Meeting Oral Presentation

Research Courses (18 Credit Hours)

- CHEM 7151 - Research
- CHEM 7251 - Research (8 credit hours)
- CHEM 7351 - Research (9 credit hours)

Candidacy (2 Credit Hours)

For admission to candidacy for the Ph.D. degree, the student must pass the following additional qualifying requirements:

- CHEM 7233 - Research Synopsis and Objectives
- Written summary of already published paper(s) or a summary of research results to be published and evaluated by a faculty committee
- Oral presentation of the summary and discussion of the future plans of the dissertation research program in front of a faculty committee

- Attendance at the CATCO group meetings including oral presentations of research progress in new topics in the field
- Attendance at the annual CATCO workshop (second week in December)
- Training in the use of modern computational chemistry packages and successful completion of all workshop exercises and a workshop exam
- Poster presentation at SMU's annual Research Day

Defense of Thesis (12 Credit Hours)

Each student must complete a significant body of research, write a dissertation (CHEM 8698 - CHEM 8699) summarizing the published work (at least five peer-refereed articles are recommended), orally present this work before the department, and defend this work in front of a faculty committee.

Note: CATCO seniors (i.e. research professors and postdoctoral research fellows within CATCO) meet at the end of each fall and spring semester to evaluate each student's progress. Students will be informed of their progress in writing.

Total: 66 Credit Hours

Chemistry, M.S.

Candidates for the M.S. degree in chemistry must complete 30 credit hours of graduate work acceptable to the department, complete and defend a thesis before a committee of faculty and a general audience from the department, and satisfy all general requirements of the graduate faculty.

Chemistry Courses

CHEM 5110 - Biological Chemistry Laboratory

Credits: 1

One 3-hour laboratory period each week. Corequisite: CHEM 5310. If CHEM 5110 is counted toward a chemistry major or minor, it cannot be counted toward a biological sciences major or minor.

CHEM 5185 - Laboratory Methods in Physical Chemistry

Credits: 1

Laboratory experiments with emphasis on thermodynamics, chemical kinetics, and physical biochemistry. Includes a half-hour of lecture and 5 hour laboratory period each week for 5 weeks. Prerequisite: CHEM 5383.

CHEM 5188 - Advanced Physical Chemistry Laboratory

Credits: 1

Laboratory experiments with emphasis on chemical kinetics and molecular spectroscopy. Includes a half-hour of lecture and 5 hour laboratory period each week for 5 weeks. Prerequisite: CHEM 5185. Corequisite: CHEM 5384 or permission of instructor.

CHEM 5192 - Inorganic Synthesis Laboratory

Credits: 1

Introduces advanced techniques and methods used in the synthesis of inorganic compounds. Prerequisite or corequisite: CHEM 5392.

CHEM 5306 - Introduction to Computational Chemistry

Credits: 3

Besides the normal lab experiments, modern chemists and biochemists perform "experiments" on the computer by calculating the outcome of chemical and/or biochemical reactions. Introduces this new field in a hands-on fashion, and uses major quantum chemical packages. Prerequisites: CHEM 1303, CHEM 1304 or permission of instructor. Note: Class assignments and projects are completed in the computer lab outside of the regularly scheduled class times.

CHEM 5308 - Special Topics in Chemistry

Credits: 3

Presentation of advanced special topics in chemistry that are at the forefront of current chemical interest. Content varies from term to term.

CHEM 5310 - Biological Chemistry: Macromolecular Structure and Function

Credits: 3

Introduces the structure and function of macromolecules of biological importance, with a focus on nucleic acid and protein structure, enzyme kinetics, and carbohydrate and lipid chemistry. Includes 3 hours of lecture each week. The accompanying laboratory (CHEM 5110) is strongly recommended for chemistry majors. If CHEM 5310 is counted toward a chemistry major or minor, it cannot be counted toward a biological sciences major or minor. Prerequisites: C- or better in CHEM 3371, CHEM 3372 and junior standing.

CHEM 5311 - Biological Chemistry: Metabolism

Credits: 3

Introduction to the pathways and regulatory events in the metabolism of carbohydrates, lipids, amino acids, and nucleotides. Includes 3 hours of lecture per week. Prerequisites: CHEM 3371, CHEM 3372.

CHEM 5312 - Physical Biochemistry

Credits: 3

Physical chemistry of macromolecules and biological membranes, with an emphasis on the thermodynamics of solutions. Prerequisites: MATH 1338; CHEM 3372, CHEM 5310. (CHEM 5383 is recommended.)

CHEM 5317 - Introduction to Molecular Modeling and Computer-Assisted Drug Design

Credits: 3

Presents a thorough and in-depth overview of methods and techniques in computer-assisted drug design. Topics include drug discovery and drug design, molecular recognition and docking, ligand-receptor interactions, pharmacophore searching, virtual screening, de novo design, molecular graphics, and chemometrics. Prerequisites: CHEM 1303, CHEM 1304 or permission of instructor. Note: Class assignments and projects are completed in the computer lab outside of the regularly scheduled class times.

CHEM 5321 - Understanding Chemistry

Credits: 3

Focuses on a general understanding of chemistry in terms of models and concepts that describe structure, stability, reactivity, and other properties of molecules in a simple, yet very effective way. Prerequisites: CHEM 1303, CHEM 1304 or permission of instructor.

CHEM 5322 - Introduction to Nanotechnology

Credits: 3

Introduces nanotechnology, which is expected to change lives and society more than computer technology and

electricity have done together. Discusses nanomaterials and their applications. Prerequisites: CHEM 1303, CHEM 1304 or permission of instructor.

CHEM 5333 - Introduction to Polymer Chemistry

Credits: 3

This course provides basic information on the synthesis, physical properties, and solution properties of high molecular weight molecules. Plastics, manufacturing, and fabrication of polymers are discussed. Prerequisites: CHEM 3371 and CHEM 3372.

CHEM 5344 - Physical Chemistry of Proteins

Credits: 3

Graduate-level course on the fundamental aspects of techniques used to interrogate the thermodynamics and kinetics of protein conformational changes, with emphasis on atomic resolution structural techniques. Prerequisites: CHEM 5383 and CHEM 5384, knowledge of basic biochemistry, and instructor approval.

CHEM 5383 - Physical Chemistry I

Credits: 3

Gas laws; kinetic molecular theory; introduction to thermodynamics, with applications to phase transitions and chemical equilibrium; chemical kinetics. Prerequisites: CHEM 1114 and CHEM 1304 with a grade of C or better, PHYS 1105 and PHYS 1304 or PHYS 1308, and MATH 1337, or permission of instructor.

CHEM 5384 - Physical Chemistry II

Credits: 3

Elements of quantum mechanics and its description of many-electron atoms, bonding, and spectroscopy; intermolecular forces; structure of solids; and transport properties of fluids. Prerequisite: CHEM 5383.

CHEM 5392 - Advanced Inorganic Chemistry

Credits: 3

Survey of the bonding, structure, and reactivity of inorganic compounds. Also, coordination, organometallic, and main group element chemistry. Includes 3 hours of lecture each week. Recommended: CHEM 5384.

CHEM 5393 - Advanced Organic Chemistry

Credits: 3

Includes 3 hours of lecture each week. Prerequisite: CHEM 3372.

CHEM 5396 - Advanced Physical Chemistry

Credits: 3

Includes 3 hours of lecture each week. Prerequisite: Permission of instructor.

CHEM 5398 - Medicinal Chemistry

Credits: 3

Highlights the close relationships of organic chemistry and biochemistry with the field of medicine. Relies on the departmental computational laboratory to permit three-dimensional visualization of molecular interactions. Includes 3 hours of lecture each week. Prerequisites: CHEM 3371, CHEM 3372.

CHEM 5486 - Instrumental Analysis

Credits: 4

The theory, operation, and application of instrumentation used in the modern chemical laboratory. Includes 2 hours of lecture and two 3-hour laboratory periods each week. Prerequisite: CHEM 3351 or permission of instructor.

CHEM 6000 - Research

Credits: 0

For students who hold fellowships but who are not enrolled in any credit hour courses. No tuition.

CHEM 6049 - Graduate Full-Time Status

Credits: 0

Allows graduate students who have finished the required number of hours for the M.S. or Ph.D. degree to have access to library and computer facilities on campus. The student is expected to be writing his/her research dissertation.

CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations

Credits: 1

Fundamentals of literature searching, scientific writing, oral and poster presentations, and research notebooks.

CHEM 6111 - Practical Laboratory Methods

Credits: 1

Describes the theory behind and practice of laboratory techniques necessary to perform advanced synthetic chemical research.

CHEM 6112 - Advanced Stereochemistry

Credits: 1

Advanced study in molecular geometry and relationships in space between atoms and groups in a molecule.

CHEM 6113 - Practical Aspects of Spectroscopy

Credits: 1

Basic theory and practical applications of spectroscopy for chemists.

CHEM 6114 - Chemical Kinetics

Credits: 1

Kinetics of gas-phase, surface, condensed-phase, polymer, photochemical, and enzyme reactions.

CHEM 6115 - Theory of the Chemical Bonds

Credits: 1

Covers different descriptions of covalent bonding, including the ability to predict bonding structures in molecules and methods to test these predictions.

CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry

Credits: 1

Protein structures, enzymes and receptors as drug targets, enzyme inhibitors, design of agonists, and design of antagonists.

CHEM 6117 - Chemical Periodicity: Reactivity and Structural Trends in Inorganic and Organometallic Compounds

Credits: 1

Explores periodic or recurring trends of the chemical elements in terms of their properties and chemical behavior.

CHEM 6118 - Overview of Materials Chemistry

Credits: 1

Surveys the synthesis, characterization, and applications of ceramics and glasses, polymers, metals, nanomaterials, semiconductors and conductors, and biomaterials.

CHEM 6119 - Synthetic Strategies

Credits: 1

Formation of the carbon skeleton, organometallic reagents and coupling reactions, protecting groups and chemical compatibility, and convergent synthesis.

CHEM 6120 - Current Topics in Research

Credits: 1

Review of current research as presented by visiting lecturers.

CHEM 6121 - Current Topics in Research

Credits: 1

Review of current research as presented by visiting lecturers.

CHEM 6125 - Symmetry and Group Theory in Chemistry

Credits: 1

Discusses symmetry: from how it is found in the macroscopic world to the specific application of symmetry and group theory in the microscopic world, including its fundamental role in the description of molecules via spectroscopic measurements and in quantum chemical calculations.

CHEM 6130 - Mechanisms in Organic, Organometallic, and Bioorganic Chemistry

Credits: 1

Fundamental mechanistic concepts in bioorganic, materials, medicinal, organic, and organometallic chemistry; emphasizes mechanistic similarities of seemingly different types of reactions. Prerequisite: Passing grade on entrance exam covering CHEM 3371 and 3372 or equivalent.

CHEM 6220 - Modern Aspects of Chemistry

Credits: 2

Overview of current important topics in chemistry and the relationship to research programs in the department. Prerequisite: Official admission to graduate program.

CHEM 6225 - Chemical Communications in Computational Chemistry

Credits: 2

Research in computational and theoretical chemistry including SciFinder searches, literature studies, professional data management, visualization of data, writing manuscripts using LaTeX, the design of computational chemistry posters and talks, and the preparation of professional resumes. Research ethics will be discussed.

CHEM 6308 - Special Topics

Credits: 3

Presentation of advanced special topics in chemistry that are at the forefront of current chemical interest. Content varies from term to term.

CHEM 6312 - Theory of Organic Chemistry

Credits: 3

Advanced topics in organic chemistry, with a focus on physical organic concepts, mechanisms, and modern synthetic methodologies. Prerequisites: CHEM 3371, CHEM 3372.

CHEM 6313 - Modern Physical Organic Chemistry

Credits: 3

Covers advanced topics in organic chemistry including molecular orbital theory, organometallic mechanisms, and photochemistry. Emphasis is placed on using mechanistic understanding to predict chemical reactivity.

CHEM 6325 - Introduction to Ab Initio Calculations: Hartree-Fock Theory

Credits: 3

Quantum chemical investigations of the ab initio type normally start with a Hartree-Fock calculation. Students interested in quantum or computational chemistry have to acquire basic knowledge in Hartree-Fock theory before starting with the more advanced electron correlation theories. This course provides an introduction into Hartree-Fock theory.

CHEM 6326 - Density Functional Theory - Methodology and Application

Credits: 3

Comprehensive overview of modern Density Functional Theory, including its advantages and pitfalls, combined with in-depth training about how to apply DFT calculations to pending chemical/biochemical problems. Prerequisite: CHEM 6343 or equivalent, or permission of the instructor.

CHEM 6331 - Theory of Analytical Chemistry

Credits: 3

The theory, operations, and applications of instrumentation used in the modern chemical laboratory. Includes 2 hours of lecture and 4 hours of laboratory per week.

CHEM 6333 - Fundamental Aspects and Applications of Polymerization Techniques

Credits: 3

Provides detailed information about the fundamental aspects (kinetics, mechanism) and application of all important polymerization techniques used to prepare well-defined macromolecules, with special emphasis on controlled/living polymerizations.

CHEM 6341 - Advanced Models and Concepts in Chemistry

Credits: 3

Advanced models and concepts will be presented to understand the structure, stability, and reactivity of molecules in organic, inorganic, and polymer chemistry.

CHEM 6342 - Nanotechnology: Fundamentals and Applications

Credits: 3

Covers the fundamentals of nanotechnology, which is an interdisciplinary field that includes - among other

nanosciences - nanoengineering and nanomedicine. Presents the applications of nanotechnology in a variety of disciplines.

CHEM 6343 - Advanced Computational Chemistry

Credits: 3

Provides in-depth training on how to use the computer as an efficient tool to solve chemical problems. Uses major quantum chemical packages. Designed as an interdisciplinary course for all graduate students from chemistry, biochemistry, medicinal chemistry, biology, and engineering who want a thorough overview of methods and techniques applied in computational chemistry. Prerequisite: Permission of instructor.

CHEM 6344 - Computer-Assisted Drug Design: Fundamentals and Applications

Credits: 3

Covers the fundamentals of CADD, recent and important developments in CADD methodologies, and their applications, including drug discovery, virtual screening, de novo design, and neural networks.

CHEM 6345 - Going Beyond Hartree-Fock: Electron Correlation Methods

Credits: 3

The broad spectrum of current high-level electron correlation methods will be discussed and applied to challenging problems using a variety of quantum chemical packages installed on SMU's high performance computers.

Prerequisites: CHEM 6343 and CHEM 6325 or equivalent, or permission of the instructor.

CHEM 6346 - Calculation of Molecular Properties

Credits: 3

Provides the expert knowledge necessary to choose the best method available for the calculation of a certain molecular property. Prerequisite: CHEM 6343 or equivalent, or permission of the instructor.

CHEM 6348 - Statistical Molecular Thermodynamics

Credits: 3

Introduces fundamental theories and applications of statistical mechanics and thermodynamics at the molecular level, needed to perform cutting-edge research in modern Theoretical and Computational Chemistry and Biology.

Prerequisite: CHEM 5384 or permission from the instructor.

CHEM 6351 - Methods and Techniques of Research

Credits: 3

The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6352 - Methods and Techniques of Research

Credits: 3

The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6397 - Biotransformation and Biocatalysis

Credits: 3

Covers the history, application, and current trends of biotransformations and biocatalysis, with a focus on how biocatalysts are developed and used in pharmaceutical research.

CHEM 6398 - Thesis

Credits: 3

The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6399 - Thesis

Credits: 3

The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 7101 - Independent Study

Credits: 1

Readings in the chemical literature on current research topics related to the student's area of research.

CHEM 7108 - Special Topics

Credits: 1

Presentation of contemporary topics in chemistry. Content varies from term to term.

CHEM 7111 - Teaching Practicum I

Credits: 1

The student will develop communication skills and will gain experience in laboratory and classroom teaching as well as one-on-one instruction.

CHEM 7112 - Teaching Practicum II

Credits: 1

The student develops communication skills and gains experience in laboratory and classroom teaching as well as one-on-one instruction. Prerequisite: CHEM 7111.

CHEM 7121 - Departmental Presentation

Credits: 1

The student will present a departmental seminar (50 to 60 minutes) on a topic, generally in bioorganic or material chemistry, that is not related to his/her research.

CHEM 7122 - Professional Meeting Oral Presentation

Credits: 1

The student develops communication and presentation skills to include giving an oral presentation on his/her research project at an appropriate professional meeting. Prerequisites: CHEM 6110, CHEM 7121.

CHEM 7151 - Research

Credits: 1

Laboratory research.

CHEM 7201 - Advanced Independent Study

Credits: 2

Readings in the chemical literature on current research topics related to the student's research.

CHEM 7208 - Special Topics

Credits: 2

Presentation of contemporary topics in chemistry. Content varies from term to term.

CHEM 7233 - Research Synopsis and Objectives

Credits: 2

Students present research results and outline a plan for the dissertation research with a clear understanding of prior work and literature precedence for the proposed work. Prerequisites: CHEM 6110, CHEM 6111, CHEM 6112, CHEM 6113, CHEM 6114, CHEM 6115, CHEM 6116, CHEM 6117, CHEM 6118, CHEM 6119, and CHEM 7121 or higher.

CHEM 7251 - Research

Credits: 2

Laboratory research.

CHEM 7301 - Advanced Independent Study

Credits: 3

Readings in the chemical literature on current research topics related to the student's research.

CHEM 7308 - Special Topics

Credits: 3

Presentation of contemporary topics on chemistry. Content varies from term to term.

CHEM 7334 - Proposal Methodology

Credits: 3

The student conceives and fully develops an original research idea and writes a proposal on this work. The proposal topic must be unrelated to the student's dissertation research topic. The proposal is presented to and defended before a committee of faculty. The student is judged on the novelty of the idea and the development of a sound and feasible method. Prerequisites: CHEM 6110, CHEM 6112, CHEM 6113, CHEM 6114, CHEM 6115, CHEM 6116, CHEM 6117, CHEM 6118, CHEM 6119, CHEM 7121, CHEM 7233.

CHEM 7351 - Research

Credits: 3

Laboratory research.

CHEM 8049 - Graduate Full-Time Status

Credits: 0

Graduate full-time status at the Ph.D. level.

CHEM 8698 - Dissertation

Credits: 6

CHEM 8699 - Dissertation

Credits: 6

Data Science

www.datascience.smu.edu

The M.S.D.S. degree is an interdisciplinary program that combines courses taught by professors from SMU's Dedman College, Lyle School of Engineering and Meadows School of the Arts. The program is delivered online to provide access to working professionals and students located around the world. The program gives students who are prospective data scientists an enriched background in computer science, statistics, strategic behavior and data visualization. Graduates will be able to form relevant questions, collect and analyze appropriate data, and make informed decisions regarding the question of interest. Course instruction includes oral and written communication skills and the basics of database structure, including building, maintaining and securing databases. See the Research and Graduate Studies section of the catalog for admission requirements, courses, degree requirements and academic regulations and the calendar.

Data Science Courses

MSDS 6110 - Immersion

Credits: 1.5

A three (plus) day immersion experience on SMU's Dallas campus. Students collaborate on group projects, attend information and networking sessions, and meet program faculty and leadership. Required for M.S. in data science students.

MSDS 6120 - Capstone A

Credits: 1

Students spend the first of two consecutive full terms working on a collaborative group project. During the first of the two terms, students begin their work on the project and are expected to complete at least half the project by the end of the term. Students develop and work on their projects under faculty supervision. Prerequisite: MSDS 7331.

MSDS 6130 - Capstone B

Credits: 1

Students spend the second of two consecutive full terms working on their collaborative group project from Capstone A. Students are then required to present their completed projects during the on-campus immersion, typically held near week 11 of the term. Prerequisite: MSDS 6120.

MSDS 6306 - Doing Data Science

Credits: 3

An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Reserved for students in the M.S.D.S. program.

MSDS 6370 - Statistical Sampling

Credits: 3

Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 6371 - Statistical Foundations for Data Science

Credits: 3

Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Reserved for students in the M.S.D.S. program.

MSDS 6372 - Applied Statistics: Inference and Modeling

Credits: 3

Extension of techniques taught in MSDS 6371 to multivariate data, including multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6371.

MSDS 6390 - Visualization of Information

Credits: 3

Introduces data visualization and creative coding utilizing the Processing programming language. Explores visual and information design principles, primarily through hands-on programming exercises. Includes assignments and exams that incorporate 2-D and 3-D computer graphics, interactivity, and data input. Covers procedural and object-oriented programming approaches to data visualization and provides an overview of leading-edge data visualization libraries and application program interfaces, including Web-based approaches. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 6391 - Visualization of Information and Creative Coding II

Credits: 3

Extends the study of creative coding and visualization across numerous languages, specialized libraries/API's, and distribution platforms. Students build data-driven visualizations in Java, C++, and JavaScript, including the P5.js, three.js, and d3.js libraries. Prerequisite: MSDS 6390.

MSDS 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 7331 - Data Mining

Credits: 3

Introduces data mining topics, with an emphasis on understanding concepts through an applied, hands-on approach. Includes other related topics such as data warehousing and dimensional modeling. All material covered is reinforced through hands-on implementation exercises. Reserved for students in the M.S.D.S. program. Prerequisites: MSDS 6372, MSDS 7330 or MSDS 7346, and MSDS 6110.

MSDS 7333 - Quantifying the World

Credits: 3

In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply

statistical methods (descriptive and predictive) and information visualization to collected datasets. Students learn to use Python and R programming languages to carry out data collection, analysis, and visualization. Culminates in a final project using real data of the students' choosing. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 7335 - Machine Learning

Credits: 3

An online introductory course in Machine Learning providing an overview of multivariate nonlinear nonparametric regression, supervised classification, unsupervised classification, and deep learning. Begins with a portfolio of case studies to give an overview of the type of things that can be done with machine learning. Each area of machine learning is introduced with a description of how to test its performance. This is followed by hands on exercises. Learning through doing is the key goal of this class. Prerequisite: MSDS 7331.

MSDS 7337 - Natural Language Processing

Credits: 3

Introduces natural language processing (NLP) as applied to data mining, text mining, and machine learning tasks with unstructured Big Data. Students receive a broad survey of the major tasks in natural language understanding with some coverage of natural language generation. Topics include document clustering and classification, automated tagging and highlighting, semantic search, and text normalization to support machine learning applications. Focuses on best practices for choosing the right tool and method for an application, illustrated with real-world case studies. Students gain experience building solutions from real-world data sets, utilizing WordNet and the data of some leading websites. Learn text classification, clustering, tagging, and synopsis; taxonomy alignment; corpus analytics; and semantic query analysis. Apply WordNet, Python, R, SVM, and LSA. Prerequisite: MSDS 7331.

MSDS 7346 - Cloud Computing

Credits: 3

Introduces students to exponentially growing Cloud Computing technologies with an emphasis on the fundamental Cloud topics such as Virtualization, IaaS, PaaS, and DevOps. Includes a high-level overview of NoSQL. Covers big data topics such as Hadoop, MapReduce, Pig, Hive, and Spark. Intended to be hands-on with students working with current technologies that make Cloud possible. Prerequisite: MSDS 6306 and MSDS 7331, or instructor permission.

MSDS 7349 - Data and Network Security

Credits: 3

Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 8310 - Above and Beyond

Credits: 3

A research oriented, independent study experience. Prerequisite: Permission of the program director.

MSDS 8390 - Special Topics in Data Science

Credits: 3

Examines the practical applications of data sciences in the application of quantitative finance, specifically using the R language. Develops a foundation in modern economic theory with a focus on application to real world finance modeling solutions. The primary learning framework is based on utilization of real and simulated data sets for

business and economic situations. Students become very familiar with the use of R in the creation of data analysis combining financial theory and statistical analysis including portfolio theory, CAPM, and econometric modeling. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

Earth Sciences

www.smu.edu/earthsciences

Professor Robert T. Gregory, **Department Chair**

Professors: Robert T. Gregory, Matthew Hornbach, Bonnie Jacobs, Zhong Lu, Jim Quick, Brian Stump, Neil Tabor, Crayton Yapp

Associate Professors: Heather DeShon, Maria Beatrice Magnani

Assistant Professor: Rita Economos

Research Professors: Anthony Fiorillo, Peter Malin, Mihan McKenna, Matthew Siegler, H. Troy Stuckey, Alisa J. Winkler, Dale A. Winkler, Pierre Zippi

Geology or Geophysics Admission Requirements

The minimum requirements for admission to graduate study in the Earth sciences are those in effect for admission to the graduate programs of SMU. The candidate is required to submit scores on a recent GRE graduate school admission test. International students applying from countries where English is not the native language are required to submit scores on the TOEFL English language proficiency examination.

Geology, Ph.D.

Degree Requirements

To obtain the Ph.D. degree in geology, the student must have:

1. Successfully passed a general qualifying examination.
2. Completed a minimum of three years of graduate academic work (48 credit hours minimum), with at least two years of full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies.
3. Written and made a successful public defense of a dissertation. Additional general requirements for the Ph.D. degree are outlined in the Degree Requirements section of this catalog.
4. Satisfied all curricular requirements as specified by the departmental faculty, including:

Graduate Core Courses

- GEOL 5320 - Dynamic Earth I
- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6321 - Dynamic Earth II

Dissertation Courses

The following courses are available to students throughout the dissertation process:

- GEOL 8398 - Dissertation Research
- GEOL 8399 - Dissertation Research
- GEOL 8698 - Dissertation Research
- GEOL 8699 - Dissertation Research
- GEOL 8998 - Dissertation Research
- GEOL 8999 - Dissertation Research

Geophysics, Ph.D.

Degree Requirements

To obtain the Ph.D. degree in geology, the student must have:

1. Successfully passed a general qualifying examination.
2. Completed a minimum of three years of graduate academic work (48 credit hours minimum), with at least two years of full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies.
3. Written and made a successful public defense of a dissertation. Additional general requirements for the Ph.D. degree are outlined in the Degree Requirements section of this catalog.
4. Satisfied all curricular requirements as specified by the departmental faculty, including:

Graduate Core Courses

- GEOL 5320 - Dynamic Earth I
- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6321 - Dynamic Earth II

Dissertation Courses

The following courses are available to students throughout the dissertation process:

- GEOL 8398 - Dissertation Research
- GEOL 8399 - Dissertation Research
- GEOL 8698 - Dissertation Research
- GEOL 8699 - Dissertation Research
- GEOL 8998 - Dissertation Research
- GEOL 8999 - Dissertation Research

Applied Geophysics, M.S.

Degree Requirements

This degree plan is specifically developed for students interested in a career in exploration in the petroleum industry.

To obtain the M.S. degree in applied geophysics, the student must have:

1. Successfully completed a minimum of 33 credit hours of graduate study as specified in the curriculum or acceptable to the departmental faculty.
2. Passed a general qualifying examination.
3. Completed and successfully defended a project related to some facet of applied geophysics.

Geology, M.S.

Degree Requirements

To obtain the M.S. degree in geology, the student must have:

1. Passed a general qualifying examination.
2. Written and successfully defended a thesis.
3. Successfully completed a minimum of 30 credit hours of graduate study acceptable to the departmental faculty, including:

Graduate Core Courses

- GEOL 5320 - Dynamic Earth I
- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6321 - Dynamic Earth II

Thesis Courses

- GEOL 6398 - Thesis
- GEOL 6399 - Thesis

Geophysics, M.S.

Degree Requirements

To obtain the M.S. degree in geophysics, the student must have:

1. Passed a general qualifying examination.
2. Written and successfully defended a thesis.
3. Successfully completed a minimum of 30 credit hours of graduate study acceptable to the departmental faculty, including:

Graduate Core Courses

- GEOL 5320 - Dynamic Earth I
- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6321 - Dynamic Earth II

Thesis Courses

- GEOL 6398 - Thesis
- GEOL 6399 - Thesis

Earth Sciences Courses

GEOL 5110 - Independent Study in Geoscience

Credits: 1

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 5110 or GEOL 5210; group projects allowed for GEOL 5310.

GEOL 5166 - Vertebrate Anatomy Laboratory

Credits: 1

A laboratory course to accompany BIOL 5366/GEOL 5366. Exercises include basic anatomy, dissections, and examinations of fossil skeletons. Corequisite: BIOL 5366/GEOL 5366

GEOL 5199 - Special Topics in Earth Sciences

Credits: 1

Topics of special interest not covered by the regular curriculum, taught by visiting scientists and those with temporary appointments at SMU. Can be cotaught together with faculty of the department. Prerequisite: GEOL 3340 or permission of instructor.

GEOL 5210 - Independent Study in Geoscience

Credits: 2

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 5110 or 5210; group projects allowed for GEOL 5310.

GEOL 5299 - Special Topics in Earth Sciences

Credits: 2

Topics of special interest not covered by the regular curriculum, taught by visiting scientists and those with temporary appointments at SMU. Can be cotaught together with faculty of the department. Prerequisite: GEOL 3340 or permission of instructor.

GEOL 5310 - Independent Study in Geoscience

Credits: 3

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 5110 or GEOL 5210; group projects allowed for GEOL 5310.

GEOL 5320 - Dynamic Earth I

Credits: 3

Covers the physical and chemical structure of the Earth and its evolution through geologic time; dynamic processes in the mantle and crust; the development of the theory of plate tectonics as a unifying mechanism for large-scale geologic processes; and the implications of plate tectonics and contemporary applications to geological and geophysical problems. Prerequisite: Permission of instructor.

GEOL 5356 - Principles and Application of Remote Sensing

Credits: 3

Covers the principals of remote sensing, remote sensing collection systems, basic remote sensing image analysis and processing techniques, and the applications of remote sensing to geologic studies. Prerequisites: PHYS 1304 and MATH 1338, or permission of instructor.

GEOL 5360 - Electron Microprobe Analysis

Credits: 3

Design and operation of the instrument. Correction procedures and computer automation. Analytical techniques and mineral chemistry.

GEOL 5366 - Vertebrate Anatomy and Origins

Credits: 3

Introduces vertebrate anatomy, with emphasis on structure and function. Examines processes that have affected the diversity of vertebrate organisms, including origination, biogeography, and adaptation. Prerequisites: BIOL 1301/BIOL 1101 (or BIOL 1401), BIOL 1302/BIOL 1102 (or BIOL 1402), or permission of instructor. The accompanying laboratory, BIOL 5166, is strongly recommended.

GEOL 5368 - Paleocology

Credits: 3

Interactions between the living world and the Earth's changing environments through geologic time. Prerequisite: GEOL 3369 or permission of instructor.

GEOL 5369 - Introduction to Palynology

Credits: 3

Provides an overview of palynology. Taphonomic processes and applications in paleoecology, paleoclimatology, archeology, plant taxonomy, and plant evolution are considered. No prerequisites. One field trip.

GEOL 5372 - Principles of Sedimentation

Credits: 3

Study of the origin and evolution of sedimentary rocks in terms of interpretation of marine and non-marine sedimentary record.

GEOL 5374 - Petroleum Geology

Credits: 3

Application of geologic principles to the location and recovery of hydrocarbon resources in the crust of the earth. Prerequisite: Permission of the instructor.

GEOL 5380 - Principles of Stratigraphy

Credits: 3

Evolution and application of modern stratigraphic concepts, and the development of stratigraphic nomenclature. Emphasis on the integration of physical, biological and chemical parameters in interpretation of the rock record. Prerequisites: GEOL 3340 and CHEM 1304, or permission of instructor.

GEOL 5384 - Hydrogeology

Credits: 3

Introduces the chemical and physical behavior of natural waters and the role of fluids in geologic processes. Includes the application of thermodynamics, kinetics, and fluid mechanics to understand such geologic processes as ore formation, sediment diagenesis, isograd formation, acid rain, global warming, and groundwater contamination. Prerequisites: MATH 1338 and CHEM 1304, or permission of instructor.

GEOL 5386 - Geochemistry

Credits: 3

A survey of geochemical processes within the Earth and at its surface, emphasizing mineral-water interactions and application of the principles of chemical equilibrium to the solution of geochemical problems. Prerequisite: GEOL 3452 or permission of instructor.

GEOL 5389 - Theory of Digital Data Processing in Geophysics

Credits: 3

Covers linear transform theory, convolution, correlation, linear systems, Shannon sampling theorem, discrete Fourier transform, fast Fourier transform, Z-transform, inverse filtering, recursive filtering, optimum filtering, deconvolution, and power spectrum analysis. Prerequisite: MATH 3313 or permission of instructor.

GEOL 5391 - Potential Field Methods in Geophysical Exploration

Credits: 3

Introduction to potential theory in geophysics. The emphasis is on gravity and magnetic techniques with a brief introduction to heat flow and electrical methods. Basic concepts and their application to hard and soft rock exploration are covered.

GEOL 5392 - Introduction to Seismology

Credits: 3

Basic principles of seismology. Prerequisites: MATH 3313 and permission of instructor.

GEOL 5394 - Geophysical Problem-Solving

Credits: 3

Covers approaches to problem-solving in geophysics, back-of-the-envelope approximations and dimensional analysis, analytical solutions and numerical techniques on the computer, inverse theory and error propagation, and use of models in the real world. Students complete a term project. Prerequisites: MATH 3313, MATH 3304, and knowledge of a programming language.

GEOL 5399 - Special Topics in Earth Sciences

Credits: 3

Topics of special interest not covered by the regular curriculum, taught by visiting scientists and those with temporary appointments at SMU. Can be cotaught together with faculty of the department. Prerequisite: GEOL 3340 or permission of instructor.

GEOL 5459 - Soils and Paleosols

Credits: 4

A lecture, lab, and field-based course about modern and ancient (paleosol) soil description, classification, and genesis. Emphasizes environmental controls on soil formation and distribution across Earth's landscapes. Recommended: CHEM 1303, CHEM 1304, CHEM 1113, CHEM 1114, CHEM 3351. Prerequisites: One 1300-level GEOL course and GEOL 3343, GEOL 3451, GEOL 3452, GEOL 3472.

GEOL 6049 - Graduate Full-Time Status

Credits: 0

Full-time status for graduate students pursuing the master's degree.

GEOL 6107 - Departmental Seminar

Credits: 1

Students attend and critically evaluate departmental lectures given by visiting scientists, visiting engineers, faculty, and fellow students. Required of all graduate students who have not yet passed their degree qualifying exam.

GEOL 6110 - Independent Study in Geoscience

Credits: 1

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 6110 or GEOL 6210; group projects allowed for GEOL 6310. Prerequisite: Permission of instructor.

GEOL 6209 - Special Topics in Geological Sciences

Credits: 2

Study of a narrowly defined topic in geological sciences.

GEOL 6210 - Independent Study in Geoscience

Credits: 2

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 6110 or 6210; group projects allowed for GEOL 6310. Prerequisite: Permission of instructor.

GEOL 6302 - Sedimentology: Clastic Environments

Credits: 3

Description and classification of terrigenous clastic sediments and sedimentary structures. Principal emphasis on analysis of modern and ancient siliciclastic depositional systems.

GEOL 6309 - Special Topics in Geological Sciences

Credits: 3

Study of a narrowly defined topic in geological sciences.

GEOL 6310 - Independent Study in Geoscience

Credits: 3

Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 6110 or GEOL 6210; group projects allowed for GEOL 6310. Prerequisite: Permission of instructor.

GEOL 6321 - Dynamic Earth II

Credits: 3

Description of modern methods of measuring geologic time and the establishment of isotopic, biostratigraphic, paleomagnetic, and geochemical stratigraphies. Examination of sedimentary, biological, and geochemical cycles (such as sea-level fluctuations, climatic variations, evolutionary patterns, atmospheric-oceanic compositions, and continental positions) and their influence on the Earth's sedimentary record. A list of required prerequisite readings is available from the departmental office.

GEOL 6338 - Thermodynamics of Geological Processes

Credits: 3

Introduction to theoretical aspects of thermodynamics as they are applied in the Earth sciences to igneous, metamorphic, and sedimentary processes. Emphasis on fundamental relationships in thermodynamics and mineral equilibria in aqueous solutions, solid rocks, silicate melts, and isotopic systems.

GEOL 6340 - Structural Interpretation of Seismic Reflection Profiles

Credits: 3

The practical application of reflection seismic method to tectonic analysis of deformed belts and sedimentary basins. Includes case studies from around the world, with emphasis on integration of seismic reflection data with surface and subsurface geological and/or geophysical information. Also, the use of restorable structural sections. Introduces the basics of seismic processing in the framework of interpretation problems. Designed for geology and geophysics students. Prerequisite: GEOL 5320 or permission of instructor.

GEOL 6341 - Basin Analysis

Credits: 3

Description of modes of origin of sedimentary basins, their thermal and subsidence history, and their patterns of sediment infill. Broad examination of modern concepts of thermal modelling, stratigraphy, sedimentology, and hydrocarbon generation. Offered only upon request.

GEOL 6363 - Environmental Geology Seminar

Credits: 3

Timely geoscience-based environmental problems and scientific, environmental, political, economic, legal, and social aspects of potential solutions. Includes selected readings, seminars, guest speakers, and research projects.

GEOL 6371 - Isotope Geochemistry and Geochronology

Credits: 3

Geochemistry of radiogenic and stable isotopes; evolution of Pb, Sr, and Nd isotope systems; application to problems in magma genesis, geothermal studies, tectonophysics, and geochronology; and application of isotopes as natural tracers.

GEOL 6375 - Theory of Heat Flow and Diffusion

Credits: 3

Heat transfer theory applied to the study of the thermal field of the Earth and terrestrial planets. Convection and conduction in geologic systems. Geochemistry of the heat-producing elements uranium, thorium, and potassium and their interrelationship with terrestrial heat flow.

GEOL 6376 - Application of Geophysical Techniques of Geothermal Exploration

Credits: 3

A detailed study of geophysical techniques with applications to geothermal exploration. Prerequisite: GEOL 6375 or permission of instructor.

GEOL 6380 - Geophysical Inverse Theory

Credits: 3

Theoretical development and application of inversion theory to problems in geophysics. Prerequisite: Permission of instructor.

GEOL 6388 - Geodynamics

Credits: 3

Advanced course that explores physics-based exposition of solid-Earth geophysical processes, including elasticity, flexure, heat transfer, gravity, fluid mechanics, rock rheology, faulting, and flows in porous media, using statistical methods. Prerequisite: Permission of the instructor.

GEOL 6390 - Principles and Application of Radar Interferometry

Credits: 3

An advanced radar remote sensing course covering the principles of radar interferometry, InSAR processing and interpretation, advanced InSAR concepts, and InSAR applications to natural hazards. Prerequisite: Permission of instructor.

GEOL 6394 - Theoretical Seismology I

Credits: 3

Continuum mechanics including viscoelastic materials, reciprocity, representation theorem, moment tensors, kinematic and dynamic source models, Green's functions, and matrix methods, including Haskell-Thompson. Prerequisite: GEOL 5392 or permission of instructor.

GEOL 6395 - Mathematical Methods of Geophysics and Theoretical Seismology II

Credits: 3

Synthetic seismograms for layered materials, transform methods in the solution of the wave equation, Cagniard-de Hoop and the generalized ray solution, first-motion approximation, WKBJ approximation, reflectivity, and full wave theory. Prerequisite: GEOL 6394 or permission of instructor.

GEOL 6396 - Exploration Seismology

Credits: 3

Covers the theoretical tools necessary for processing and interpreting seismic reflection and refraction surveys, and develops exploration sources and receivers. Includes processing techniques such as sampling theory, demultiplexing, normal move-out corrections, stacking, deconvolution, and migration. Also, the practical application of techniques to observational data. Prerequisites: GEOL 5389, GEOL 5392.

GEOL 6398 - Thesis

Credits: 3

Research and writing of the thesis with guidance from the student's thesis director.

GEOL 6399 - Thesis

Credits: 3

Research and writing of the thesis with guidance from the student's thesis director.

GEOL 7000 - Research

Credits: 0

Intensive research on a narrowly defined topic in geology.

GEOL 7100 - Research

Credits: 1

Intensive research on a narrowly defined topic in geology.

GEOL 7155 - Seminar in Geophysics

Credits: 1

Seminar on selected topics in geophysics; subject matter varies term to term.

GEOL 7158 - Seminar in Sedimentology

Credits: 1

Seminar on selected topics in sedimentology; subject matter varies term to term.

GEOL 7201 - Research in Sedimentology

Credits: 2

Research project in a selected area of sedimentology.

GEOL 7203 - Research in Stratigraphy

Credits: 2

Research project in a selected area of stratigraphy.

GEOL 7205 - Research in Paleontology

Credits: 2

Research project in a selected area of paleontology.

GEOL 7209 - Research in Mineralogy and Petrology

Credits: 2

Research project in a selected area of mineralogy and petrology.

GEOL 7213 - Research in Geophysics

Credits: 2

Research project in a selected area of geophysics.

GEOL 7215 - Research in Geochemistry

Credits: 2

Research project in a selected area of geochemistry.

GEOL 7250 - Seminar in Paleontology

Credits: 2

Seminar on selected topics in paleontology; subject matter varies term to term.

GEOL 7251 - Seminar in Stratigraphy

Credits: 2

Seminar on selected topics in stratigraphy; subject matter varies term to term.

GEOL 7252 - Seminar in Sedimentology

Credits: 2

Seminar on selected topics in sedimentology; subject matter varies term to term.

GEOL 7253 - Seminar in Petrology

Credits: 2

Seminar on selected topics in petrology; subject matter varies term to term.

GEOL 7254 - Seminar in Geochemistry

Credits: 2

Seminar on selected topics in geochemistry; subject matter varies term to term.

GEOL 7255 - Seminar in Geophysics

Credits: 2

Seminar on selected topics in geophysics; subject matter varies term to term.

GEOL 7257 - Seminar in Structural Geology

Credits: 2

Seminar on selected topics in structural geology; subject matter varies by term.

GEOL 7300 - Research

Credits: 3

Intensive research on a narrowly defined topic in geology.

GEOL 7301 - Research in Sedimentology

Credits: 3

Research project in a selected area of sedimentology.

GEOL 7303 - Research in Stratigraphy

Credits: 3

Research project in a selected area of stratigraphy.

GEOL 7305 - Research in Paleontology

Credits: 3

Research project in a selected area of paleontology.

GEOL 7309 - Research in Mineralogy and Petrology

Credits: 3

Research project in a selected area of mineralogy and petrology.

GEOL 7313 - Research in Geophysics

Credits: 3

Research project in a selected area of geophysics.

GEOL 7315 - Research in Geochemistry

Credits: 3

Research project in a selected area of geochemistry.

GEOL 7317 - Research in Geomorphology

Credits: 3

Research project in a selected area of geomorphology.

GEOL 7350 - Seminar in Paleontology

Credits: 3

Seminar on selected topics in paleontology; subject matter varies term to term.

GEOL 7351 - Seminar in Stratigraphy

Credits: 3

Seminar on selected topics in stratigraphy; subject matter varies term to term.

GEOL 7352 - Seminar in Sedimentology

Credits: 3

Seminar on selected topics in sedimentology; subject matter varies term to term.

GEOL 7353 - Seminar in Petrology

Credits: 3

Seminar on selected topics in petrology; subject matter varies term to term.

GEOL 7354 - Seminar in Geochemistry

Credits: 3

Seminar on selected topics in geochemistry; subject matter varies term to term.

GEOL 7355 - Seminar in Geophysics

Credits: 3

Seminar on selected topics in geophysics; subject matter varies term to term.

GEOL 7357 - Seminar in Structural Geology

Credits: 3

Seminar on selected topics in structural geology; subject matter varies by term.

GEOL 7380 - Research Project in Applied Geophysics

Credits: 3

Graduate-level research in applied geophysics, including interaction with ongoing programs in the industrial community.

GEOL 8049 - Graduate Full-Time Status

Credits: 0

Graduate full-time status, Ph.D. level.

GEOL 8100 - Research

Credits: 1

Research and study of selected geological topics; subject matter varies term to term.

GEOL 8398 - Dissertation Research

Credits: 3

Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8399 - Dissertation Research

Credits: 3

Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8698 - Dissertation Research

Credits: 6

Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8699 - Dissertation Research

Credits: 6

Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8998 - Dissertation Research

Credits: 9

Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8999 - Dissertation Research

Credits: 9

Research and writing of the dissertation with guidance from the student's dissertation director.

Economics

www.smu.edu/economics

Professor Santanu Roy, Department Chair

Professors: Nathan Balke, Raveendra Batra, Rajat Deb, Klaus Desmet, Tom Fomby, Kathy Hayes, Daniel Millimet, Santanu Roy, Tim Salmon

Associate Professors: Bo Chen, James Lake, Thomas Osang, Omer Ozak, Saltuk Ozerturk, Danila Serra

Assistant Professors: Hao Dong, Elira Kuka, Rocio Madera, Nathaniel Pattison, Michael Sposi

Senior Lecturers: Helen Reynolds, Elizabeth Wheaton

Lecturer: J.H. Cullum Clark, Marcela Giraldo

Economics, Ph.D.

Admission Requirements

The minimum requirements for admission to the Ph.D. in economics are as follows:

1. Cumulative GPA of at least 3.000 (on a 4.000 scale) or equivalent in prior undergraduate and graduate coursework.
2. Excellent scores on the aptitude parts (verbal and quantitative) of the GRE graduate school admission test.
3. A bachelor's degree in economics, mathematics, statistics, engineering or fields with a similar level of technical background is required. Applicants with degrees in fields other than economics must have taken at least 12 credit hours of economics courses, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
4. Mathematical proficiency equivalent to courses in multivariate calculus (i.e., three terms of university-level calculus), probability and statistics (two terms), and linear algebra.
5. TOEFL English language proficiency test scores, if required. TOEFL scores are required of all international students who are not native English speakers and who do not hold an undergraduate degree from an English language institution located in the United States, Canada, the United Kingdom, Ireland, Australia, New Zealand or South Africa.

Degree Requirements

Qualifying Examinations

Every student must pass written qualifying examinations in microeconomic theory and macroeconomic theory. Only students who maintain a GPA of 3.000 in the first-year required courses are allowed to take the qualifying exam. Students will normally take these exams following the end of the second term in the program and will have two opportunities to pass the exams.

Field Requirements

Two fields are required, chosen from the following:

- International Economics
- International and Development Economics
- Labor Economics
- Econometrics
- Monetary Theory
- Industrial Organization

- Public Finance
- Mathematical Economics
- Experimental Economics

Each field involves at least six credit hours of 7000-level coursework, and each must be completed with at least a grade of *B* in each course. ECO 6375 - Econometrics III can be used, with the prior approval of the director of doctoral studies, to count toward three credit hours of one six-hour field requirement.

Third-Year Requirement

By the end of their third year, all students must submit a completed Faculty Adviser Form to the director of doctoral studies. By the end of their third year, all students must also complete an original research paper and present it to the faculty for approval. Students are formally admitted to candidacy for the Ph.D. program after this third-year paper requirement is satisfied.

Dissertation

Completion of the Ph.D. program requires successful completion of a dissertation. The dissertation represents a substantial product of original research which, in the view of the student's dissertation committee, makes a significant contribution to the relevant field. The student must pass qualifying examinations and complete the field requirements before beginning work on the dissertation. Students should form a dissertation committee during their third year and submit the form with the committee structure by the end of that year. After the dissertation is completed, the student must defend the dissertation at a final oral examination.

Course and Credit Hour Requirements and Time Limitations

Every Ph.D. student must earn a minimum of 48 credit hours in an approved program of study. Any course taken as an elective must be at the 5000 level or above and must be approved by the director of doctoral studies. Up to 24 credit hours of graduate coursework may be transferred from another institution upon approval by the department and the graduate dean. If a student wishes to request transfer credit, this request should be made prior to the beginning of their first year in the program. The field requirements must be completed within four years from the date the student enters the graduate program. The dissertation must be completed within five years of entering candidacy.

Good Standing

Students pursuing a Ph.D. degree are required to maintain good standing by being enrolled in at least one credit course per term. ECO 8100, which carries one credit hour, may be used for this purpose at the thesis stage. In some cases, ECO 8000 may be used for this purpose if approved by the chair. To remain in good standing, graduate students must maintain a cumulative GPA of 3.000. If in any term the student falls below this GPA, the student will be placed on probation for one term. Students will also be evaluated by their adviser or the director of doctoral studies on their academic progress, research performance, and professional behavior. Failure to achieve satisfactory performance in any of these categories for two semesters can lead to a student being dismissed from the program.

Applied Economics and Predictive Analytics, M.S.A.E.P.A.

The M.S. in applied economics and predictive analytics degree is designed to help meet the burgeoning demand for analytics training on the part of business, government and nonprofits. This degree focuses on economic analysis and decision-making along with strong quantitative training, and brings additional skills not typically provided in analytics programs found in statistics, engineering or business programs. "Predictive analytics" refers to the process of building models that predict consumer behaviors under different circumstances and help customize product

offerings that better suit the tastes and preferences of consumers; "predictive analytics" also refers to building models to predict time series variables of importance to businesses and governments (e.g., product sales and tax revenues) and to evaluate competing government programs and business strategies. The M.S. is a 30 credit hour degree.

Admission Requirements

The minimum admission requirements for the M.S. in applied economics and predictive analytics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Degree Requirements

The M.S. in applied economics and predictive analysis is a 30 credit hour degree.

Required Core Courses (9 Credit Hours)

- ECO 5350 - Introductory Econometrics
- ECO 6381 - Economic Analysis I (microeconomics)
- ECO 6382 - Economic Analysis II (macroeconomics)

Required Advanced Analytics Courses (6 Credit Hours)

- ECO 5375 - Economic and Business Forecasting
- ECO 6380 - Predictive Analytics for Economists

Required Business Intelligence Courses (6 Credit Hours)

- ECO 5341 - Strategic Behavior
- ECO 6383 - New Approaches to Managerial Economics

Required Global Perspective Courses (3 Credit Hours)

One course from the following:

- ECO 6320 - Applied Monetary Theory and Policy
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System

Elective Courses (6 Credit Hours)

Two courses from the following:

Any economics courses listed below not already taken to fulfill the business intelligence and global perspective requirements.

- ECO 5340 - Decision-Making Under Uncertainty
- ECO 5341 - Strategic Behavior
- ECO 6352 - Applied Econometric Analysis
- ECO 6383 - New Approaches to Managerial Economics
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade

- ECO 6333 - Trade Policy and the World Trading System
- STAT 6307 - Introduction to Statistical Computing
- STAT 6301 - Experimental Statistics I
- STAT 6308 - SAS II and Databases

Total: 30 Credit Hours

Applied Economics, M.A., Applied Economics Track

This track emphasizes the application of economic theory with quantitative skills and computer literacy as required by corporations and financial institutions in their economic decision-making processes. A rigorous theoretical economic framework is established for the study of government policy and the growing openness of the U.S. economy to international competition and economic events. At the same time, mathematical rigor is not compromised. The necessary concepts are developed from the basics but at a more deliberate pace than in a Ph.D. program.

Admission Requirements

The minimum admission requirements for the M.A. in applied economics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study, with at least half of the coursework being at the 6000 level. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and a *B* (3.000) average in all the courses taken in the program.

Students take three required core courses in economics that form the building blocks for further study and analysis in economics. Another three required courses provide applied training in econometrics and microeconomic analysis. Four additional elective courses are needed to complete the degree, two of which must be 6000-level courses. Some courses are offered in sequence, which means they are not offered every term.

Required Core Courses (9 Credit Hours)

- ECO 5350 - Introductory Econometrics
- ECO 6381 - Economic Analysis I (microeconomics)
- ECO 6382 - Economic Analysis II (microeconomics)

Required Applied Economics Courses (9 Credit Hours)

Three courses out of four:

- ECO 5375 - Economic and Business Forecasting
- ECO 6352 - Applied Econometric Analysis

- ECO 6380 - Predictive Analytics for Economists
- ECO 6383 - New Approaches to Managerial Economics

Elective Courses (12 Credit Hours)

Four courses from the following, two of which must be at the 6000 level:

- ECO 5340 - Decision-Making Under Uncertainty
- ECO 5341 - Strategic Behavior
- ECO 5353 - Law and Economics
- ECO 5360 - Economic Development: Macroeconomic Perspectives
- ECO 5362 - Economic Growth
- ECO 5365 - Federal Government Expenditures
- ECO 6320 - Applied Monetary Theory and Policy
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System
- ECO 6391 - Financial Econometrics: Theory and Applications

Total: 30 Credit Hours

Applied Economics, M.A., International Economics and Policy Track

This track is designed for students who wish to deepen their understanding of the changing global economic environment. Equal emphasis is placed on theory and practice in international economics. Students take three core courses in economic and quantitative analysis, and these serve as the building blocks for further study and analysis in economics. The three required international courses provide students with the necessary background in theory and practice of international trade, finance and policy. Students can pursue special interests in international economics through elective courses.

Admission Requirements

The minimum admission requirements for the M.A. in applied economics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study, with at least half of the coursework being at the 6000 level. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and a *B* (3.000) average in the courses taken in the program.

Students take three required core courses in economics and another three required international economics courses. Four additional elective courses are needed to complete the degree. Students must have a total of five courses at the 6000 level.

Required Core Courses (9 Credit Hours)

- ECO 5350 - Introductory Econometrics
- ECO 6381 - Economic Analysis I (microeconomics)
- ECO 6382 - Economic Analysis II (microeconomics)

International Economics Courses (9 Credit Hours)

- ECO 6331 - International Trade
- ECO 6330 - International Economic and Financial Environment
- ECO 6333 - Trade Policy and the World Trading System

Economics Courses (6 Credit Hours)

Two courses from the following:

- ECO 5360 - Economic Development: Macroeconomic Perspectives
- ECO 5375 - Economic and Business Forecasting
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists

Elective Courses: (6 Credit Hours)

Two courses from the following:

- ECO 5340 - Decision-Making Under Uncertainty
- ECO 5341 - Strategic Behavior
- ECO 5353 - Law and Economics
- ECO 5360 - Economic Development: Macroeconomic Perspectives
- ECO 5362 - Economic Growth
- ECO 5365 - Federal Government Expenditures
- ECO 6320 - Applied Monetary Theory and Policy
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System

Total: 30 Credit Hours

Applied Economics, M.A., Law and Economics Track

The curriculum is customized to suit the need of lawyers for more knowledge of economics, particularly applied microeconomic analysis of problems commonly encountered by lawyers and judges, and includes econometric analysis often encountered by the courts from expert witnesses on both sides of a case. Because many candidates for this degree plan prefer to pursue a degree while actively engaged in the practice of law, most courses in the degree plan are scheduled for evening hours.

Admission Requirements

The minimum admission requirements for the M.A. in applied economics are as follows:

- Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
- Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
- An introductory course in statistics.
- One term of calculus.
- Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Applicants for the M.A. in applied economics enrolling in the law and economics track must be enrolled in the Dedman School of Law.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study, with at least half of the coursework being at the 6000 level. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and an overall *B* (3.000) average for all courses taken in the degree program.

Dedman law school students working toward the M.A. in applied economics will follow this 30 credit hour non-thesis plan, but will be permitted to substitute nine credit hours of approved law school coursework as electives. All students are required to take at least five credit hours at the 6000 level.

Required Core Courses (15 Credit Hours)

- ECO 5341 - Strategic Behavior
- ECO 5350 - Introductory Econometrics
- ECO 5353 - Law and Economics
- ECO 6381 - Economic Analysis I
- ECO 6383 - New Approaches to Managerial Economics

Elective Courses (6 Credit Hours)

Two courses from the following:

- ECO 5340 - Decision-Making Under Uncertainty
- ECO 5360 - Economic Development: Macroeconomic Perspectives
- ECO 5362 - Economic Growth
- ECO 5365 - Federal Government Expenditures
- ECO 5375 - Economic and Business Forecasting
- ECO 6320 - Applied Monetary Theory and Policy
- ECO 6330 - International Economic and Financial Environment
- ECO 6380 - Predictive Analytics for Economists
- ECO 6382 - Economic Analysis II
- ECO 6391 - Financial Econometrics: Theory and Applications

Other Elective Courses (9 Credit Hours)

Three courses of approved law school coursework may be substituted as electives.

Total: 30 Credit Hours

Economics, B.A. or B.S. (Accelerated Pathway to Applied Economics, M.A.)

This accelerated M.A. in applied economics is a pathway for selected SMU undergraduates to earn a bachelor's and a master's degree in significantly less time than earning the two degrees separately. While working on their undergraduate degrees, current students have the opportunity to take an accelerated path toward obtaining the M.A. in applied economics. Once accepted, the accelerated pathway will allow for such students to receive both a B.A./B.S. in economics and an M.A. in applied economics in potentially five years of entering the university. Up to nine credits of suitably chosen undergraduate classes can be counted toward the M.A. degree in applied economics. All students will be required to complete a minimum total of 120 credits of coursework to earn the bachelor's degree and a minimum total of 30 credits of coursework to earn the master's degree.

Admission Requirements

SMU undergraduates majoring in economics who want to pursue the accelerated M.A. in applied economics program should consult with the director of undergraduate studies for approval before the end of the spring semester of their sophomore year or after completing 60 credit hours including transfer coursework and test credits. Approved candidates should work closely with the director of undergraduate studies throughout their remaining undergraduate studies to plan the appropriate undergraduate curriculum. To become a candidate for the accelerated master's program, the student must:

- Be enrolled in the economics B.A. or B.S. undergraduate program at SMU
- Officially apply to the accelerated M.A. in applied economics program no later than one year prior to the time when the student would graduate with a bachelor's degree
- Have at least two recommendation letters from faculty members at SMU

In addition, by the time of admittance into the M.A. in applied economics program, the student must have the following:

1. An undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale) throughout the student's undergraduate career.
2. Twelve hours of undergraduate economics courses, including two intermediate theory courses, one in price theory (microeconomics), and one in macroeconomics, with a grade of B or above in each of these courses.
3. An introductory course in statistics, with a grade of B or above.
4. One term of calculus, with a grade of B or above.

Candidates for the accelerated master's program must maintain good academic standing and satisfy the above criteria to be officially admitted to the M.A. program in applied economics.

Degree Requirements

To receive an M.A. degree in applied economics under the accelerated pathway, the student must:

- Have a cumulative GPA of at least 3.000 (on a 4.000 scale) in the M.A. degree coursework (including the graduate coursework applied toward the bachelor's degree requirements)
- Complete a minimum total of 30 credit hours of graduate coursework at SMU (including the credit hours transferred from the bachelor's degree)
- Have been awarded an undergraduate degree at SMU and fulfilled other requirements for the M.A. degree in applied economics

Courses

Students should refer to the Economics section of the Undergraduate Catalog for the B.A./B.S. degree requirements:

- Economics, B.A.
- Economics, B.S.
- Economics with Finance Applications, B.S.

Students should refer to the Economics section of the Graduate Catalog for the M.A. degree requirements:

- Applied Economics, M.A., Applied Economics Track
- Applied Economics, M.A., International Economics and Policy Track
- Applied Economics, M.A., Law and Economics Track

Economics, M.A.

The M.A. in economics degree is only available to students currently in the Ph.D. program in economics at SMU.

Degree Requirements

Students pursuing the Ph.D. program are qualified to receive the M.A. degree after fulfilling the following requirements: 1) passing the written qualifying examinations in microeconomic theory and macroeconomic theory, and 2) completing 30 credit hours of courses in their program. These include the following required seven core courses and three elective courses:

Required Core Courses (21 Credit Hours)

- ECO 6371 - Introduction to Quantitative Economics
- ECO 6372 - Econometrics I
- ECO 6384 - Microeconomic Theory I
- ECO 6394 - Macroeconomic Theory I
- ECO 6374 - Econometrics II
- ECO 6385 - Microeconomic Theory II
- ECO 6395 - Macroeconomic Theory II

Elective Courses (9 Credit Hours)

Three courses from the following:

- ECO 7301 - Readings in Economics
- ECO 7302 - Topics in Economic Theory
- ECO 7305 - Mathematical Economics
- ECO 7306 - Advanced Economic Theory
- ECO 7321 - Labor Economics
- ECO 7322 - Development of Human Capital
- ECO 7332 - International Macroeconomic Theory and Policy
- ECO 7333 - International Trade
- ECO 7334 - Development Economics
- ECO 7341 - Market Structure
- ECO 7342 - Imperfect Markets
- ECO 7361 - Monetary Economics
- ECO 7362 - Monetary Theory and Policy
- ECO 7376 - Macroeconometrics

- ECO 7377 - Microeconometrics
- ECO 7378 - Topics in Econometrics
- ECO 8398 - Dissertation Research

Total: 30 Credit Hours

Applied Economics Graduate Certificate

The certificate of applied economics program is focused on improving the use of statistical and data analysis tools and applying economic models in the economic decision making process of firms.

For non-SMU undergraduate students (domestic and international), the certificate can be especially attractive since the courses taken can be credited toward the M.A. in applied economics. Additionally, international students may obtain accreditation of the courses in their respective undergraduate or graduate programs.

Admission Requirements

The minimum admission requirements for the graduate certificate in applied economics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in price theory, and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Applicants whose undergraduate GPA is lower than 3.000 are required to submit GRE scores. The applicant's combined score on the verbal and quantitative sections must be at least 300.

Academic Requirements

To earn the certificate of applied economics, students must complete four of the following courses offered during the Summer I and II sessions:

- ECO 5341 - Strategic Behavior
- ECO 5350 - Introductory Econometrics
- ECO 5353 - Law and Economics
- ECO 5365 - Federal Government Expenditures
- ECO 5375 - Economic and Business Forecasting
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists
- ECO 6383 - New Approaches to Managerial Economics
- ECO 6391 - Financial Econometrics: Theory and Applications

Total: 12 Credit Hours

Economics Courses

ECO 5101 - Topics

Credits: 1

Topics vary. Prerequisites: C- or better in the following: ECO 3301, ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5201 - Topics

Credits: 2

Topics vary. Prerequisites: C- or better in the following: ECO 3301, ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5301 - Topics

Credits: 3

Topics vary. Prerequisites: Graduate standing or C- or better in the following: ECO 3301, ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5320 - Health Economics

Credits: 3

An introduction to the economics of health and health care policies and how they have affected the structure, function, and cost-effectiveness of the health care industry, principally in the United States. Prerequisite: C- or better in ECO 3301.

ECO 5340 - Decision-Making Under Uncertainty

Credits: 3

Provides a basis for the modeling of decision-making under conditions of incomplete information. Prerequisites: C- or better in the following: ECO 3301, ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5341 - Strategic Behavior

Credits: 3

Introduces the basic concepts and tools of game theory, with applications to various areas of economics. The various topics are unified by the techniques employed for determining the outcome in particular situations. Prerequisites: Graduate standing or C- or better in the following: ECO 3301 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5342 - Experimental and Behavioral Economics

Credits: 3

Students study the field of behavioral economics in which the underlying assumptions of economics models are tested using experimental techniques. Guided by behavioral regularities, new models of behavior are introduced. Prerequisite: C- or better in ECO 3301. Recommended: ECO 5341, ECO 5350.

ECO 5350 - Introductory Econometrics

Credits: 3

The basic concepts of econometrics and, in particular, regression analysis, with topics geared to first-time regression users. Prerequisites: Graduate standing or C- or better in the following: MATH 1309 or MATH 1337; ECO 3301; and ITOM 2305 or STAT 2301, STAT 2331, or STAT 4340.

ECO 5353 - Law and Economics

Credits: 3

Examines economic theories that explain the development of common law and constitutional law and the economic implications of contracts, antitrust laws, and liability rules. Prerequisites: Graduate standing or C- or better in the following: ECO 3301 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5360 - Economic Development: Macroeconomic Perspectives

Credits: 3

A macroeconomic examination of the economic issues faced by developing countries. Topics include population

growth, national savings, capital accumulation, human capital formation, government institutions, and international integration. Prerequisites: Graduate standing or C- or better in the following: ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5362 - Economic Growth

Credits: 3

Examines the facts and theories of economic growth, the economics of technological changes, and the role of governments and markets in promoting or impeding economic development. Prerequisites: Graduate standing or C- or better in the following: ECO 3301, ECO 3302 and STAT 2301, STAT 2331, or STAT 4340.

ECO 5365 - Federal Government Expenditures

Credits: 3

Focuses on theoretical principles useful for analyzing the role of government intervention. Topics may vary from year to year. Prerequisites: C- or better in ECO 3301, MATH 1309 or MATH 1337, and one of the following: STAT 2301, STAT 2331, or STAT 4340.

ECO 5366 - Federal Government Taxation

Credits: 3

Develops principles to be used when evaluating a specific tax and uses them to investigate specific federal revenue sources such as taxes on personal and corporate income. Prerequisites: C- or better in ECO 3301, MATH 1309 or MATH 1337, and one of the following: STAT 2301, STAT 2331, or STAT 4340. Recommended: ECO 3302.

ECO 5375 - Economic and Business Forecasting

Credits: 3

Presentation of methods used by economists to forecast economic and business trends and ways of evaluating the usefulness of these methods. Students may not receive credit for this course and STAT 4375. Prerequisites: C- or better in the following: STAT 2301, STAT 2331, STAT 4340 or ITOM 2305; and ECO 5350.

ECO 6049 - Graduate Full-Time Status

Credits: 0

Full-time status for M.A. students.

ECO 6101 - Internship for M.A. Students

Credits: 1

Students analyze economics problems appropriate to the interning firm or organization. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses and approval of faculty sponsor and director of graduate studies.

ECO 6301 - Internship for Master's Students

Credits: 3

Students analyze economic problems appropriate to the interning firm or organization and write a short report about their experiences. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses and approval of faculty sponsor and director of graduate studies.

ECO 6320 - Applied Monetary Theory and Policy

Credits: 3

Covers operation of the banking sector, demand for money and control of its supply, and economic policymaking by the Federal Reserve and its importance for business decision-making at senior levels.

ECO 6330 - International Economic and Financial Environment

Credits: 3

Topics include foreign exchange markets operations, balance of payments adjustments, the international equilibrium system, and international aspects of economic policymaking. Employs mathematical modeling as appropriate and requires some research using methods of quantitative analysis. A student cannot receive credit for both ECO 6330 and ECO 7332.

ECO 6331 - International Trade

Credits: 3

Surveys the major theories of world trade; analyzes the empirical evidence regarding these theories; and develops a framework for the analysis of trade policy instruments such as tariffs, quotas, and voluntary export restraints.

ECO 6333 - Trade Policy and the World Trading System

Credits: 3

Surveys the major institutions of world trade. Analyzes the political economy of trade policy in major trading countries in conjunction with the rules of world trade as defined by the agreements of the WTO and the agenda of the World Bank and the IMF.

ECO 6352 - Applied Econometric Analysis

Credits: 3

Deals with statistical techniques that go beyond multiple regression analysis such as multinomial choice models, duration models, count models, spatial regression and panel models, logit and probit models, and count data. Emphasizes extensive computer analysis or current economic topics using advanced econometric techniques. Prerequisites: C- or better in ECO 5350 and graduate standing, or permission of instructor.

ECO 6371 - Introduction to Quantitative Economics

Credits: 3

Prepares first-year Ph.D. students for the study of economic theory and econometrics. Covers topics in mathematics and probability that are widely applied in economic theory and econometrics.

ECO 6372 - Econometrics I

Credits: 3

Theory and applications of statistical inference. Topics include probability and sampling, distribution theory, estimation, hypothesis testing, and simple regression analysis. Prerequisite: ECO 6371 or equivalent.

ECO 6374 - Econometrics II

Credits: 3

Econometric theory and methods with emphasis on regression analysis, maximum likelihood, quasi-maximum likelihood, GMM and instrumental variables, and specification testing. Prerequisite: ECO 6372.

ECO 6375 - Econometrics III

Credits: 3

Introduces advanced econometric techniques. Topics include limited dependent variables, panel data models, time series models, and resampling methods. Prerequisite: ECO 6374.

ECO 6380 - Predictive Analytics for Economists

Credits: 3

A study of data-mining techniques used by economists in the fields of applied economics, marketing, finance, and

statistics. These techniques include classification methods, affinity analysis, and data reduction and exploration methods. Students may not receive credit for this course and STAT 6316. Prerequisites: Graduate standing or C or better in the following: ECO 5350, and ITOM 2305 or STAT 2301, 2331, or 4340.

ECO 6381 - Economic Analysis I

Credits: 3

Analysis of basic models of the firm under purely competitive markets and monopolistic competition and simple consumer behavior models. The exposition employs basic mathematical tools such as calculus.

ECO 6382 - Economic Analysis II

Credits: 3

Analysis of basic national income models and various modifications of these models.

ECO 6383 - New Approaches to Managerial Economics

Credits: 3

Presents recent developments in information theory, multiproduct analysis, and principal-agent theory in order to show how these developments can be usefully applied in management decision-making.

ECO 6384 - Microeconomic Theory I

Credits: 3

Basic theories of the firm under competitive and monopolistic conditions, and basic theory of consumer behavior.

ECO 6385 - Microeconomic Theory II

Credits: 3

Extensions of topics covered in ECO 6384, including monopolistic competition, intertemporal optimization, behavior under uncertainty, and welfare economics. Prerequisite: ECO 6384.

ECO 6391 - Financial Econometrics: Theory and Applications

Credits: 3

A study of selected topics in financial econometrics, including capital asset pricing models, arbitrage pricing theory, analysis of volatility in financial markets, value at risk, options and their valuation, event studies, cointegration of integrated markets, put-call parity, the term structure of interest rates, and credit default analysis. Prerequisites: C- or better in ECO 5350, ECO 4378 or FINA 4326, and ECO 4368 or FINA 4325, and one of the following: STAT 2301, STAT 2331, or STAT 4340.

ECO 6394 - Macroeconomic Theory I

Credits: 3

Basic theories concerning the determination of national income, employment, consumption, investment, and the general price level.

ECO 6395 - Macroeconomic Theory II

Credits: 3

The course provides theoretical and empirical underpinnings for macroeconomic models of the economy, with an emphasis on economic policy. Prerequisite: ECO 6394.

ECO 6398 - Research and/or Thesis

Credits: 3

By arrangement with the director of graduate studies. Eligible students undertake a research paper under the supervision of the faculty sponsor and give an oral presentation of the paper. Note: Can be taken only once.

ECO 7004 - Workshop for Preprospectus

Credits: 0

Analyzes research strategies of seminar speakers, faculty members, and students. Each student must present a paper directly related to his or her own prospectus.

ECO 7301 - Readings in Economics

Credits: 3

Selected topics to complement the material in the Ph.D. program.

ECO 7302 - Topics in Economic Theory

Credits: 3

Selected topics to complement the material in the micro and macro sequence.

ECO 7305 - Mathematical Economics

Credits: 3

Applications of mathematical tools to various economic problems.

ECO 7306 - Advanced Economic Theory

Credits: 3

A variety of advanced topics in theory not covered in the core theory sequence.

ECO 7321 - Labor Economics

Credits: 3

Theories and empirical testing of hypotheses concerning the behavior of labor markets.

ECO 7322 - Development of Human Capital

Credits: 3

Theories concerned with the investment in human capital and its impact on economic growth.

ECO 7332 - International Macroeconomic Theory and Policy

Credits: 3

Concepts of balance of payments equilibrium; responses to disequilibrium; national economic policies affecting international payments; and past, present, and proposed international financial institutions.

ECO 7333 - International Trade

Credits: 3

Determinants of regional specialization, gains from trade, theoretical analysis of factor movements, and of policies affecting the interspatial movement of goods and persons.

ECO 7334 - Development Economics

Credits: 3

Application of economic theory to developing economies, including population and household economies, agriculture, industry, international trade and factor movements, and investment project evaluation.

ECO 7341 - Market Structure

Credits: 3

The study of the relationships between various market structures and their impacts on economic performance.

ECO 7342 - Imperfect Markets

Credits: 3

The study of models of imperfect markets, antitrust laws and other trade regulations, and their effects on economic performance.

ECO 7361 - Monetary Economics

Credits: 3

Various theories on the role of money in economic systems, and the impact of the money market on economic aggregates and the price level.

ECO 7362 - Monetary Theory and Policy

Credits: 3

Monetary institutions and the impact of monetary policies on the different segments of the economy.

ECO 7376 - Macroeconometrics

Credits: 3

Advanced topics in time series econometrics and finance.

ECO 7377 - Microeconometrics

Credits: 3

Advanced topics in cross-section and panel data econometrics.

ECO 7378 - Topics in Econometrics

Credits: 3

Further current topics in theoretical and applied econometrics and finance. Topics will vary and reflect current student and faculty demand and instructors' interests.

ECO 7381 - Methods of Experimental Economics

Credits: 3

Provides students the foundation for understanding and using experimental methods in economic research. Offers training in fundamental methods and applies those methods to several fields of economic research. Focuses on how to clearly specify and set up research questions as well as how to bring appropriate methods to bear in answering those questions.

ECO 8000 - Research

Credits: 0

By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8049 - Graduate Full-Time Status

Credits: 0

Full-time status for Ph.D. students.

ECO 8100 - Research

Credits: 1

By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8101 - Internship for Ph.D. Students

Credits: 1

Students analyze economic problems appropriate to the interning firm or organization. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses, 3rd-year or above Ph.D. student (earned 48 credit hours in the program), and approval of faculty sponsor and director of graduate studies.

ECO 8105 - Research

Credits: 1

By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8398 - Dissertation Research

Credits: 3

Ph.D. candidates.

English

www.smu.edu/english

Professor Darryl Dickson-Carr, Department Chair

Professors: Darryl Dickson-Carr, Thomas DiPiero, Dennis Foster, Ezra Greenspan, David Haynes, Ross Murfin, Jasper Neel, Rajani Sudan, Steven Weisenburger

Associate Professors: Richard Bozorth, Greg Brownderville, Michael Holahan, Daniel Moss, Beth Newman, Timothy Rosendale, Jayson Gonzales Sae-Saue, Nina Schwartz, Lisa Siraganian, Bonnie Wheeler

Assistant Professors: Timothy Cassedy, Jacob Rubin, Martha Satz, Emma Wilson

Professors of Practice: Carol Dickson-Carr

Senior Lecturers: Diana Grumbles Blackman, Vanessa Hopper, Pamela Lange, Bruce Levy, Ona Seaney

Lecturers: Stephanie Amsel, Joan Arbery, Marta Krough, Russ McConnell, Mary Catherine Mueller, Pauline Newton, Patricia Pisano, Kristen Polster, Emily Sharma, Sam Ross Sloan, Lori Ann Stephens, Richard Treat, Angela Wood

English, Ph.D.

Admission Requirements

Applicants to the Ph.D. program in English must have either an undergraduate major in English or a related field or intensive study in the liberal arts with a solid background in literature in English, normally with a GPA of at least 3.500. They must also submit scores for the GRE general graduate school admission test. In addition, a statement of purpose for graduate study and three letters of recommendation are required, along with a writing sample in which an argument on a literary topic is sustained for about 15 pages. Proficiency in a second language is strongly recommended prior to matriculation in the program.

Degree Requirements

The Ph.D. in English requires 60 credit hours, coming from courses, directed readings and dissertation hours.

Core Courses

Core courses required of all students are as follows:

- ENGL 6310 - Advanced Literary Studies
- ENGL 6311 - Survey of Literary Criticism
- ENGL 6312 - Teaching Practicum

Teaching Workshops

Students will also be required to complete workshops in teaching before the fall of their second year, in preparation for teaching undergraduate courses during that year and subsequent years of graduate study.

Advanced Seminars

In addition, students must take a minimum of six 7000-level seminars and will be expected to include in their program of study courses covering a wide range of fields. With permission, students may develop interdisciplinary approaches by taking up to two courses outside the English department.

Second Language Proficiency

Proficiency in a second language relevant to the student's course of study is required and should be demonstrated prior to the term in which written exams are scheduled. For certain dissertation topics, additional languages may be required.

Qualifying Examinations and Dissertation

Further requirements include written exams in the fall of the fourth year of study and a dissertation prospectus and oral defense of that prospectus during the spring term of the fourth year. The M.A. degree will be awarded after completion of the written exams. Note: For students entering with the M.A. degree, 12 credit hours (one year of coursework) may, with permission, be waived and the schedule above adjusted accordingly.

Good Standing

Students who remain in good standing are eligible to receive fellowship support for up to six years. They must maintain a GPA of at least 3.500, demonstrate the ability to do work of appropriate quality in seminars, make continuous progress in the program and receive the recommendation of an advisory committee. They will teach two courses a year for four years beginning in the second year of study, with either their fifth or sixth year serving as a dissertation fellowship year with no course requirements or teaching responsibilities. Exceptional students may be offered a one-year postdoctoral fellowship in the English Department after fulfilling all requirements for the Ph.D.

Students who wish to leave the Ph.D. program, or students who do not pass their Ph.D. Qualifying Exam, may earn the M.A. degree if they have satisfied the following requirements: successful completion of 30 credit hours of coursework; demonstrate proficiency in a second language; pass a Masters Comprehensive Exam. This option does not apply to students who have an M.A. degree from another institution.

English, M.A.

The M.A. in English degree is only available to students enrolled in the Ph.D. program in English at SMU. See the Ph.D. program information for further details on earning the M.A. degree.

English Courses

ENGL 6049 - Graduate Full-Time Status

Credits: 0

Independent course for students continuing work on an M.A. thesis.

ENGL 6301 - Directed Studies

Credits: 3

Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 6302 - Directed Studies

Credits: 3

Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 6310 - Advanced Literary Studies

Credits: 3

Readings and practice in research methods and materials, bibliography and textual editing, and the history and practices of the profession. Required of all doctoral candidates.

ENGL 6311 - Survey of Literary Criticism

Credits: 3

Readings in criticism and theory from Aristotle through contemporary approaches. Required of all doctoral candidates. Advanced literary studies.

ENGL 6312 - Teaching Practicum

Credits: 3

Course in pedagogy for English teachers at the university level. Prerequisites: Graduate standing and appointment to a graduate fellowship in the English Department.

ENGL 6313 - Rhetorical Theory

Credits: 3

Selected major figures and movements from 1920 to the present in the context of the history of rhetoric, recent philosophy, and literary theory.

ENGL 6320 - Medieval Literature

Credits: 3

Studies in medieval writers and literary-cultural history through 1500.

ENGL 6321 - Readings: Medieval Literature

Credits: 3

Prerequisites: Approval of instructor and director of graduate studies.

ENGL 6322 - Readings: Medieval Literature

Credits: 3

Prerequisites: Approval of instructor and director of graduate studies.

ENGL 6330 - Early Modern British Literature

Credits: 3

Studies in major British writers and literary-cultural history from 1500 to 1775.

ENGL 6335 - Early Modern American Literature

Credits: 3

Studies in major American writers and literary-cultural history from the discovery to 1750.

ENGL 6340 - British Literature in the Age of Revolutions

Credits: 3

Studies in major British writers and literary-cultural history from 1775 to 1900.

ENGL 6345 - American Literature in the Age of Revolutions

Credits: 3

Studies in major American writers and literary-cultural history from 1750 to 1900.

ENGL 6350 - Modern and Contemporary British Literature

Credits: 3

Studies in major British writers and literary-cultural history after 1900.

ENGL 6360 - Modern and Contemporary American Literature

Credits: 3

Studies in major American writers and literary-cultural history after 1900.

ENGL 6370 - African-American Literature

Credits: 3

Studies in African-American literary-cultural history, from Colonial to contemporary.

ENGL 6373 - Hispanic-American Literature

Credits: 3

Studies in Hispanic-American literary-cultural history, from Colonial to contemporary.

ENGL 6375 - Sex, Gender, and Literature

Credits: 3

Studies of the constructions of sexuality and gender in literature and culture, informed by historical study and current theoretical work in such fields as feminism, gender studies, and queer theory.

ENGL 6380 - History of Print Culture

Credits: 3

A literary historical survey of major developments, issues, formations, and institutions in British and/or American print culture.

ENGL 6391 - Poetry Writing Workshop

Credits: 3

Graduate-level writing and critiquing of student poetry, along with the study of poetic conventions, techniques, and theory.

ENGL 6392 - Fiction Writing Workshop

Credits: 3

Graduate-level writing and critiquing of student fiction writing along with the study of the conventions, techniques, and theories of fiction.

ENGL 6394 - Graduate Independent Study in Poetry Writing

Credits: 3

Intensive, one-on-one tutorial in the writing and revising of poetry.

ENGL 6395 - Graduate Independent Study in Poetry Writing

Credits: 3

Intensive, one-on-one tutorial in the writing and revising of poetry.

ENGL 6396 - Graduate Independent Study in Fiction Writing

Credits: 3

Intensive, one-on-one tutorial in the writing and revising of fiction.

ENGL 6397 - Graduate Independent Study in Fiction Writing

Credits: 3

Intensive, one-on-one tutorial in the writing and revising of fiction.

ENGL 6398 - Thesis

Credits: 3

Research and writing of the M.A. thesis with guidance from the student's thesis director.

ENGL 6399 - Thesis

Credits: 3

Research and writing of the M.A. thesis with guidance from the student's thesis director.

ENGL 7311 - Seminar in Literary Theory

Credits: 3

Advanced study of a topic in literary theory.

ENGL 7340 - Seminar in British Literature

Credits: 3

Advanced study of a topic in British literature.

ENGL 7350 - Seminar in American Literature

Credits: 3

Advanced study of a topic in American literature.

ENGL 7370 - Seminar in Minority Literature

Credits: 3

Advanced study of a topic in minority literature.

ENGL 7372 - Seminar in Transatlantic Literature

Credits: 3

Advanced study of a topic in transatlantic literature.

ENGL 7374 - Problems in Literary History

Credits: 3

Advanced study of problems in literary history.

ENGL 7376 - Seminar: Special Topics

Credits: 3

Advanced study of a literary topic that crosses traditional national boundaries.

ENGL 7398 - Directed Readings

Credits: 3

Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 7399 - Directed Readings

Credits: 3

Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 8049 - Graduate Full-Time Status

Credits: 0

Graduate full-time status at the Ph.D. level.

ENGL 8105 - Research

Credits: 1

ENGL 8398 - Dissertation

Credits: 3

Research and writing of the dissertation.

ENGL 8399 - Dissertation

Credits: 3

Research and writing of the dissertation.

History

www.smu.edu/history

Professor Andrew Graybill, Department Chair

Professors: Kenneth Andrien, John Chávez, Edward Countryman, Jeffrey Engel, Neil Foley, Andrew Graybill, Kenneth Hamilton, Thomas Knock, Alexis McCrossen, Daniel Orlovsky, Kathleen Wellman

Associate Professors: Sabri Ates, Crista DeLuzio, Melissa Dowling, Kate Carté Engel, Jo Guldi, Erin R. Hochman, Jill E. Kelly

Assistant Professors: Bianca Lopez, Ariel Ron

Adjunct Assistant Professors: David Doyle, Brandon Miller

Senior Lecturer: Laurence H. Winnie

History, Ph.D.

Offered in conjunction with the William P. Clements Center for Southwest Studies.

The History Department will award fellowships to all students accepted into the Ph.D. program. Funding is guaranteed for a period of five years for those whose work remains excellent. Fellowships include tuition, fees, health insurance and a \$20,000 stipend for the academic year. In addition, the Clements Department of History has resources available for travel to professional conferences and to research archives.

Admission Requirements

All applicants for the Doctor of Philosophy in history must have a bachelor's degree from an accredited college or university (students from abroad must hold the equivalent degree), with a minimum grade point average of 3.000, and have completed at least 12 advanced credit hours in history. Applicants must submit test scores for the GRE graduate school admission exam. If English is not the applicant's native language, he or she must also take the TOEFL English language proficiency test and score 80 or higher. Students must submit a statement of purpose, an example of their written work and official transcripts. Three letters of recommendation are also required. In addition, applicants should possess a foundation in a language for research, usually Spanish, sufficient to enable them to pass an examination in translation to English in September of the first year of study. Prospective students must submit their applications and all supporting documents by December 1.

Degree Requirements

Historiography (3 Credit Hours)

In the first term, students will take HIST 6300, a historiography course that introduces them to the professional study of history. Readings vary from year to year, but cover a broad range of methodologies, perspectives and topics. The course also addresses historical writing, research techniques and historical sources.

American History (24 Credit Hours)

The major field in American history offers broad preparation. During the first two years, students take a sequence of four colloquia (12 credit hours) in which they read intensively in American history from the era of Indian-European contact to the present. The intention is that they should master the historiography of the field. These colloquia emphasize new problems, interpretations and debates vital to the study of American history.

Regional, Ethnic, or Other Specialization (18 Credit Hours)

While the department maintains strong specializations in the Southwest, the West, Mexico, Borderlands, Mexican Americans, and Native Americans, students may instead opt to develop an individualized specialization of 18 credit hours in a coherent field of study in American history approved by the Graduate Committee. Students may also wish to enrich their historical understandings by taking courses in other disciplines, such as anthropology, literature or religious studies. The courses should be chosen in consultation with the adviser. The program offers unusual opportunities for students to broaden and deepen their knowledge. Resources include the Clements Center for Southwest Studies, with its symposia, research fellows and distinguished visitors; SMU's DeGolyer Library, a repository for a remarkable collection of books and manuscripts on Mexico and the Southwest; and the Meadows Museum of Art, which houses perhaps the world's finest collections of early modern Spanish art outside of Spain. For students with more interdisciplinary interests, the Bridwell Library provides a wealth of primary sources for the study of religious history; the Underwood Library supports the study of legal history, including that of international law; and the Center for Presidential History allows for research in the domestic and foreign affairs of the United States.

Global and Comparative History (12 Credit Hours)

The third field, in global and comparative history (12 credit hours), places the American experience in larger contexts by introducing students to the theoretical and conceptual frameworks that have guided advanced research in world history in recent decades. The field also provides broad interdisciplinary views of particular topics of global significance. Students begin this field of study by taking a colloquium (three credit hours) that explores influential methodologies and theoretical perspectives in global and comparative history. After this colloquium students take three courses (nine credit hours) that treat, in comparative contexts, such themes and topics as urbanization, migration, industrialization, revolution, colonialism, postcolonialism, slavery, and gender roles.

The courses taken in the specialized and global fields may vary in both content and method; these may be graduate courses, graduate/undergraduate senior level reading seminars, and also individual directed readings. If individual interests and requirements justify doing so, a limited number of these courses may be taken in another department.

Ph.D. Research Paper Requirement

Students will write two substantial research papers during the first two years of study. The goal is to produce significant work based on primary sources and of a quality comparable to an article in a scholarly journal.

Qualifying Examination

An oral examination on three fields of concentration will be taken in the spring term of the third year of study.

Teaching Practicum

(noncredit)

In HIST 7000, a study of methods and content in the teaching of history is coupled with classroom teaching experience.

Dissertation (3 Credit Hours)

Upon completion of the dissertation, a formal defense is conducted before an examination committee of four faculty members.

Teacher Preparation

Learning to be an effective instructor is a vital part of the Ph.D. program. The centerpiece of teacher preparation, to occur in the fourth year, is a mentoring program tailored to the interests and needs of each student. In HIST 7000,

students will work closely with a professor in the planning and teaching of an individual course. They will also meet with the professor to discuss topics related to teaching and participate in the teaching assistant seminar offered by SMU's Center for Teaching Excellence. Finally, students themselves will teach a course at SMU or a cooperating institution.

History, M.A.

Admission Requirements

Candidates must have a minimum of 12 credit hours of advanced-level undergraduate work in history and make acceptable scores on the general sections of the GRE general graduate school admission test. If English is not the applicant's native language, he or she must also take the TOEFL English language proficiency test and score 80 or higher. Students must submit a statement of purpose, an example of their written work and official transcripts. Three letters of recommendation are also required. Prospective students must submit their applications and all supporting documents by December 1. Students may begin the program only in the fall term.

The History Department normally requires a minimum 3.000 GPA overall and a 3.000 average in history for admittance to the M.A. program.

Candidates must present evidence of competence in a language other than English, normally through two years of undergraduate study.

Degree Requirements

The master's degree is offered on two tracks: U.S. history and global history. Students in the U.S. history track will inaugurate their study in the context of global/comparative history and historiography, and they will develop their knowledge of the U.S. in graduate coursework and develop their specific interests in either two research papers or a thesis. Students in the global history track will begin their studies with an introduction to historiography and global and comparative history, followed by graduate coursework on the histories of various areas of the world, with specific topics developed in either two research papers or a thesis. Students may develop their interests by working with faculty knowledgeable in classical history, medieval history, early modern and modern Europe, Russia, the Islamic world, sub-Saharan Africa, the Atlantic world, Latin America, East Asia and South Asia, as well as the various regions, periods and themes of the United States.

Major Advisor

Each student will be assigned a major adviser. The major adviser and the History Department's director of graduate studies will work with each student to plan a specific course of study, which may include up to six credit hours in fields or departments outside the major field of study.

Required Credit Hours

Students are required to earn 30 credit hours of credit at the 5000 or 6000 level. A 6000-level course can include participation in an undergraduate major history course at the 3000 level, together with additional requirements that the instructor assigns. The required 30 credit hours are distributed below:

- HIST 6300 - Historiography (three credit hours)

- HIST 6315 - Global/Comparative History (three credit hours)
or
- Another departmental graduate course (three credit hours) specifically including comparative methods and theories.

- Six courses (18 credit hours) at the 5000 or 6000 level in the History Department. Up to two courses in other departments, programs or schools (such as the Meadows School of the Arts or the Simmons School of Education and Human Development) may substitute as approved by the adviser and director of graduate studies. With approval, students following the U.S. history or global history tracks must take one course (but no more than two courses) in the alternate track.
- HIST 6398 - Thesis (three credit hours)
- HIST 6399 - Thesis (three credit hours)
or
- Two additional graduate courses (six credit hours) can substitute for HIST 6398/HIST 6399 for those students in the **nonthesis** option.

Thesis Option

This option requires research and writing (i.e., students following this option have appropriate language skills, and they usually are en route to a Ph.D.). The student's adviser and two other professors form the three-person thesis and oral defense committee. A unanimous positive vote of the committee is necessary for the student to pass the oral examination. The thesis will demonstrate ability to define and analyze a historical problem, mastery of the pertinent historiography, and understanding of the methodological issues posed by the problem. It must also make significant use of primary source material.

Nonthesis Option

Two additional graduate courses (six credit hours) can substitute for HIST 6398/HIST 6399 for those students in the nonthesis option, and two research papers written in any course at the 5000 or 6000 level in the History Department can substitute for the thesis. Toward the end of their coursework, nonthesis students also take an oral examination over coursework, texts and other materials chosen for thematic coherence by their adviser and two other professors.

History Courses

HIST 5305 - Seminar in Hispanic-American Borderlands

Credits: 3

Study of the historiography of the social interactions among varied peoples along the native, colonial, and national borders of Hispanic America, particularly those borders shaping the United States.

HIST 5309 - Seminar in North American Borderlands

Credits: 3

Study of the historiography of the social interactions among varied peoples along the native, imperial, and national borders of the North American continent, particularly those shaping the United States.

HIST 5310 - Seminar on the American West

Credits: 3

Introduction to the historiography of the American West and its contested meanings.

HIST 5312 - Seminar on Native American History

Credits: 3

Introduction to the historiography of Native Americans in United States history.

HIST 5330 - Seminar in Mexican-American History

Credits: 3

An examination of the growing historiography on Mexican Americans that focuses on the relationship between their ethnic identity and the Southwest. (Also listed under Latin American history.)

HIST 5331 - Seminar in Mexican-American History

Credits: 3

An examination of the growing historiography on Mexican Americans that focuses on the relationship between their ethnic identity and the Southwest. (Also listed under Latin American history.)

HIST 5338 - 20th-Century England

Credits: 3

A study of the decline and fall of 20th-century England.

HIST 5340 - Seminar in American History

Credits: 3

Intensive examination of major topics in American history.

HIST 5341 - Seminar in American History

Credits: 3

Intensive examination of major topics in American history.

HIST 5344 - American Cultural History

Credits: 3

Considers the histories of cultural institutions, objects, ideas, and practices. Explores an array of representative cultural conflicts and obsessions that have marked American history.

HIST 5345 - The Birth of Modern America, 1877-1919

Credits: 3

An investigation of life in America in the Gilded Age and the Progressive Era, including industrialization, urbanization, and social conflict.

HIST 5364 - The City of God in Its Milieu

Credits: 3

An examination of St. Augustine's masterpiece, along with several of its models and analogues from the Greco-Roman and Hebrew traditions.

HIST 5370 - Seminar in French History

Credits: 3

An examination of key historians and of the several modes of historiographical writing that shape the vision of premodern France.

HIST 5371 - The French Revolution and Napoleon, 1789-1815

Credits: 3

The nature and causes of revolution, the French Revolution, and the career of Napoleon Bonaparte.

HIST 5374 - Recent European History: 1918 to the Present

Credits: 3

Considers two attempts to revive Europe from the effects of disastrous world wars, as well as the sources of new vigor it has found in the past 30 years.

HIST 5375 - Europe in the Age of Louis XIV

Credits: 3

The scientific revolution, the culture of the Baroque era, and development of the European state system under the impact of the Thirty Years' War and the wars of Louis XIV.

HIST 5376 - Europe Age of Enlightenment, 1715-1789

Credits: 3

A study of society and culture in 18th-century Europe, Enlightenment philosophies, rococo art, the classical age of music, enlightened despotism, and the coming of the French Revolution.

HIST 5377 - The United States and the Cold War

Credits: 3

History of the U.S. and the Cold War.

HIST 5380 - Augustus and the Roman Empire

Credits: 3

After 100 years of civil war, the first Roman emperor, Augustus, inaugurated the 250-year Roman Peace that transformed government, society, art, and culture across the Roman Empire.

HIST 5382 - Seminar in Latin American History

Credits: 3

Intensive examination of major topics in Latin American history.

HIST 5387 - Seminar in African History

Credits: 3

Intensive examination of special topics in African history.

HIST 5390 - Seminar in Russian History

Credits: 3

This advanced seminar covers selected topics in late Imperial Russian and Soviet history.

HIST 5391 - Athenian Democracy

Credits: 3

This seminar will examine the development of democratic government in Athens and study the functioning of that government in peace and in war.

HIST 5392 - Seminar in European History

Credits: 3

Intensive examination of major topics in European history.

HIST 5395 - A History of Iran

Credits: 3

This seminar aims to introduce students to the history, cultures, and peoples of Iran and familiarize them with this complex and increasingly important country.

HIST 5397 - Seminar in Asian History

Credits: 3

Intensive examination of major topics in Asian history.

HIST 6000 - Research

Credits: 0

Investigation in primary historical sources.

HIST 6049 - Graduate Full-Time Status

Credits: 0

After the student has completed all coursework toward a degree, this course may be taken for full-time status while doing research and preparation of a master's thesis. Prerequisite: Approval of graduate director.

HIST 6300 - Historiography

Credits: 3

Required of all candidates, this course is designed to familiarize graduate students with the tools of historical research, the discipline's methodology, and the problems of historical writing.

HIST 6301 - Colloquium: Early American History

Credits: 3

A reading course covering the major problems in American history between 1500 and 1812.

HIST 6302 - Colloquium: American History, 1812-1877

Credits: 3

A reading course covering the major problems in American history from 1812 to 1877.

HIST 6303 - Colloquium: Late 19th-Century to Early 20th-Century America

Credits: 3

A reading course covering the major problems in American history between 1877 and 1932.

HIST 6304 - Modern America, 1929-Present

Credits: 3

A reading course that covers major issues in modern American history from the onset of the Great Depression roughly to the present day.

HIST 6305 - Colloquium: The Hispanic Southwest

Credits: 3

This readings seminar introduces graduate students to ways that scholars have interpreted the Southwest's Hispanic past under Spain and Mexico, and the ongoing Hispanic presence in the region after 1848.

HIST 6306 - Introduction to Digital Humanities

Credits: 3

Provides a theoretical and practical introduction to the digital humanities for graduate students, covering research methods with digital texts, GIS, visualizations, and online archiving and presentation.

HIST 6308 - Seminar in American History

Credits: 3

An examination of major topics in American history.

HIST 6309 - Seminar in North American Borderlands

Credits: 3

Study of the historiography of the social interactions among varied peoples along the native, imperial, and national borders of the North American continent, particularly those shaping the United States.

HIST 6310 - Seminar on the American West

Credits: 3

Introduction to the historiography of the American West and its contested meanings.

HIST 6312 - Seminar on Native American History

Credits: 3

Introduction to the historiography of Native Americans in United States history.

HIST 6315 - Global/Comparative History

Credits: 3

A colloquium exploring various techniques of research and analysis used by contemporary scholars to investigate major historical problems from a global or comparative perspective.

HIST 6316 - Comparisons of World-Historical Borderlands

Credits: 3

A comparative study of borderlands in distinct regions.

HIST 6317 - Frontiers of Spanish History, 218 B.C.-A.D. 1492

Credits: 3

Multicultural interaction across several kinds of frontier in premodern Spanish history, from the Second Punic War to the unifying reign of the Catholic kings.

HIST 6318 - Seminar in Temporal History

Credits: 3

Interdisciplinary seminar that covers three interrelated themes: the mental and somatic experience time, the measurement and regulation of time, and the influence of temporal ideologies and habits of mind.

HIST 6319 - Histories and Theories of Nationalism

Credits: 3

Explores histories and theories about nationalism in order to understand how and why it became such a potent force in the modern era.

HIST 6321 - Seminar: Global/Comparative History

Credits: 3

An examination of major topics in global/comparative history.

HIST 6322 - Readings in History

Credits: 3

Directed readings on specific problems or themes formulated by the student with faculty guidance.

HIST 6323 - Readings in History

Credits: 3

Directed readings on specific problems or themes formulated by the student with faculty guidance.

HIST 6325 - Readings: New Spain and Mexico

Credits: 3

A readings seminar designed to address main themes and historiographical issues in the history of Mexico since the 16th century. Prerequisite: Reading knowledge of Spanish.

HIST 6326 - Mexican-American Historiography of the Southwest

Credits: 3

An examination of the historiography of Mexican Americans, focusing on the relationship between their ethnic identity and the Southwest.

HIST 6327 - Research on the Southwest as a Region

Credits: 3

HIST 6332 - Problems in U.S. Foreign Relations

Credits: 3

Major problems in American foreign relations from the revolutionary era to the present.

HIST 6338 - Problems in United States History

Credits: 3

Major problems in American history.

HIST 6343 - Problems in Modern German History

Credits: 3

Selected issues in the history of the German-speaking peoples from the Reformation to World War II.

HIST 6344 - Problems in Modern German History

Credits: 3

Selected issues in the history of the German-speaking peoples from the Reformation to World War II.

HIST 6347 - Problems in European History

Credits: 3

Directed readings.

HIST 6348 - Problems in European History

Credits: 3

Directed readings.

HIST 6349 - Problems in Medieval History

Credits: 3

Directed readings and analyses of selected medieval documents and secondary bibliography.

HIST 6350 - Problems in Medieval History

Credits: 3

Directed readings and analyses of selected medieval documents and secondary bibliography.

HIST 6352 - Problems Medieval Spanish History

Credits: 3

Directed readings and analyses of selected medieval Spanish documents and secondary bibliography.

HIST 6353 - Problems in the History of Spain and Portugal

Credits: 3

Social, cultural, and political themes characteristic of the Iberian Peninsula from Roman times to the present.

HIST 6354 - Problems in the History of Spain and Portugal

Credits: 3

Social, cultural, and political themes characteristic of the Iberian Peninsula from Roman times to the present.

HIST 6355 - Problems in Latin American History

Credits: 3

Selected topics in Latin American history from the age of exploration and discovery to the mid-20th century.

HIST 6356 - Problems Latin American History

Credits: 3

Selected topics in Latin American history from the age of exploration and discovery to the mid-20th century.

HIST 6357 - Problems in Mexican History

Credits: 3

Major themes in the evolution of Mexican society and the place of Mexico in the history of the Americas.

HIST 6363 - The American Civil War and Reconstruction

Credits: 3

The nature, causes, and impact of the American Civil War, with emphasis upon current historiographical issues.

HIST 6370 - Colloquium: European History

Credits: 3

A reading course covering the major problems in European history.

HIST 6371 - Colloquium: European History

Credits: 3

A reading course covering the major problems in European history.

HIST 6372 - The Apotheosis of Caesar and the Fall of the Roman Republic

Credits: 3

This research seminar investigates the fall of the Roman Republic and the rise of the Roman Empire as a direct consequence of the life and death of Julius Caesar.

HIST 6385 - Problems in British History

Credits: 3

HIST 6386 - Problems in British History

Credits: 3

HIST 6387 - Topics in African History

Credits: 3

Extensive examination of special topics in African history.

HIST 6391 - Topics in South Asian History

Credits: 3

Intensive examination of special topics in South Asian history.

HIST 6392 - Topics in Chinese History

Credits: 3

Intensive examination of special topics in Chinese history.

HIST 6393 - Topics in Middle Eastern History

Credits: 3

Intensive examination of special topics in Middle Eastern history.

HIST 6398 - Thesis

Credits: 3

Research and writing of the M.A. thesis with guidance from the student's thesis director.

HIST 6399 - Thesis

Credits: 3

Research and writing of the M.A. thesis with guidance from the student's thesis director.

HIST 7000 - Teacher Preparation

Credits: 0

Teaching component of the doctoral program in which the student works closely with a professor in the planning and teaching of an individual course.

HIST 7101 – Practicum Seminar in History

Credits: 1

Students develop practical historical skills in the digital humanities, public history, affiliated library practices, or other related historical fields, under faculty supervision.

HIST 7398 - Research

Credits: 3

HIST 7399 - Research

Credits: 3

HIST 8049 - Graduate Full-Time Status, Ph.D. Level

Credits: 0

Graduate full-time status at the Ph.D. level.

HIST 8398 - Dissertation: Ph.D. Candidates

Credits: 3

Dissertation for the Ph.D. in history.

HIST 8399 - Dissertation: Ph.D. Candidates

Credits: 3

Dissertation for the Ph.D. in history.

Mathematics

www.smu.edu/math

Professor Alejandro Aceves, **Department Chair**

Professors: Alejandro Aceves, Vladimir Ajaev, Wei Cai, Thomas Hagstrom, Amnon Meir, Peter Moore, Douglas Reinelt, Johannes Tausch

Associate Professors: Andrea Barreiro, Thomas Carr, Barry Lee, Scott Norris, Benno Rumpf, Daniel Reynolds, Brandilyn Stigler, Sheng Xu, Yunkai Zhou

Assistant Professors: Weihua Geng, Kathryn Hedrick, Minh Binh Tran

Senior Lecturers: Adriana Aceves, Judy Newell, Carol Seets

Admission Requirements

Minimum requirements for admission to the graduate programs in mathematics are 18 credit hours in college-level mathematics courses beyond first- and second-year calculus (including differential equations, linear algebra and statistics). Undergraduate courses in numerical methods, partial differential equations, physics and computer science are particularly helpful, as would be familiarity with programming, specifically MATLAB. There is no second language requirement.

Both the M.S. and Ph.D. degree programs require GRE graduate school admission test scores (general exam only). Three letters of recommendation are required.

Computational and Applied Mathematics, Ph.D.

The Ph.D. program in computational and applied mathematics focuses on applied mathematics, numerical analysis, and scientific computation. The program is designed to prepare future researchers and scientists for positions in industry and national laboratories, as well as in academia.

Financial aid is available for Ph.D. students in the form of teaching assistantships, which include the waiver of tuition and fees.

Degree Requirements

Course requirements for the Ph.D. include those of the M.S. in computational and applied mathematics plus an additional 18 credit hours (totaling 51 credit hours of approved graduate coursework), as well as 6 hours of dissertation credit. One year in full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies is also required.

Students will be awarded the M.S. degree en route to the Ph.D. after having completed all requirements for the M.S. in computational and applied mathematics. Students advance to candidacy upon successfully completing all coursework and the Ph.D. qualifying examination—a written examination and oral presentation of a paper based on individualized concentration courses in computational and applied mathematics. Students must prepare a dissertation proposal, to be approved by a faculty committee, prior to beginning work on the dissertation. Successful oral defense of the dissertation before a faculty committee is required for completion of the Ph.D.

Computational and Applied Mathematics, M.S.

The M.S. in computational and applied mathematics is designed to provide its graduates with knowledge and expertise in mathematics and its application to the sciences, and to provide a strong preparation for those wishing to pursue a Ph.D. in computational or applied mathematics. Program emphases include applied mathematics, numerical analysis, and scientific computation.

Degree Requirements

A total of 33 credit hours of graduate course credit beyond the bachelor's degree (usually 11 graduate courses) are required for the master's degree. At least nine courses must be at the 6000 level. Candidates must complete:

Core Courses (12 Credit Hours)

Computational Mathematics (6 Credit Hours)

- MATH 6315 - Numerical Methods I
- MATH 6316 - Numerical Methods II

Differential Equations and Their Applications (6 Credit Hours)

- MATH 5334 - Partial Differential Equations
- MATH 6324 - Introduction to Dynamical Systems

Elective Courses (21 Credit Hours)

Seven courses chosen in consultation with the graduate adviser. A maximum of two approved courses can be taken from outside the mathematics department; these courses must have a strong mathematical component.

Oral Examination

An oral examination is required for graduation.

Total: 33 Credit Hours

Mathematics Courses

MATH 5315 - Introduction to Numerical Analysis

Credits: 3

Numerical solution of linear and nonlinear equations, interpolation and approximation of functions, numerical integration, floating-point arithmetic, and the numerical solution of initial value problems in ordinary differential equations. Student use of the computer is emphasized. Prerequisites: MATH 3313, and MATH 3315/CSE 3365 or MATH 3316; a programming course (e.g., C, Fortran, or MATLAB).

MATH 5316 - Introduction to Matrix Computation

Credits: 3

The efficient solution of dense and sparse linear systems, least squares problems, and eigenvalue problems. Elementary and orthogonal matrix transformations provide a unified treatment. Programming is in MATLAB, with a focus on algorithms. Prerequisites: C- or higher in MATH 3304 or MATH 3353; C- or higher in MATH 3315/CSE 3365 or MATH 3316.

MATH 5331 - Functions of a Complex Variable

Credits: 3

Complex numbers, analytic functions, mapping by elementary functions, and complex integration. Cauchy-Goursat theorem and Cauchy integral formulas. Taylor and Laurent series, residues, and evaluation of improper integrals. Applications of conformal mapping and analytic functions. Prerequisite: C- or higher in MATH 3302 or MATH 2339.

MATH 5334 - Partial Differential Equations

Credits: 3

Partial differential equations of applied mathematics in more than one spatial dimension. Solution by separation of variables and eigenfunction expansion, and Green's function methods. Prerequisite: C- or higher in MATH 4337, or permission of instructor.

MATH 6110 - Mathematics Research

Credits: 1

Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6210 - Mathematics Research

Credits: 2

Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6310 - Mathematics Research

Credits: 3

Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6311 - Perturbation Methods

Credits: 3

Solving differential equations with a small parameter by asymptotic techniques: weakly nonlinear oscillators, perturbed eigenvalue problems, boundary layers, method of multiple scales, and the WKB method. Prerequisite: MATH 2343. Recommended: MATH 5334.

MATH 6312 - Advanced Asymptotic and Perturbation Methods

Credits: 3

Topics include strongly nonlinear and slowly varying oscillators, multiple scales and matched asymptotic expansions applied to partial differential equations, asymptotic evaluation of integrals and transforms, stationary phase, steepest descents, and applications. Prerequisites: MATH 5334, MATH 6311.

MATH 6315 - Numerical Methods I

Credits: 3

Covers floating point arithmetic, backward stability analysis, numerical solution of dense and sparse linear systems of equations using direct and basic iterative methods, least-squares problems and eigenvalue problems, elementary and orthogonal matrix transformations, and nonlinear systems of equations.

MATH 6316 - Numerical Methods II

Credits: 3

Covers interpolation and approximation of functions, numerical differentiation and integration, basic methods for initial value problems in ordinary differential equations, and basic approximation methods for one-dimensional initial-boundary value problems. Topics focus on algorithm development and the theory underlying each method. Prerequisites: MATH 2343, MATH 6315.

MATH 6318 - Numerical Partial Differential Equations

Credits: 3

Covers finite difference methods for elliptic, parabolic, and hyperbolic problems in partial differential equations. Also, stability, consistency, and convergence results. Attention is given to computer implementations. Prerequisites: MATH 5315 or CSE 7365, and MATH 5334.

MATH 6319 - Finite Element Analysis

Credits: 3

Finite element method for elliptic problems, theory, practice, and applications. Finite element spaces, curved elements and numerical integration, minimization algorithms, and iterative methods. Prerequisites: MATH 5315 or CSE 7365, and MATH 6316.

MATH 6320 - Iterative Methods

Credits: 3

Matrix and vector norms, conditioning, iterative methods for the solution of larger linear systems and eigenvalue problems. Krylov subspace methods. Other topics to be chosen by the instructor. Prerequisites: MATH 5316 and some programming experience.

MATH 6321 - Numerical Solution of Ordinary Differential Equations

Credits: 3

Numerical methods for initial value problems and boundary value problems for ordinary differential equations. Emphasizes practical solution of problems using MATLAB. Prerequisites: MATH 2343, MATH 5315.

MATH 6324 - Introduction to Dynamical Systems

Credits: 3

Nonlinear ordinary differential equations: equilibrium, stability, phase-plane methods, limit-cycles, and oscillations. Linear systems and diagonalization. Periodic coefficients (Floquet theory) and Poincaré map. Difference equations (maps), period doubling, bifurcations, and chaos. Prerequisites: MATH 2343, MATH 3353.

MATH 6325 - Dynamical Systems and Chaos

Credits: 3

Nonlinear differential equations. Stability and bifurcation theory of ODEs and maps. Forced oscillators. Subharmonic resonances. Melnikov criterion for chaos. Lorenz system. Center manifolds and normal forms. Silnikov's example. Prerequisite: MATH 6324.

MATH 6333 - Partial Differential Equations

Credits: 3

Method of eigenfunction expansion for nonhomogeneous problems. Green's functions for the heat, wave, and Laplace equations. Dirac delta functions, Fourier and Laplace transform methods, and method of characteristics. Prerequisite: MATH 5334.

MATH 6336 - Fluid Dynamics

Credits: 3

Preliminaries, concepts from vector calculus. The transport theorem, the Navier-Stokes and other governing equations. Dynamical similarity and Reynolds number. Vorticity theorems. Ideal and potential flow. The influence of viscosity and the boundary layer approximation. Prerequisite: MATH 3337.

MATH 6337 - Real and Functional Analysis

Credits: 3

Topics include continuous functions, metric and normed spaces, Banach spaces, Hilbert spaces, distributions and the Fourier transform, measure theory and function spaces, differential calculus, and variational methods. Prerequisite: MATH 4338 or approval of instructor.

MATH 6341 - Linear and Nonlinear Waves

Credits: 3

The mathematical theory of linear and nonlinear waves. Applications from water waves, traffic flow, gas dynamics, and various other fields. Topics include nonlinear hyperbolic waves (characteristics, breaking waves, shock fitting, Burger's equation) and linear dispersive waves (method of stationary phase, group velocity, wave patterns).

Prerequisite: MATH 5334.

MATH 6343 - Photonics Modeling and Simulations

Credits: 3

Propagation of light in photonic structures. Using asymptotic techniques and simulations, students derive and then analyze models based on ordinary and partial linear and nonlinear differential equations. Prerequisites: MATH 5334, MATH 6324.

MATH 6346 - Advanced Fluid Dynamics

Credits: 3

Topics include surface waves in shallow and deep water, sound waves, Stokes flow equations and lubrication-type models, spreading of droplets, and coating flows. Other topics are chosen from dynamics of bubbles, film drainage, electroosmotic flow, electrowetting on dielectric, turbulence, and fluid mechanics of swimming and flying.

Prerequisite: MATH 6336/ME 5336/ME 7336.

MATH 6350 - Mathematical Models in Biology

Credits: 3

The mathematical analysis and modeling of biological systems, including biomedicine, epidemiology, and ecology. Prerequisite: Consent of instructor.

MATH 6352 - Epidemiology and Immunology

Credits: 3

Modeling and analysis of diseases from epidemiology and immunology. Considers disease dynamics modeled with delay, integral, partial, and stochastic differential equations based on susceptible-infectious-removed ODEs.

Prerequisites: MATH 5334, MATH 6324.

MATH 6360 - Computational Electromagnetics

Credits: 3

Numerical methods for electromagnetics, with emphasis on practical applications. Numerical discretizations covered include the method of moments, finite differences, finite elements, boundary elements, and fast multipole methods.

Prerequisites: EE 7330 or MATH 5334 and proficiency in one computer language (e.g., Fortran) or permission of instructor.

MATH 6370 - Parallel Scientific Computing

Credits: 3

An introduction to parallel computing in the context of scientific computation. Prerequisites: MATH 5315 or CSE 7365 and MATH 6316 or CSE 7366.

MATH 6391 - Topics in Applied Mathematics

Credits: 3

Selected topics in the application of mathematical analysis to such fields as differential, integral, and functional equations; mechanics; hydrodynamics; mathematical biology; and economics. Prerequisite: Permission of instructor.

MATH 6395 - Topics in Computational Mathematics

Credits: 3

Selected topics of current interest, such as numerical bifurcation theory, iterative methods for linear systems, domain decomposition and multigrid methods, numerical multidimensional integration, and numerical methods for multibody problems. Prerequisite: Permission of instructor.

Medieval Studies

www.smu.edu/medievalstudies

Associate Professor Bonnie Wheeler, Director

General Information

The M.A. in medieval studies is an interdisciplinary cultural studies degree program based in Dedman College and designed to encourage students to acquire not only strong disciplinary training but also broadly-based sensitivity to medieval cultures, contexts and intellectual currents. The program draws upon courses in the Western Middle Ages as well as upon Byzantine and Islamic subjects offered by other departments in Dedman College of Humanities and Sciences, the Meadows School of the Arts and the Perkins School of Theology. It is also intended to serve students interested in pursuing a Ph.D. degree in a medieval field, since it will enable such students to gain a broad interdisciplinary acquaintance with the Middle Ages before narrowing their work to a specialized field at the doctoral level.

Medieval Studies, M.A.

Degree Requirements

To earn the M.A. in medieval studies, students must complete 30 credit hours, with the following requirements:

1. Twenty-four credit hours to be taken in graduate-level courses and seminars, to be distributed in at least three broad subject areas in medieval studies: a) history, b) literature, and c) music and visual arts. No more than 12 credit hours and no less than three credit hours may be applied in each area. Students are encouraged to take courses in philosophy, religious studies and church history when available.
2. Three credit hours in nonmedieval courses may be taken in the student's major disciplinary area of concentration with approval of the director of medieval studies.
3. Competence, demonstrated by examination, in intermediate Latin and one other world or medieval language.
4. A thesis carrying six credit hours of credit linking materials and methods of more than one discipline, to be guided by a committee of the director of medieval studies and professors from the two major subject areas covered by the thesis.

Curriculum

Competence in intermediate Latin and one other world or medieval language must be demonstrated by examination. The Dallas Medieval Consortium makes it possible for SMU students to enroll in regularly offered advanced Latin courses at the University of Dallas.

Historical Discourse

A model program for a student interested particularly in historical discourse might include:

- HIST 5364 - The City of God in Its Milieu
- HIST 5370 - Seminar in French History
- HIST 6385 - Problems in British History

Additional Course

In addition, the student might take:

- HX 8321 - The History of Christian Doctrine I

Literary Discourse

A student primarily interested in literary discourse might take:

- ENGL 6320 - Medieval Literature
- ENGL 6321 - Readings: Medieval Literature
- ENGL 6322 - Readings: Medieval Literature
- HIST 5364 - The City of God in Its Milieu
- HIST 6352 - Problems Medieval Spanish History
- ARHS 6322 - Art and the Italian Commune
- ARHS 6324 - Art and Cultures of Medieval Spain
- HX 8321 - The History of Christian Doctrine I

Visual Arts

A student primarily interested in the visual arts might put together a very coherent program using:

- ARHS 6322 - Art and the Italian Commune
- ARHS 6324 - Art and Cultures of Medieval Spain
- ARHS 6325 - The Gothic Cathedral and Its World
- ARHS 6320 - Medieval Art
- HIST 5364 - The City of God in Its Milieu
- HIST 6350 - Problems in Medieval History
- ENGL 6320 - Medieval Literature
- HX 8308 - Varieties of Medieval Theology

Regularly Offered Courses

Regularly offered courses include the following:

Dedman College Courses

- ENGL 6320 - Medieval Literature (Medieval Literary-Cultural History through 1500)
- ENGL 6321 - Readings: Medieval Literature
- ENGL 6322 - Readings: Medieval Literature
- FREN 5370 - Seminar in French Literature (when applicable)
- HIST 6349 - Problems in Medieval History
- HIST 6350 - Problems in Medieval History
- HIST 6352 - Problems Medieval Spanish History
- HIST 6385 - Problems in British History (when applicable)
- MDVL 5301 - Independent Study
- MDVL 5302 - Independent Study
- MDVL 5398 - Independent Study
- MDVL 5399 - Independent Study
- MDVL 6398 - Thesis
- MDVL 6399 - Thesis
- SPAN 5310 - Spanish Literature Before 1700
- HIST 5364 - The City of God in Its Milieu
- HIST 5370 - Seminar in French History

Meadows School of the Arts Courses

- ARHS 5320 - Seminar on Medieval Art

- ARHS 5322 - Seminar on Convivencia: Jewish, Islamic, and Christian Art in Medieval Spain
- ARHS 6320 - Medieval Art
- ARHS 6322 - Art and the Italian Commune
- ARHS 6324 - Art and Cultures of Medieval Spain
- ARHS 6325 - The Gothic Cathedral and Its World
- ARHS 6399 - The Medieval Jewish-Christian Dialogue in Art and Text
- MUHI 6392 - Directed Studies in Music History

Perkins School of Theology Courses

- HX 8308 - Varieties of Medieval Theology
- HX 8321 - The History of Christian Doctrine I

Medieval Studies Courses

MDVL 5301 - Independent Study

Credits: 3

Research and writing in medieval fields on special topics at the forefront of current intellectual interest.

MDVL 5302 - Independent Study

Credits: 3

Research and writing in medieval fields on special topics at the forefront of current intellectual interest.

MDVL 5398 - Independent Study

Credits: 3

Research and writing in medieval fields on special topics at the forefront of current intellectual interest.

MDVL 5399 - Independent Study

Credits: 3

Research and writing in medieval fields on special topics at the forefront of current intellectual interest.

MDVL 6049 - Graduate Full-Time Status

Credits: 0

Independent course for students continuing work on an M.A. thesis.

MDVL 6308 - Towns, Trade, and Revolution in the Medieval West

Credits: 3

Investigates the medieval city from its origins through 1500. Within a chronological framework, students explore urban populations and institutions, commerce, universities, guilds, and the Black Death.

MDVL 6318 - Byzantine History, 285-1453

Credits: 3

Traces the outlines of Byzantine history from 285 to 1453. Topics include the changing structure of the family, gender roles, ruler and ruled, and town and country.

MDVL 6398 - Thesis

Credits: 3

Research and writing the M.A. thesis with guidance from the student's thesis director.

MDVL 6399 - Thesis

Credits: 3

Research and writing the M.A. thesis with guidance from the student's thesis director.

Physics

www.smu.edu/physics

Professor Ryszard Stroynowski, **Department Chair**

Professors: Thomas Coan, Robert Kehoe, Fred Olness, Ryszard Stroynowski, Jingbo Ye

Associate Professors: Jodi Cooley-Sekula, Pavel Nadolsky, Stephen Sekula, Roberto Vega

Senior Lecturers: Simon Dalley, Randall Scalise

Lecturer: Durdana Balakishiyeva

Research Professor: Datao Gong, Tiankuan Liu

Research Assistant Professors: Chonghan Liu

Physics, Ph.D.

Degree Requirements

Candidates for the Ph.D. degree must satisfactorily complete 10 core courses, four elective graduate courses in physics, and at least 48 credit hours of graduate courses in total. Students typically take the core sequence of courses during their first two years, and may take electives during their second and later years, according to their interests and in consultation with their research adviser.

Core Courses (30 Credit Hours)

The department offers 10 core courses with emphasis on particle physics, which include:

- PHYS 5395 - Introduction to Elementary Particles
- PHYS 6321 - Classical Mechanics
- PHYS 6335 - Quantum Mechanics I
- PHYS 6336 - Quantum Mechanics II
- PHYS 6351 - Statistical Mechanics
- PHYS 7311 - Electromagnetic Theory I
- PHYS 7312 - Electromagnetic Theory II
- PHYS 7314 - Quantum Field Theory I
- PHYS 7315 - Quantum Field Theory II
- PHYS 7361 - Elementary Particles II

Elective Courses (12 Credit Hours)

Four elective graduate courses chosen from a recommended list found on the Physics Department Graduate Student Handbook.

Research Courses

After completing core courses and electives, students typically sign up for 8000-level research courses under their adviser until reaching the required 48 hours.

Comprehensive Qualifying Exam

In order to advance to Ph.D. candidacy, students must pass a comprehensive qualifying exam, usually taken within the first two years. In Physics, this takes the form of a four-part written exam on the topics of Mechanics, Quantum Mechanics, Electrodynamics, and Statistical Mechanics. Exams are given annually, typically just prior to the start of

the spring semester. Students are allowed two attempts to pass all four sections and must do so before the end of their fourth semester.

Physics, M.S.

Degree Requirements

The M.S. degree in physics is only available to students enrolled in the Ph.D. program in physics at SMU. To earn the M.S. en route to the Ph.D, students must complete either 33 credit hours of approved graduate coursework or 30 credit hours of courses, including a research thesis. Every student's degree plan must contain at least 18 credit hours of graduate-level work in physics, including a prescribed sequence of three courses. Students also must pass a comprehensive exam, or, if applicable, defend their thesis.

Physics Courses

PHYS 5337 - Introduction to Solid State Physics

Credits: 3

Crystal lattices and the reciprocal lattice, the free-electron model of metals, crystal binding, lattice vibrations phonons, thermal properties of solids, and energy bands in solids. Prerequisites: PHYS 3305, PHYS 3344.

PHYS 5368 - Foundations of Modern Cosmology

Credits: 3

Principles and concepts of modern cosmology including the geometry of the universe, cosmological models, nucleosynthesis, inflation, dark energy, dark matter, the cosmic microwave background and baryonic acoustic oscillations. Prerequisites: PHYS 3305, MATH 3302, and MATH 3313 or permission of the instructor.

PHYS 5380 - Concepts of Experimental Particle Physics

Credits: 3

Principles of elementary particle physics. Review of particles properties, theory, acceleration techniques and detector technologies. Discussion of the particles effects in astrophysics and cosmology. Prerequisite: PHYS 3305 or equivalent. PHYS 5382 is recommended.

PHYS 5382 - Introduction to Quantum Mechanics

Credits: 3

An introduction to the principles of quantum mechanics, the Schrodinger equation and solutions for one-dimensional problems, the Dirac formalism, angular momentum and quantum mechanics in three dimensions, the central potential, spin, and additions of spins. Prerequisites: PHYS 3305, and PHYS 4321 or MATH 3304 (formerly MATH 3353 prior to Fall 2017).

PHYS 5383 - Advanced Quantum Mechanics

Credits: 3

Applications and approximation methods in quantum mechanics. Also, applications to laser physics, solid-state physics, molecular physics, and scattering. Prerequisite: PHYS 5382.

PHYS 5384 - Quantum Physics II

Credits: 3

Quantum statistics; band theory of solids; superconductivity, magnetism, and critical phenomena; nuclear physics; and physics of elementary particles. Prerequisite: PHYS 5383 or permission of instructor

PHYS 5393 - Electromagnetic Waves and Optics

Credits: 3

Theory and applications of electromagnetic wave radiation, propagation, and scattering. Also, geometrical and physical optics, guided waves, lasers, coherent optics, and interferometry and holography. Prerequisite: PHYS 4392, equivalent, or consent of instructor.

PHYS 5395 - Introduction to Elementary Particles

Credits: 3

Modern theories of elementary particles, including relativistic kinematics, Feynman diagrams, quantum electrodynamics, quarks, weak interactions, and gauge theories. Prerequisite: PHYS 5383.

PHYS 5398 - Applications of Quantum Mechanics

Credits: 3

The principles of quantum theory are used in a study of radiative transition in atoms and molecules, quantum statistics, band theory of solids, semiconductor theory, and laser physics. Prerequisite: PHYS 5382 or equivalent.

PHYS 6049 - Graduate Full-Time Status

Credits: 0

PHYS 6160 - Introductory Physics Instruction: A Practicum

Credits: 1

Introduces graduate students to the foundational skills and approaches in the modern introductory physics education environment. Prepares students for instruction in introductory physics courses. Recommended prerequisites before enrolling in this course: PHYS 3305 or its equivalent.

PHYS 6321 - Classical Mechanics

Credits: 3

Topics in classical mechanics, including the mechanics of a system of particles, the two-body central-force problem, Lagrange's and Hamilton's formulations, the special theory of relativity, Hamilton-Jacobi theory, and continuous systems and fields.

PHYS 6335 - Quantum Mechanics I

Credits: 3

Fundamental principles of quantum theory with applications to one-dimensional problems, the free particle, and the hydrogen atom; the spinning electron. Perturbation theory with applications to atomic spectra; systems of identical particles; scattering theory; Dirac theory of the electron. Prerequisites: PHYS 5382 or equivalent, MATH 3313.

PHYS 6336 - Quantum Mechanics II

Credits: 3

Fundamental principles of quantum theory with applications to one-dimensional problems, the free particle, and the hydrogen atom; the spinning electron. Perturbation theory with applications to atomic spectra; systems of identical particles; scattering theory; Dirac theory of the electron. Prerequisites: PHYS 5382 or equivalent, MATH 3313.

PHYS 6338 - Condensed Matter Physics

Credits: 3

Plasmons, polaritons, and polarons. Optical properties of solids. Superconductivity. Atomic and collective magnetism. Atomic and collective electrical phenomena. Prerequisite: PHYS 5337 or permission of instructor.

PHYS 6341 - Nuclear Physics

Credits: 3

General properties of the nucleus; the two-nucleon problem; radioactivity; beta decay; interaction of charged particles and radiation with matter; detection methods; nuclear models; nuclear reactions; neutron physics.

Prerequisite: PHYS 6335 or permission of instructor.

PHYS 6351 - Statistical Mechanics

Credits: 3

Derivation of classical and quantum statistical distribution functions; partition functions; the laws of thermodynamics; ensemble theory; applications to gases and solids. Prerequisite: PHYS 3374 or permission of instructor.

PHYS 6361 - Selected Topics

Credits: 3

Content varies term to term.

PHYS 6371 - Stellar Structure and Evolution

Credits: 3

An introduction to the basic physics of stars, including energy generation and transport, equilibrium and instability. Includes observational sources, nuclear processes and star formation, evolution and death. Prerequisite: Permission of the instructor.

PHYS 6398 - Thesis

Credits: 3

Research and writing of the thesis with guidance from the student's thesis director.

PHYS 6399 - Thesis

Credits: 3

Research and writing of the thesis with guidance from the student's thesis director.

PHYS 7170 - Current Topics in Physics

Credits: 1

Seminar course on current topics in physics.

PHYS 7305 - Methods of Theoretical Physics

Credits: 3

Mathematical methods; theory of analytic functions, evaluation of integrals, linear vector spaces, special functions, integral equations, tensor analysis, calculus of variations, group theory. Prerequisites: Working knowledge of complex variable, Fourier transforms, and partial differential equations.

PHYS 7311 - Electromagnetic Theory I

Credits: 3

Boundary-value problems in electrostatics; dielectrics; magnetic media; Maxwell's equations; electromagnetic waves; refraction and reflection; wave guides and cavities. Electromagnetic radiation; diffraction and interference; plasma physics; special relativity; dynamics of charged particles; multipole expansion. Prerequisite: PHYS 5393 or permission of instructor.

PHYS 7312 - Electromagnetic Theory II

Credits: 3

Boundary-value problems in electrostatics; dielectrics; magnetic media; Maxwell's equations; electromagnetic waves; refraction and reflection; wave guides and cavities. Electromagnetic radiation; diffraction and interference; plasma physics; special relativity; dynamics of charged particles; multipole expansion. Prerequisite: PHYS 5393 or permission of instructor.

PHYS 7314 - Quantum Field Theory I

Credits: 3

Classical fields; symmetry transformations and conservation laws; the quantum theory of radiation; relativistic quantum mechanics of spin-1/2 particles, second quantization and the theory of interaction fields. Covariant perturbation theory; collision phenomena in quantum electrodynamics; renormalization. Prerequisite: PHYS 6336.

PHYS 7315 - Quantum Field Theory II

Credits: 3

Path integral formulation; renormalization group; symmetry structure; formal aspects; nonabelian gauge theories. Prerequisite: PHYS 7314 or permission of instructor.

PHYS 7321 - Atomic Physics

Credits: 3

The central-field model of atomic structure, the Hartree methods; angular momentum and the vector model of the atom; antisymmetry and the determinantal method: theory of multiplets; magnetic properties of atoms. Prerequisites: PHYS 6336 or working knowledge of quantum mechanics and permission of instructor.

PHYS 7330 - Physics of Quantum Electronics

Credits: 3

Interactions of electromagnetic radiation with atomic systems; absorption and dispersion, line-broadening mechanisms, amplification. Quantum theory of light scattering: Rayleigh, Raman, and Brillouin scattering. Theory of lasers. Coherent pulse propagation. Nonlinear optical processes. Prerequisites: PHYS 6336, or working knowledge of quantum mechanics, and permission of instructor.

PHYS 7341 - Theoretical Nuclear Physics

Credits: 3

Properties of nuclear forces; many-body theory of nuclear models; analysis of scattering experiments. Interaction between nucleons and radiation; pion physics; weak interactions. Prerequisites: PHYS 6336 and PHYS 6341.

PHYS 7350 - General Relativity

Credits: 3

Einstein's theory, black holes, gravitational waves, and cosmology. Prerequisite: PHYS 6321 or permission of instructor.

PHYS 7360 - Elementary Particles I

Credits: 3

Physics of the standard model; quarks and leptons; internal symmetries, grand unified theories. Prerequisite: Permission of instructor.

PHYS 7361 - Elementary Particles II

Credits: 3

Continues PHYS 7360 with emphasis on current topics. Prerequisite: PHYS 7360 or permission of instructor.

PHYS 8049 - Graduate Full-Time Status

Credits: 0

PHYS 8100 - Research

Credits: 1

Research and study of selected physics topics; content varies term to term.

PHYS 8200 - Research

Credits: 2

Research and study of selected physics topics; content varies term to term.

PHYS 8300 - Research

Credits: 3

Research and study of selected physics topics; content varies term to term.

PHYS 8361 - Special Topics in Physics

Credits: 3

Content varies term to term.

PHYS 8362 - Special Topics in Physics

Credits: 3

Content varies term to term.

PHYS 8398 - Dissertation

Credits: 3

Research and writing of the dissertation.

PHYS 8399 - Dissertation

Credits: 3

Research and writing of the dissertation.

PHYS 8400 - Research

Credits: 4

Research and study of selected physics topics; content varies term to term.

PHYS 8500 - Research

Credits: 5

Research and study of selected physics topics; content varies term to term.

PHYS 8600 - Research

Credits: 6

Research and study of selected physics topics; content varies term to term.

PHYS 8700 - Research

Credits: 7

Research and study of selected physics topics; content varies term to term.

PHYS 8800 - Research

Credits: 8

Research and study of selected physics topics; content varies term to term.

PHYS 8900 - Research

Credits: 9

Research and study of selected physics topics; content varies term to term.

Psychology

www.smu.edu/psychology

Professor George Holden, **Department Chair**

Professors: George Holden, Ernest Jouriles, Akihito Kamata, Renee McDonald, Alicia Meuret, Thomas Ritz

Associate Professors: Austin Baldwin, Michael Chmielewski, Robert Hampson, Chrystyna Kouros, David Rosenfield, Lorelei Simpson Rowe

Assistant Professors: Holly Bowen, Nathan Hudson, Priscilla Lui, Benjamin A. Tabak

Senior Lecturers: Susan Hornstein, Chris Logan

Lecturer: James Calvert

Clinical Assistant Professor: Naomi Tabak

Psychology, Ph.D.

The Ph.D. program in clinical psychology is a 70-credit hour program designed to prepare a student for a professional career in research, teaching and/or the clinical applications of empirically supported psychological methods. The four major requirements for the Ph.D. degree consist of departmental research requirements, coursework, practica and a formal clinical internship.

Degree Requirements

Research Requirements and Qualifications for Candidacy

Students are expected to conduct research throughout their enrollment in the clinical psychology doctoral program. To facilitate their involvement and training in research, the program will include several research benchmarks that students must complete prior to graduation. Research benchmarks must be completed in accordance with the Dedman College graduate catalog. A brief description of the research benchmarks follows. For specific details, students are referred to the *Graduate Student Handbook*.

First-Year Research

First-year students will work on research projects with their faculty adviser. This research experience is intended to provide students with exposure to a research area and help shape the skills necessary to develop hypotheses, analyze data and communicate the results.

Thesis

First Research Benchmark

Students are expected to complete a student-directed empirical research project that will constitute their thesis. Students will present an oral defense of a thesis proposal (prior to initiating thesis research) to a thesis committee consisting of three faculty members. The thesis proposal is expected to occur prior to July 31 of the second year. An M.A. degree will be awarded en route for doctoral candidates who successfully complete their thesis requirement.

Presentation of Research at a Professional Conference or Publication of Research in a Professional Journal

Second Research Benchmark

All graduate students are required to publish at least two manuscripts in peer-reviewed outlets, at any level of authorship, prior to graduation. Although two publications are required to meet this benchmark, graduate students should be active in presentation of research throughout their graduate career (e.g., at least one conference presentation or publication per year after the first year).

Review Article

Third Research Benchmark

To demonstrate in-depth knowledge of their research area and to demonstrate their capability to interpret and synthesize theories and data in this area, students will write a review article on a topic related to their area of research. This benchmark should be completed by the middle of the third year (February 1st).

Dissertation

Fourth Research Benchmark

The dissertation is an original empirical research project with the potential to contribute to the knowledge base in their specific area of clinical psychology. Before a student can begin the dissertation, the student must be advanced to candidacy (described below). Students must formally propose the project to the dissertation committee. Successful completion of the dissertation will be determined by an oral defense before the student's dissertation committee.

It is expected that students will propose their dissertation by September 30 of the year they intend to apply for internship.

Candidacy Requirements

Candidacy requirements consist of completion of the first three research benchmarks and the core clinical courses (there is no additional written test); candidacy is typically completed by the end of their third year in the program. Advancement to candidacy is necessary for students to initiate dissertation research and to apply for an internship. Students are required to propose their dissertation by September 30 of the year they apply for internship (typically the fall of the fifth year of study).

- PSYC 6324 - Research Methods
- PSYC 6314 - Seminar in Adult Psychopathology
- PSYC 6351 - Theories and Methods of Psychotherapy
- PSYC 6353 - Psychometrics, Test Construction, and Assessment
- PSYC 6363 - Professional Issues in Psychology: Ethics and Diversity

Required Courses (39 Credit Hours)

The following courses are required:

- PSYC 6091 - Practicum Seminar
- PSYC 6092 - Practicum Seminar
- PSYC 6093 - Practicum Seminar
- PSYC 6094 - Practicum Seminar
- PSYC 6095 - Practicum Seminar
- PSYC 6096 - Practicum Seminar
- PSYC 6097 - Practicum Seminar
- PSYC 6098 - Practicum Seminar
- PSYC 6305 - Quantitative Methods I
- PSYC 6307 - Quantitative Methods II
- PSYC 6314 - Seminar in Adult Psychopathology

- PSYC 6317 - Seminar in Physiological Psychology
- PSYC 6324 - Research Methods
- PSYC 6334 - Seminar in Developmental Psychopathology
- PSYC 6351 - Theories and Methods of Psychotherapy
- PSYC 6353 - Psychometrics, Test Construction, and Assessment
- PSYC 6355 - Applied Clinical Skills (includes Interviewing)
- PSYC 6363 - Professional Issues in Psychology: Ethics and Diversity
- PSYC 6364 - Foundations in Psychology: Social and Cognitive Psychology, and the History and Systems of Psychology (Cognitive, Social, History)
- PSYC 6398 - Thesis
- PSYC 7091 - Practicum in Psychology
- PSYC 7092 - Practicum in Psychology
- PSYC 7093 - Practicum in Psychology
- PSYC 7094 - Practicum in Psychology
- PSYC 7095 - Practicum in Psychology
- PSYC 7096 - Practicum in Psychology
- PSYC 7097 - Practicum in Psychology
- PSYC 7098 - Practicum in Psychology
- PSYC 8396 - Dissertation
- PSYC 8397 - Dissertation

Additional Courses

In addition, students will enroll in:

- PSYC 8091 - Clinical Internship I
- PSYC 8092 - Clinical Internship II

Elective Coursework (31 Credit Hours)

Elective courses (up to 31 credit hours) can be taken from Psychology Department courses at the 6000-level or above. Courses from other departments or schools can also be taken with approval of the director of graduate studies.

Quantitative Methods Minor (12 Credit Hours)

12 credit hours in additional coursework in advanced statistical methods are available as an elective minor, with courses in SEM, HSLM, IRT, and other advanced methods within and outside the department.

Four courses from the following:

- EDU 7320 - Advanced Assessment Methods II
- EDU 7321 - Quantitative Research Methods II
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists
- PSYC 6322 - Contemporary Scientific Psychology Issues II
- PSYC 6323 - Structural Equation Modeling
- STAT 6308 - SAS II and Databases
- STAT 6360 - Statistical Methods in Epidemiology
- Other courses may be approved by the department on a case-by-case basis.

Clinical Practica

Students will participate in practicum training beginning in their second year. Purposes of clinical practica are to:

- Provide students training, supervision, and experience in the use of empirically supported methods of intervention and assessment.
- Offer students training, supervision, and experiences in working with a diverse sample of clients.
- Expose students to nonacademic sites in which psychological research is conducted.

Grade Point Average

To be in good standing in the Ph.D. program, students are expected to obtain a grade of *B* or better in each course. A course with a grade of *C* must be retaken. Two or more courses with a grade of *C* may result in dismissal.

Periodic Performance Reviews

Student performance will be reviewed twice in the first year and annually thereafter, assessing performance in research, clinical skills, and assigned duties.

Psychology, M.A.

The M.A. in psychology degree is only available to students enrolled in the Ph.D. program in clinical psychology at SMU. See the Ph.D. program information for further details on earning the M.A. degree.

Psychology Courses

PSYC 6091 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6092 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6093 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6094 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6095 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6096 - Practicum Seminar

Credits: 0

Students in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6097 - Practicum Seminar

Credits: 0

Students participate in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6098 - Practicum Seminar

Credits: 0

Students in an off-campus practicum but also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6305 - Quantitative Methods I

Credits: 3

Theoretical bases of quantitative methods used in experimental research designs. Topics will include rules of probability, random variables and their distributions, statistical inference, tests of hypotheses and confidence intervals for population means, and analysis of variance. Prerequisite: Permission of instructor.

PSYC 6307 - Quantitative Methods II

Credits: 3

Theoretical bases of quantitative methods used in quasi- and nonexperimental research designs. Topics include correlation, regression, multiple regression, partial and multiple correlation, and nonparametric approaches. Prerequisite: Permission of instructor.

PSYC 6309 - Seminar in Health Psychology

Credits: 3

Current theories and research in health psychology.

PSYC 6311 - Seminar in Social Psychology

Credits: 3

Current theories and research on the social influences of behavior.

PSYC 6312 - Seminar in Developmental Psychology

Credits: 3

Current theories and research in developmental psychology.

PSYC 6314 - Seminar in Adult Psychopathology

Credits: 3

The presentation and discussion of selected topics involving research in psychopathology.

PSYC 6316 - Seminar in Cognitive Psychology I

Credits: 3

An in-depth examination of selected topics in the general areas of human learning, memory, thinking, and related experiences.

PSYC 6317 - Seminar in Physiological Psychology

Credits: 3

Provides comprehensive exposure to a selected area or problem in physiological psychology. Areas receiving such treatment might include limbic system-behavior relationships, biological bases of motivation, and biological bases of learning and memory.

PSYC 6318 - Seminar in Sensation and Perception

Credits: 3

Study physical stimuli, physiological receptors, and psychological processes involved in extracting information from the physical world.

PSYC 6322 - Contemporary Scientific Psychology Issues II

Credits: 3

Examination of current issues and areas of scientific psychological research, including developmental psychology, cognition, biopsychology, and social and personality psychology.

PSYC 6323 - Structural Equation Modeling

Credits: 3

Introduces the basic theory of structural equation modeling, which is a system of regression models with observed and unobserved variables. Focuses on SEM behavioral and social science applications.

PSYC 6324 - Research Methods

Credits: 3

Seminar addressing issues of research design and implementations in clinical psychology. Topics include validity and reliability of clinical assessment, experimental and quasi-experimental designs, causal inference, interpretation of data, and research ethics.

PSYC 6330 - Seminar in Psychopharmacology

Credits: 3

Introduces psychotropic drugs and their uses, with a focus on the relationship between psychology and psychiatry in practice.

PSYC 6331 - Psychotherapy Practicum I

Credits: 3

Combined didactic/lecture and laboratory practicum experience for second-year graduate students. Emphasis is placed on assessment of and brief psychotherapy for medical patients in the Baylor Hospital Trauma Unit.

PSYC 6332 - Psychotherapy Practicum II

Credits: 3

Continuation into the second term of a combined didactic/lecture and laboratory practicum experience for second-year graduate students. Emphasis is placed on assessment of and brief psychotherapy for medical patients in the Baylor Hospital Trauma Unit.

PSYC 6334 - Seminar in Developmental Psychopathology

Credits: 3

Advanced seminar examining theories and data on psychopathology in childhood and adolescence.

PSYC 6340 - Psychobiology of Emotion

Credits: 3

Provides an empirically based foundation in the psychobiology processes involved in human emotion (e.g., anger, fear, anxiety, and depression) that underlie interventions for clinically elevated levels of these emotions.

PSYC 6351 - Theories and Methods of Psychotherapy

Credits: 3

Discussion of research concerning the efficacy and effectiveness of individual psychotherapy; discussion about and training in the major theoretical methods of individual psychotherapy; ethics of individual psychotherapy. Open to psychology graduate students only.

PSYC 6353 - Psychometrics, Test Construction, and Assessment

Credits: 3

Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; and theory and practice in psychological assessment techniques to measure personality, intelligence, and behavior. The focus throughout is on the integration of diverse sources of data to better inform psychodiagnostic decision-making. Open to psychology graduate students only.

PSYC 6354 - Assessment Practicum

Credits: 3

On-campus practicum for Ph.D. students to learn to administer and interpret cognitive, achievement, personality, and behavioral psychological tests; to conduct feedback sessions; and to generate appropriate reports. Instructor consent and Ph.D. student status required.

PSYC 6355 - Applied Clinical Skills

Credits: 3

Emphasizes fundamental clinical skills of interviewing and diagnostic assessment.

PSYC 6356 - Theories and Methods of Couple and Family Therapy

Credits: 3

Introduction to theories of marriage, family, and divorce counseling. Also, research on these approaches, with a focus on the types of interaction between spouses and between family members.

PSYC 6357 - Seminar in Interviewing Skills

Credits: 3

For Ph.D. and M.A. students in psychology. Students are taught interviewing techniques, basic supportive counseling skills, and effective communication and planning of clinical therapy sessions. Employs didactic and experiential methods of instruction.

PSYC 6360 - Ethics in Psychology

Credits: 3

Reviews the current ethical code of conduct followed by professional psychologists. Ethical principles will be discussed in terms of their legal, social, and philosophical relevance.

PSYC 6361 - Assessment Practicum II

Credits: 3

Second term of an on-campus practicum course for Ph.D. students to learn to administer and interpret a variety of psychological tests, to conduct feedback sessions, and to generate reports based upon these assessments.

PSYC 6362 - Advanced Special Topics

Credits: 3

An advanced seminar on selected topics in various sub-areas of psychological research.

PSYC 6363 - Professional Issues in Psychology: Ethics and Diversity

Credits: 3

Introduces two key domains in professional psychology: ethics and diversity. Students learn the ethical code of conduct followed by psychologists and discuss research and theory covering individual differences and diversity in psychology. Prerequisite: Instructor approval.

PSYC 6364 - Foundations in Psychology: Social and Cognitive Psychology, and the History and Systems of Psychology

Credits: 3

Three 4-week miniseminars that provide a foundational knowledge in social and cognitive psychology and in the history and systems of psychology. Prerequisite: Instructor approval.

PSYC 6366 - Supervision and Consultation in Psychology

Credits: 3

An in-depth examination of current methods, procedures, and efficacy of models of clinical supervision and both inter-mural and intra-mural psychological consultation. Prerequisite: Admission to Psychology Ph.D. Program or permission of the instructor.

PSYC 6371 - Research on Psychology

Credits: 3

Supervised individual empirical research on selected problems. A research proposal must be submitted to and approved by the instructor before admission.

PSYC 6372 - Research in Psychology

Credits: 3

Supervised individual empirical research on selected problems. A research proposal must be submitted to and approved by the instructor before admission.

PSYC 6398 - Thesis

Credits: 3

Academic credit for design, data collection, analysis, and writing of student master's thesis.

PSYC 7091 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7092 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7093 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7094 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7095 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7096 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7097 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7098 - Practicum in Psychology

Credits: 0

Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7171 - Research

Credits: 1

Academic credit for data collection, analysis, and writing of student research project.

PSYC 7172 - Research

Credits: 1

Academic credit for data collection, analysis, and writing of student research project.

PSYC 7271 - Research

Credits: 2

Academic credit for data collection, analysis, and writing of student research project.

PSYC 7272 - Research

Credits: 2

Academic credit for data collection, analysis, and writing of student research project.

PSYC 7361 - Advanced Special Topics

Credits: 3

PSYC 7362 - Advanced Special Topics

Credits: 3

An advanced seminar on selected topics in various sub-areas of psychological research.

PSYC 7371 - Research

Credits: 3

Academic credit for data collection, analysis, and writing of student research project.

PSYC 7372 - Research

Credits: 3

Academic credit for data collection, analysis, and writing of student research project.

PSYC 8049 - Graduate Full-Time Status

Credits: 0

Continuing graduate students who are finished with coursework but completing their thesis/dissertation research.

PSYC 8091 - Clinical Internship I

Credits: 0

The first term that the student has been matched with a formal internship training site. This is a full-time, supervised clinical position.

PSYC 8092 - Clinical Internship II

Credits: 0

The second term that the student continues at a formal internship training site. This is a full-time, supervised clinical position.

PSYC 8096 - Dissertation

Credits: 0

Design, data collection, analysis, and writing of student doctoral dissertation.

PSYC 8105 - Research

Credits: 1

PSYC 8391 - Directed Studies

Credits: 3

Advanced study on selected topics in various sub-areas of psychological research.

PSYC 8392 - Directed Studies

Credits: 3

Advanced study on selected topics in various sub-areas of psychological research.

PSYC 8396 - Dissertation

Credits: 3

Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.

PSYC 8397 - Dissertation

Credits: 3

Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.

Religious Studies

www.smu.edu/Dedman/Academics/Departments/ReligiousStudies/Graduate

Professor Roy Heller, Director

The graduate program in religious studies is composed of faculty from the Dedman Religious Studies department and the Perkins School of Theology, as well as the two University Ethics Professors.

Dedman Religious Studies Faculty

Professor Johan Elverskog, Department Chair

Professors: William Barnard, Mark Chancey, Carl Johan Elverskog, Serge Frolov

Associate Professors: Richard Cogley, Jill DeTemple, John Lamoreaux, Steven Lindquist

Senior Lecturer: Shira Lander

General Information

The Graduate Program in Religious Studies comprises programs of study leading to the M.A. and Ph.D. degrees. The primary goal of both degree programs is to prepare persons for academic leadership in the field and hence for professional careers as teacher-scholars in colleges, universities and schools of theology. The M.A. degree program also aims to accommodate the qualified nonprofessional student interested in advanced work in religious studies within the context of the liberal arts and sciences. Students specialize in one of the following six fields of study:

Hebrew Bible/Old Testament

Systematic theology

New Testament

Religious ethics (Christian ethics)

The Christian tradition

Religion and culture

Language Requirement

All students are expected to demonstrate a reading competence in at least one approved language other than English upon matriculation, by passing an examination in that language in the August examination period preceding the first term of study. Ph.D. students will be expected to pass an examination in a second approved language by the beginning of the second year. (For students in the two biblical fields, the examination in the second language is to be taken no later than May of the first year.)

The approved languages in which examinations may be taken in both the M.A. and Ph.D degree programs are French, Spanish, German, Greek, Hebrew and Latin. Another pertinent language may be substituted with the approval of the steering committee. It is strongly recommended that Ph.D. students enter the program with a solid reading knowledge of the two (or more) languages in which they expect to be examined, since there is little time or opportunity for basic language acquisition during graduate study.

Religious Studies, Ph.D.

Admission Requirements

The deadline for completed applications is January 5. The requirements for admission to the Ph.D. degree program in religious studies are as follows:

1. The B.A. degree or its equivalent from an accredited institution.
2. A cumulative grade point average of 3.000 or above on a 4.000 scale.
3. A satisfactory score on the GRE general graduate school admission test, ordinarily including a combined score of 310 or greater on the verbal and quantitative sections.
4. Sufficient previous study in religion or related areas to be able to satisfy the requirements of the degree program.
5. When English is not the applicant's native language, a satisfactory TOEFL English language proficiency test score also is required. Internet-based version: 79-80 or better (preferably 100 or above); or paper-based version: 550 or better (preferably 600 or above).

Degree Requirements

Required Courses

Satisfactory completion of 48 credit hours of approved graduate coursework, including the four courses of the core seminar in religious studies:

- RELI 6301 - The Philosophical Study of Religion
- RELI 6302 - Approaches to Asian Religions
- RELI 6303 - History, Theory, and Method in Religious Studies
- RELI 6304 - Contemporary Approaches

Reading Competence

Demonstrating, by examination, a reading competence in two approved languages, other than English, relevant to the field of study. (For students in the two fields of biblical studies, four languages are required. Examinations must be passed in both Hebrew and Greek as well as in two additional languages.)

Comprehensive Field Examinations

Passing four comprehensive field examinations on the subjects designated for examination in the student's field, each consisting of a six-hour written examination based on the bibliography agreed upon with the examiner.

Dissertation Proposal

Securing the steering committee's approval of a dissertation proposal endorsed by the student's adviser, two other members of the graduate program in religious studies faculty and one reader from outside the graduate program in religious studies faculty.

Practice Teaching Requirement

Satisfactorily meeting the practice teaching requirement.

Doctoral Dissertation

Satisfactorily completing the doctoral dissertation.

Oral Examination

Passing an oral examination covering the student's entire course of study as well as the dissertation.

Religious Studies, M.A.

Admission Requirements

The deadline for completed applications is January 5. The requirements for admission to the M.A. degree program in religious studies are as follows:

1. The B.A. degree or its equivalent from an accredited institution.
2. A cumulative grade point average of 3.000 or above on a 4.000 scale.
3. A satisfactory score on the GRE general graduate school admission test, ordinarily including a combined score of 310 or greater on the verbal and quantitative sections.
4. Sufficient previous study in religion or related areas to be able to satisfy the requirements of the degree program.
5. When English is not the applicant's native language, a satisfactory TOEFL English language proficiency test score also is required. Internet-based version: 79-80 or better (preferably 100 or above); or paper-based version: 550 or better (preferably 600 or above).

Degree Requirements

Required Courses

Satisfactory completion of 30 credit hours of approved graduate coursework, including the four courses of the core seminar in religious studies:

- RELI 6301 - The Philosophical Study of Religion
- RELI 6302 - Approaches to Asian Religions
- RELI 6303 - History, Theory, and Method in Religious Studies
- RELI 6304 - Contemporary Approaches

Reading Competence

Demonstrating, by examination, a reading competence in an approved language, other than English, relevant to the field of study.

Master's Thesis

Satisfactory completion of a master's thesis.

Concentration

The student is encouraged to develop an area of concentration in his or her 18 credit hours of undesignated coursework. A maximum of six credit hours may be taken in independent study courses. Concentrations in areas of scholarship represented primarily in the Department of Religious Studies in Dedman College are especially welcome. Students whose main interests are in areas represented in the typical theological curriculum are advised to consider the Master of Theological Studies degree in Perkins School of Theology as an alternative to the M.A. degree in the graduate program in religious studies.

Religious Studies Courses

RELI 6049 - Graduate Full-Time Status

Credits: 0

RELI 6301 - The Philosophical Study of Religion

Credits: 3

The work of this seminar will focus on aims, methods, and problems in the philosophical study of religion.

RELI 6302 - Approaches to Asian Religions

Credits: 3

This seminar is a historical and theoretical inquiry into Asian religions. These traditions will be investigated through three broadly defined methods of theoretical approaches: textual studies, anthropology, and social/intellectual history.

RELI 6303 - History, Theory, and Method in Religious Studies

Credits: 3

This course will introduce several of the principal approaches to the study of religion in the post-Enlightenment West, focusing on canonical thinkers from various disciplines, especially anthropology, sociology, and psychology.

RELI 6304 - Contemporary Approaches

Credits: 3

This seminar provides an orientation to the critical study of religion in its contemporary context, with specific attention to emerging issues and modes of inquiry.

RELI 6398 - Thesis

Credits: 3

Thesis research.

RELI 6399 - Thesis

Credits: 3

Thesis research.

RELI 7300 - Philosophy of Religion I

Credits: 3

Special topics in philosophy of religion.

RELI 7301 - Philosophy of Religion II

Credits: 3

Special topics in philosophy of religion.

RELI 7302 - Philosophy of Religion III

Credits: 3

Special topics in philosophy of religion.

RELI 7303 - Philosophy of Religion IV

Credits: 3

Special topics in philosophy of religion.

RELI 7304 - Philosophy of Religion V

Credits: 3

Special topics in philosophy of religion.

RELI 7305 - Philosophy of Religion VI

Credits: 3

Special topics in philosophy of religion.

RELI 7306 - Philosophy of Religion VII

Credits: 3

Special topics in philosophy of religion.

RELI 7307 - Philosophy of Religion VIII

Credits: 3

Special topics in philosophy of religion.

RELI 7308 - Philosophy of Religion IX

Credits: 3

Special topics in philosophy of religion.

RELI 7309 - Philosophy of Religion X

Credits: 3

Special topics in philosophy of religion.

RELI 7310 - Philosophical Theology I

Credits: 3

Special topics in philosophical theology.

RELI 7311 - Philosophical Theology II

Credits: 3

Special topics in philosophical theology.

RELI 7312 - Philosophical Theology III

Credits: 3

Special topics in philosophical theology.

RELI 7313 - Philosophical Theology IV

Credits: 3

Special topics in philosophical theology.

RELI 7314 - Philosophical Theology V

Credits: 3

Special topics in philosophical theology.

RELI 7315 - Philosophical Theology VI

Credits: 3

Special topics in philosophical theology.

RELI 7316 - Philosophical Theology VII

Credits: 3

Special topics in philosophical theology.

RELI 7317 - Philosophical Theology VIII

Credits: 3

Special topics in philosophical theology.

RELI 7318 - Philosophical Theology IX

Credits: 3

Special topics in philosophical theology.

RELI 7319 - Philosophical Theology X

Credits: 3

Special topics in philosophical theology.

RELI 7320 - Religion and Culture I

Credits: 3

Special topics in religion and culture.

RELI 7321 - Religion and Culture II

Credits: 3

Special topics in religion and culture.

RELI 7322 - Religion and Culture III

Credits: 3

Special topics in religion and culture.

RELI 7323 - Religion and Culture IV

Credits: 3

Special topics in religion and culture.

RELI 7324 - Religion and Culture V

Credits: 3

Special topics in religion and culture.

RELI 7325 - Religion and Culture VI

Credits: 3

Special topics in religion and culture.

RELI 7326 - Religion and Culture VII

Credits: 3

Special topics in religion and culture.

RELI 7327 - Religion and Culture VIII

Credits: 3

Special topics in religion and culture.

RELI 7328 - Religion and Culture IX

Credits: 3

Special topics in religion and culture.

RELI 7329 - Religion and Culture X

Credits: 3

Special topics in religion and culture.

RELI 7330 - Religion and Culture XI

Credits: 3

Special topics in religion and culture.

RELI 7331 - Religion and Culture XII

Credits: 3

Special topics in religion and culture.

RELI 7332 - Religion and Culture XIII

Credits: 3

Special topics in religion and culture.

RELI 7333 - Religion and Culture XIV

Credits: 3

Special topics in religion and culture.

RELI 7334 - Religion and Culture XV

Credits: 3

Special topics in religion and culture.

RELI 7335 - History of Christianity I

Credits: 3

Special topics in the history of Christianity.

RELI 7336 - History of Christianity II

Credits: 3

Special topics in the history of Christianity.

RELI 7337 - History of Christianity III

Credits: 3

Special topics in the history of Christianity.

RELI 7338 - History of Christianity IV

Credits: 3

Special topics in the history of Christianity.

RELI 7339 - History of Christianity V

Credits: 3

Special topics in the history of Christianity.

RELI 7340 - History of Christianity VI

Credits: 3

Special topics in the history of Christianity.

RELI 7341 - History of Christianity VII

Credits: 3

Special topics in the history of Christianity.

RELI 7342 - History of Christianity VIII

Credits: 3

Special topics in the history of Christianity.

RELI 7343 - History of Christianity IX

Credits: 3

Special topics in the history of Christianity.

RELI 7344 - History of Christianity X

Credits: 3

Special topics in the history of Christianity.

RELI 7345 - History of Christianity XI

Credits: 3

Special topics in the history of Christianity.

RELI 7346 - History of Christianity XII

Credits: 3

Special topics in the history of Christianity.

RELI 7347 - History of Christianity XIII

Credits: 3

Special topics in the history of Christianity.

RELI 7348 - History of Christianity XIV

Credits: 3

Special topics in the history of Christianity.

RELI 7349 - History of Christianity XV

Credits: 3

Special topics in the history of Christianity.

RELI 7350 - Systematic Theology I

Credits: 3

Special topics in systematic theology.

RELI 7351 - Systematic Theology II

Credits: 3

Special topics in systematic theology.

RELI 7352 - Systematic Theology III

Credits: 3

Special topics in systematic theology.

RELI 7353 - Systematic Theology IV

Credits: 3

Special topics in systematic theology.

RELI 7354 - Systematic Theology V

Credits: 3

Special topics in systematic theology.

RELI 7355 - Systematic Theology VI

Credits: 3

Special topics in systematic theology.

RELI 7356 - Systematic Theology VII

Credits: 3

Special topics in systematic theology.

RELI 7357 - Systematic Theology VIII

Credits: 3

Special topics in systematic theology.

RELI 7358 - Systematic Theology IX

Credits: 3

Special topics in systematic theology.

RELI 7359 - Systematic Theology X

Credits: 3

Special topics in systematic theology.

RELI 7360 - Systematic Theology XI

Credits: 3

Special topics in systematic theology.

RELI 7361 - Systematic Theology XII

Credits: 3

Special topics in systematic theology.

RELI 7362 - Systematic Theology XIII

Credits: 3

Special topics in systematic theology.

RELI 7363 - Systematic Theology XIV

Credits: 3

Special topics in systematic theology.

RELI 7364 - Systematic Theology XV

Credits: 3

Special topics in systematic theology.

RELI 7365 - Religious Ethics I

Credits: 3

Special topics in religious ethics.

RELI 7366 - Religious Ethics II

Credits: 3

Special topics in religious ethics.

RELI 7367 - Religious Ethics III

Credits: 3

Special topics in religious ethics.

RELI 7368 - Religious Ethics IV

Credits: 3

Special topics in religious ethics.

RELI 7369 - Religious Ethics V

Credits: 3

Special topics in religious ethics.

RELI 7370 - Religious Ethics VI

Credits: 3

Special topics in religious ethics.

RELI 7371 - Religious Ethics VII

Credits: 3

Special topics in religious ethics.

RELI 7372 - Religious Ethics VIII

Credits: 3

Special topics in religious ethics.

RELI 7373 - Religious Ethics IX

Credits: 3

Special topics in religious ethics.

RELI 7374 - Religious Ethics X

Credits: 3

Special topics in religious ethics.

RELI 7375 - Religious Ethics XI

Credits: 3

Special topics in religious ethics.

RELI 7376 - Religious Ethics XII

Credits: 3

Special topics in religious ethics.

RELI 7377 - Religious Ethics XIII

Credits: 3

Special topics in religious ethics.

RELI 7378 - Religious Ethics XIV

Credits: 3

Special topics in religious ethics.

RELI 7379 - Religious Ethics XV

Credits: 3

Special topics in religious ethics.

RELI 7380 - Old Testament I

Credits: 3

Special topics on the Old Testament.

RELI 7381 - Old Testament II

Credits: 3

Special topics on the Old Testament.

RELI 7382 - Old Testament III

Credits: 3

Special topics on the Old Testament.

RELI 7383 - Old Testament IV

Credits: 3

Special topics on the Old Testament.

RELI 7384 - Old Testament V

Credits: 3

Special topics on the Old Testament.

RELI 7385 - Old Testament VI

Credits: 3

Special topics on the Old Testament.

RELI 7386 - Old Testament VII

Credits: 3

Special topics on the Old Testament.

RELI 7387 - Old Testament VIII

Credits: 3

Special topics on the Old Testament.

RELI 7388 - Old Testament IX

Credits: 3

Special topics on the Old Testament.

RELI 7389 - Old Testament X

Credits: 3

Special topics on the Old Testament.

RELI 7390 - New Testament I

Credits: 3

Special topics on the New Testament.

RELI 7391 - New Testament II

Credits: 3

Special topics on the New Testament.

RELI 7392 - New Testament III

Credits: 3

Special topics on the New Testament.

RELI 7393 - New Testament IV

Credits: 3

Special topics on the New Testament.

RELI 7394 - New Testament V

Credits: 3

Special topics on the New Testament.

RELI 7395 - New Testament VI

Credits: 3

Special topics on the New Testament.

RELI 7396 - New Testament VII

Credits: 3

Special topics on the New Testament.

RELI 7397 - New Testament VIII

Credits: 3

Special topics on the New Testament.

RELI 7398 - New Testament IX

Credits: 3

Special topics on the New Testament.

RELI 7399 - New Testament X

Credits: 3

Special topics on the New Testament.

RELI 8049 - Graduate Full-Time Status

Credits: 0

Indicates the student has full-time status.

RELI 8100 - Research

Credits: 1

Dissertation research.

RELI 8105 - Research

Credits: 1

RELI 300 - Studies on the History of Doctrine

Credits: 3

A cumulative examination of the basic doctrines and theologies that have shaped the Christian tradition. During fall term, the course surveys the formation of the patristic, Byzantine, and medieval Western theological traditions. During spring term, it covers the late medieval and Reformation periods as well as selected developments of the Enlightenment era through Schleiermacher.

RELI 8301 - Studies on the History of Doctrine

Credits: 3

A cumulative examination of the basic doctrines and theologies that have shaped the Christian tradition. During fall term, the course surveys the formation of the patristic, Byzantine, and medieval Western theological traditions. During spring term, it covers the late medieval and Reformation periods as well as selected developments of the Enlightenment era through Schleiermacher.

RELI 8320 - Advanced Systematic Theology

Credits: 3

An advanced investigation of selected problems in systematic theology. The topic is announced when the course is offered.

RELI 8321 - Advanced Systematic Theology

Credits: 3

An advanced investigation of selected problems in systematic theology. The topic is announced when the course is offered.

RELI 8340 - Pentateuch

Credits: 3

Intensive study of selected texts and issues in the Pentateuch of the Old Testament. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of biblical Hebrew is presupposed.

RELI 8341 - Pentateuch

Credits: 3

Intensive study of selected texts and issues in the Pentateuch of the Old Testament. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of biblical Hebrew is presupposed.

RELI 8342 - The Prophets

Credits: 3

Intensive study of selected texts and issues in the prophetic literature of the Old Testament. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of biblical Hebrew is presupposed.

RELI 8350 - Seminar on the New Testament

Credits: 3

A topical study of one or more literary, historical, or theological issues pertinent to the interpretation of the New Testament. A knowledge of Hellenistic Greek is presupposed. The specific topic(s) will be determined in consultation with the students enrolled.

RELI 8351 - Seminar on the New Testament

Credits: 3

A topical study of one or more literary, historical, or theological issues pertinent to the interpretation of the New Testament. A knowledge of Hellenistic Greek is presupposed. The specific topic(s) will be determined in consultation with the students enrolled.

RELI 8352 - New Testament Gospels

Credits: 3

Intensive study of selected texts and issues in the New Testament Gospels. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

RELI 8353 - New Testament Gospels

Credits: 3

Intensive study of selected texts and issues in the New Testament Gospels. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

RELI 8354 - Pauline Epistles

Credits: 3

Intensive study of selected texts and issues in the Pauline Epistles. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

RELI 8355 - Pauline Epistles

Credits: 3

Intensive study of selected texts and issues in the Pauline Epistles. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

RELI 8356 - Advanced Study of New Testament Writings

Credits: 3

Intensive study of selected texts and issues in such writings as the Catholic Epistles, Hebrews, and the Apocalypse. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

RELI 8357 - Advanced Study of New Testament Writings

Credits: 3

Intensive study of selected texts and issues in such writings as the Catholic Epistles, Hebrews, and the Apocalypse. The specific texts or topics will be chosen in consultation with the students enrolled. A knowledge of New Testament Greek is presupposed.

Statistical Science

www.smu.edu/statistics

Professor Lynne Stokes, Department Chair

Professors: Ronald Butler, Daniel Heitjan, Hon Keung Ng, Lynne Stokes, Sherry Wang

Associate Professors: Jing Cao, Ian Harris, Monnie McGee

Assistant Professors: Chul Moon, Cornelis Potgieter

Senior Lecturers: Alan Elliot, Stephen Robertson

Lecturers: Mahesh Fernando

General Information

The Department of Statistical Science offers the following graduate degree programs: the Ph.D. in statistical science, the Ph.D. in biostatistics and the M.S. in applied statistics and data analytics.

The courses in the Ph.D. curriculum provide students with strong theoretical foundation in mathematical statistics, statistical computing, and probability, as well as foundations in areas that may be applied in statistical practice. The Ph.D. in biostatistics is conferred by the Department of Statistical Science at SMU in partnership with faculty in the Department of Clinical Sciences at the University of Texas Southwestern Medical Center at Dallas. Students attain a strong mathematical and statistical foundation such as that provided in the Ph.D. in statistical science curriculum, but they will also take courses and become involved in research projects that prepare them for a research career in biostatistics.

The M.S. in applied statistics and data analytics degree program is designed to provide students with a theoretically based understanding and proficiency in statistical methods, as well as training in statistical computing, data base management, predictive methods, and other data science techniques.

Note: In both Ph.D. programs, a student will advance to candidacy after he or she passes comprehensive and qualifying exams, prepares a written prospectus, gives an oral presentation in a research area on which the dissertation will be based, and receives approval of the prospectus from his or her dissertation committee.

Biostatistics, Ph.D.

Admission Requirements

The requirements for admission to the Ph.D. program in biostatistics are the same as those for the Ph.D. in statistical science. Some background in biology or medicine is preferred but is not a requirement for admission.

Degree Requirements

The degree requirements and required curriculum for the Ph.D. in biostatistics are similar to those for statistical science, except that biostatistics students are not required to take STAT 6371 (Probability Theory), but are required to take the following additional courses:

- STAT 6358 - Topics in Biostatistics (Statistical Methods for Genomic/Genetic Data Analysis); or another similar course selected in consultation with the graduate adviser
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6395 - Selected Topics in Statistics (Modeling Longitudinal & Incomplete Data)
- STAT 6397 - Statistical Methods in Clinical Trials

Additional Requirements

Students complete their coursework in two to three years (four courses per term in the first year, three or four courses per term in the second year, and the final two years consisting primarily of research). In addition, as with the Ph.D. in statistical science, the student must:

Comprehensive Exams

Pass the Comprehensive (Basic) Exams, typically at the end of the first year.

Ph.D. Qualifying Exam

Pass the Ph.D. Qualifying Exam, typically taken at the end of the second year, which assesses the student's readiness for research.

Dissertation

Write and make a successful defense of the dissertation.

Statistical Science, Ph.D.

Admission Requirements

Applicants to the Ph.D. program in statistical science must hold a bachelor's degree and must have taken mathematics courses through advanced calculus and linear algebra. Applicants must have taken the GRE graduate school admission test and have excellent English communication skills. International students applying from countries where English is not the native language are required to provide scores on the TOEFL English language proficiency test.

Degree Requirements

To qualify for the Ph.D. degree in statistical science, the student must:

Curricular Requirements

Satisfy all curricular requirements as specified by the University (at least 48 credit hours, no more than 12 of which can be in dissertation research) and by the departmental faculty.

Required Courses (27 Credit Hours)

Complete the following courses:

- STAT 6324 - Computational Statistics
- STAT 6327 - Mathematical Statistics
- STAT 6328 - Mathematical Statistics
- STAT 6336 - Statistical Analysis
- STAT 6337 - Statistical Analysis
- STAT 6345 - Linear Regression
- STAT 6366 - Statistical Consulting
- STAT 6371 - Probability Theory
- STAT 7327 - Advanced Statistical Inference

Elective Courses

Several elective courses are offered each semester. Students will complete the remaining required credit hours from among those courses, or from approved courses offered in other departments at the University. Examples of frequently offered electives include courses under the following topics:

Time Series:

- STAT 6363 - Time Series Analysis
- STAT 7363 - Time Series Analysis II

Categorical Data Analysis:

- STAT 6377 - Multivariate Categorical Data

Sampling:

- STAT 6380 - Mathematical Theory of Sampling

Bayesian Statistics:

- STAT 6390 - Bayesian Statistics
- STAT 6391 - Bayesian Hierarchical Modeling

Stochastic Processes:

- STAT 6370 - Stochastic Models
- STAT 6376 - Stochastic Process

Nonparametric Statistics:

- STAT 6385 - Survey of Nonparametric Statistics

Epidemiology and Clinical Trials:

- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6397 - Statistical Methods in Clinical Trials

Comprehensive Exams

Pass the Comprehensive (Basic) Exams, typically at the end of the first year.

Ph.D. Qualifying Exam

Pass the Ph.D. qualifying exam, which assesses the student's readiness for research. The format of the exam is a research paper.

Graduate Academic Work

Complete a minimum of three years of graduate academic work, at least one of which is in full-time residence on the campus of SMU or at a research facility approved by the departmental faculty and the dean of research and graduate studies.

Dissertation

Write and make a successful defense of the dissertation.

Applied Statistics and Data Analytics, M.S.

Admission Requirements

Applicants to the M.S. in applied statistics and data analytics degree program (also known as "MASDA") must hold a bachelor's degree, must have taken a course in statistics and must have taken calculus courses through multivariate calculus. Applicants must have taken the GRE graduate school admission test and have excellent English communication skills. International students applying from countries where English is not the native language are required to provide scores on the TOEFL English language proficiency test.

Degree Requirements

To qualify for the M.S. in applied statistics and data analytics, the student must successfully complete at least 36 credit hours acceptable to the departmental faculty, distributed as follows. At least 18 credit hours must be at the 6000-level or above.

Required Courses (21 Credit Hours)

- STAT 6301 - Experimental Statistics I
- STAT 6302 - Experimental Statistics II
- STAT 6307 - Introduction to Statistical Computing
- STAT 6308 - SAS II and Databases
- STAT 6311 - Introduction to Mathematical Statistics
- STAT 6312 - Mathematical Statistics II
- STAT 6324 - Computational Statistics

Elective Courses (12 Credit Hours)

Four courses from the following, chosen in consultation with the graduate adviser:

- STAT 6306 - Introduction to Data Science
- STAT 6315 - Survey Sampling
- STAT 6350 - Analysis of Lifetime Data
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6363 - Time Series Analysis
- STAT 6367 - Statistical Consulting
- STAT 6385 - Survey of Nonparametric Statistics
- STAT 6395 - Selected Topics in Statistics
- CSE 7320 - Artificial Intelligence
- CSE 7324 - Machine Learning in Python
- CSE 7331 - Data Mining
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists
- ECO 6391 - Financial Econometrics: Theory and Applications
- EDU 6382 - Everyday Mathematics: Probability and Data Analysis
- EE 8364 - Statistical Pattern Recognition
- EMIS 7331 - Data Mining
- STAT 6316 - Data Mining Techniques for Economists

Major Consulting Project (3 Credit Hours)

The student must complete one or more major consulting projects under the supervision of departmental faculty members. For at least one of these projects, written and oral presentations of the findings are required.

Note: The website www.smu.edu/Dedman/Academics/Departments/Statistics has additional information ("Applied M.S. Program" link).

- STAT 6366 - Statistical Consulting

Total: 36 Credit Hours

Statistical Science, M.S.

The M.S. degree in statistical science is only available to students enrolled in the Ph.D. program in statistical science at SMU. Note that this is different from the M.S. in applied statistics and data analytics.

Degree Requirements

To obtain the M.S. in statistical science en route to the Ph.D., the student must successfully complete at least 36 credit hours of graduate coursework acceptable to the departmental faculty, including:

- STAT 6324 - Computational Statistics
- STAT 6327 - Mathematical Statistics
- STAT 6328 - Mathematical Statistics
- STAT 6336 - Statistical Analysis
- STAT 6337 - Statistical Analysis
- STAT 6345 - Linear Regression

Additional Requirements

Students must pass the Comprehensive (Basic) Exams at an appropriate level.

Statistical Science Courses

STAT 5110 - Independent Study in Statistical Science

Credits: 1

Independent study of a selected topic in statistical science. Individual study under direction of a faculty member allowed for STAT 5110; group projects allowed for STAT 5310.

STAT 5310 - Independent Study in Statistical Science

Credits: 3

Independent study of a selected topic in statistical science. Individual study under direction of a faculty member allowed for STAT 5110; group projects allowed for STAT 5310.

STAT 6049 - Graduate Full-Time Status

Credits: 0

Enrollment in this course certifies that the student is a full-time graduate student in good academic standing.

STAT 6301 - Experimental Statistics I

Credits: 3

Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Corequisite: STAT 6307. Senior UG and MASDA students only.

STAT 6302 - Experimental Statistics II

Credits: 3

Extension of techniques in STAT 6301 to multivariate data. Multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Prerequisites: STAT 6301, STAT 6307. Senior UG and MASDA students only.

STAT 6306 - Introduction to Data Science

Credits: 3

An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Prerequisite: Enrollment in the applied statistics and data analytics program or the data science program, or permission of instructor.

STAT 6307 - Introduction to Statistical Computing

Credits: 3

Introduces statistical computing, with an emphasis on SAS programming. Students learn how to read, write, and import data; prepare data for analysis; use SAS procedures; and create graphs. Prerequisites: STAT 2331. Senior UG and MASDA students only.

STAT 6308 - SAS II and Databases

Credits: 3

Covers topics in data management and statistical analysis techniques, including data cleaning and verification; reading, writing, and manipulating data using DDE and SQL techniques; programming macros; combining, interleaving, stacking, and transposing data sets; customizing output using ODS; and advanced data analysis techniques. Prerequisite: STAT 5304 or permission of instructor.

STAT 6311 - Introduction to Mathematical Statistics

Credits: 3

Topics include: probability; probability distributions; mathematical expectation; discrete and continuous random variables and their distributions; sampling distributions; moment generating function; functions of random variables; confidence intervals. Prerequisite: MATH 3302.

STAT 6312 - Mathematical Statistics II

Credits: 3

Second course in mathematical statistics. Topics include order statistics, limiting distributions, central limit theorem, point estimation, testing statistical hypotheses, Bayesian procedures, and nonparametric methods. Prerequisites: STAT 6311, MASDA students and undergraduate seniors only.

STAT 6315 - Survey Sampling

Credits: 3

Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic

subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Prerequisite: Graduate standing or permission of department.

STAT 6316 - Data Mining Techniques for Economists

Credits: 3

A study of data mining techniques used by economists in the fields of applied economics, marketing, finance, and statistics. These techniques include classification methods (logistic models, classification trees, neural networks), affinity analysis (association rules), and data reduction and exploration methods (principal components and k-means clustering). Prerequisites: ECO 5350, ITOM 2305, and one of the following: STAT 2331 or STAT 4340; or permission of the department.

STAT 6324 - Computational Statistics

Credits: 3

Introduces computational methods in statistics with emphasis on the use of statistical software packages, statistical simulation, numerical methods, and related topics. Topics include introduction to R and other statistical software for statistical analysis and graphics; generating random deviates from various distributions; and the use of Monte Carlo methods for solving optimization problems. Prerequisite: STAT 5373 or STAT 6327 or concurrent enrollment in these courses. STAT MASDA or STAT Ph.D. students only.

STAT 6327 - Mathematical Statistics

Credits: 3

Theory of probability distributions. Random variables and functions of random variables. Multivariate and conditional distributions. Sampling distributions; order statistics. Expected value, transformations, and approximations. Prerequisite: Advanced calculus or permission of instructor.

STAT 6328 - Mathematical Statistics

Credits: 3

Sufficiency and completeness. Unbiased, maximum likelihood and Bayes point estimators, minimizing risk. Confidence sets. Most powerful, uniformly MP and likelihood ratio tests. Large-sample approximations; contingency table analysis. Prerequisite: STAT 6327.

STAT 6336 - Statistical Analysis

Credits: 3

Emphasis on application of statistical principles in the design of experiments. Complete and fractional factorials, blocking, nesting, replication, randomization. Analysis of data from one and two samples assuming normal distributions and independent errors. Discussion of paired sample analyses and of nonparametric location tests.

STAT 6337 - Statistical Analysis

Credits: 3

Analysis of data from classical multifactor experimental designs with fixed and random effects. Multiple comparisons and contrasts of main effects and interactions. Introduction to regression analysis. Prerequisite: STAT 6336.

STAT 6345 - Linear Regression

Credits: 3

The classical tools of linear regression based upon least squares estimation and inference through the assumption of normally distributed errors. Topics in model formulation, data transformations, variable selection, and regression

diagnostics for influential observations. Collinear predictors and biased estimation. Survey of alternatives to least squares. Prerequisite: STAT 6337.

STAT 6346 - Advanced Regression Analysis

Credits: 3

Alternatives to least squares estimation. Theory and applications of generalized linear models. Estimation, asymptotic distribution theory, and tests for model parameters. Techniques for detecting influential observations, collinearities, measurement error modeling. Prerequisite: STAT 6345 or permission of instructor.

STAT 6347 - Spline Approximation in Statistics

Credits: 3

STAT 6350 - Analysis of Lifetime Data

Credits: 3

Statistical theory and methodology for the analysis of lifetime data from complete and censored samples. Statistical lifetime distributions, types of censoring, graphical techniques, nonparametric and parametric estimation, and lifetime regression models. Prerequisites: STAT 6324, STAT 6327, STAT 6328, STAT 6336, STAT 6337, or equivalent.

STAT 6355 - Applied Multivariate Analysis

Credits: 3

Statistical methods of analysis of multivariate data, tests, and estimation of multivariate normal parameters; Hotelling's T^2 , discriminant analysis, canonical correlation, principal components, and factor analysis. Emphasizes applications. Prerequisite: STAT 6337.

STAT 6358 - Topics in Biostatistics

Credits: 3

Introduction to various statistical methods that are widely used in the biosciences, especially biomedical research. Subject matter includes survival analysis, contingency tables, logistic regression, analysis of longitudinal data, design of clinical experiments, epidemiology, and statistical genetics; topics may vary with instructor. Prerequisite: STAT 6328 or permission of instructor.

STAT 6360 - Statistical Methods in Epidemiology

Credits: 3

Introduces epidemiologic principles and statistical methods used in biomedical research. Topics involve the design, analysis, and interpretation of biomedical study results. Prerequisites: STAT 5371, STAT 5372, STAT 5373, STAT 5374, and STAT 5304 (or equivalent) or consent of instructor.

STAT 6363 - Time Series Analysis

Credits: 3

Statistical methods of analyzing time series. Autocorrelation function and spectrum. Autoregressive and moving average processes. More general models, forecasting, stochastic model building. Prerequisite: Permission of instructor.

STAT 6366 - Statistical Consulting

Credits: 3

Instruction in nonstatistical issues arising in a consulting experience, including interpersonal interaction, session

management, scheduling, data management, and oral and written communication. Examines technical methods useful for common consulting questions and provides consulting experience with a client from the community.

STAT 6367 - Statistical Consulting

Credits: 3

The practice and art of statistical consulting in a collaborative environment.

STAT 6370 - Stochastic Models

Credits: 3

Model building with stochastic processes in applied sciences. Phenomena with uncertain outcomes are formulated as stochastic models and their properties are analyzed. Some specific problems discussed come from areas such as population growth, queueing, reliability, time series, and social and behavioral processes. Statistical properties of the models are emphasized. Prerequisites: STAT 4340 or STAT 4341, and graduate standing.

STAT 6371 - Probability Theory

Credits: 3

An introduction to measure theoretic probability. Random variables, expectation, conditional expectation, characteristic functions. Prerequisite: STAT 6327 or permission of instructor.

STAT 6372 - Queueing Theory

Credits: 3

Queueing theory provides the theoretical basis for the analysis of stochastic service systems. The underlying stochastic processes are point processes of which Markov and renewal processes are two major examples. The course emphasizes the formulation of queueing models and their behavioral and statistical analyses using Markov and renewal techniques. Prerequisite: An introductory course in stochastic processes (e.g., STAT 6370/CSE 6370, STAT 6376, STAT 6379, EE 5306).

STAT 6376 - Stochastic Process

Credits: 3

Random walk, Markov processes, Poisson processes, waiting times, spectral density functions, applications to random noise problems. Prerequisite: STAT 6327.

STAT 6377 - Multivariate Categorical Data

Credits: 3

Structural models for counting data. Introduces the general log-linear model for contingency tables, likelihood-ratio tests, hierarchical models, and partitioning of likelihood-ratio statistics. Prerequisites: STAT 6328, STAT 6337 or permission of instructor.

STAT 6380 - Mathematical Theory of Sampling

Credits: 3

Theoretical basis for estimation from simple random stratified, cluster, and two-stage designs. Also, ratio and regression estimators and nonsampling errors, including nonresponse. Prerequisite: STAT 6328.

STAT 6385 - Survey of Nonparametric Statistics

Credits: 3

Topics include robust and distribution-free techniques; order statistics, EDF statistics, quantiles, asymptotic distributions and tolerance intervals; linear rank statistics for one-, two-, and several-sample problems involving

location and scale; runs; multiple comparison; rank correlation; and asymptotic relative efficiency. Prerequisite: STAT 6328.

STAT 6390 - Bayesian Statistics

Credits: 3

The decision theory and Bayesian approaches to statistics. Includes decision rules, admissibility, complete classes, Bayes and minimax rule, likelihood principle, empirical Bayes rules, and personal probability. Prerequisite: STAT 6328.

STAT 6391 - Bayesian Hierarchical Modeling

Credits: 3

This course focuses on how to account for spatial, temporal, and other complex correlation structures and on how to incorporate prior information into a statistical analysis using modern computer software packages (i.e., WinBUGS and R). Prerequisite: STAT 6390.

STAT 6395 - Selected Topics in Statistics

Credits: 3

Discussion of statistical theory and methodology on specialized topics of interest.

STAT 6397 - Statistical Methods in Clinical Trials

Credits: 3

An introduction to clinical trials for the biostatistician. Covers issues in the design, analysis, and operation of clinical trials, emphasizing the underlying statistical basis of modeling and inference. Topics include both practical and theoretical considerations in trial design and analysis. Prerequisites: STAT 6327 and STAT 6328.

STAT 6398 - Thesis

Credits: 3

Research on statistical theory and methodology.

STAT 6399 - Thesis

Credits: 3

Research on statistical theory and methodology.

STAT 7011 - Supervised Internship

Credits: 0

Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center.

STAT 7012 - Supervised Internship

Credits: 0

Supervised experience in statistical consulting carried out as an internship in approved work settings outside the Center for Statistical Consulting.

STAT 7013 - Supervised Internship

Credits: 0

Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center.

STAT 7100 - Seminar

Credits: 1

Oral presentations of statistical literature.

STAT 7110 - Supervised Internship

Credits: 1

Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center. Reports from the internship are required for completion of the course.

STAT 7111 - Seminar in Statistical Literature

Credits: 1

Reports from papers in statistical journals, bibliographical problems, etc.

STAT 7112 - Seminar in Statistical Literature

Credits: 1

Reports from papers in statistical journals, bibliographical problems, etc.

STAT 7300 - Seminar

Credits: 3

Oral presentations of statistical literature.

STAT 7327 - Advanced Statistical Inference

Credits: 3

General statistical inference; estimation (point and interval estimates, Bayes and minimax, etc.); tests of hypotheses (invariant, unbiased, most stringent, etc.). Prerequisite: STAT 6371.

STAT 7328 - Advanced Statistical Inference

Credits: 3

Additional topics in statistical inference. Prerequisite: STAT 7327.

STAT 7362 - Topics in Statistics

Credits: 3

Lectures and readings on state-of-the-art statistical issues using emerging statistical theory and methods.

STAT 7363 - Time Series Analysis II

Credits: 3

For advanced graduate students who intend to do research in spectral analysis or who have a major interest in time series. Prerequisites: STAT 6363, STAT 6376, or permission of instructor.

STAT 8049 - Graduate Full-Time Status

Credits: 0

Enrollment in this course certifies that the student is a full-time graduate student in good academic standing.

STAT 8105 - Research

Credits: 1

STAT 8196 - Dissertation

Credits: 1

Doctoral research on statistical theory and methodology.

STAT 8197 - Dissertation

Credits: 1

Doctoral research on statistical theory and methodology.

STAT 8198 - Dissertation

Credits: 1

Doctoral research on statistical theory and methodology.

STAT 8199 - Dissertation

Credits: 1

Doctoral research on statistical theory and methodology.

STAT 8313 - Research in Statistical Inference

Credits: 3

Research on statistical theory and methodology.

STAT 8396 - Dissertation

Credits: 3

Doctoral research on statistical theory and methodology.

STAT 8397 - Dissertation

Credits: 3

Doctoral research on statistical theory and methodology.

STAT 8398 - Dissertation

Credits: 3

Doctoral research on statistical theory and methodology.

STAT 8399 - Dissertation

Credits: 3

Doctoral research on statistical theory and methodology.

STAT 8697 - Dissertation

Credits: 6

Doctoral research on statistical theory and methodology.

STAT 8698 - Dissertation

Credits: 6

Doctoral research on statistical theory and methodology.

STAT 8699 - Dissertation

Credits: 6

Dissertation in the statistical sciences.

Women's and Gender Studies

www.smu.edu/womgenstudies

Josephine Caldwell-Ryan, **Director**

General Information

The graduate certificate offered by the Women's and Gender Studies Program is designed to integrate knowledge about women, gender and sexuality into the chosen field of study of SMU graduate students. Offered through the Women's and Gender Studies Program and jointly based in the Dedman College Graduate Program, the Perkins School of Theology and the Dedman School of Law, the certificate provides an additional credential for interested students who are seeking employment in fields where familiarity with scholarship on women, gender and/or sexuality may be an asset, or who are looking to enhance their graduate studies. The courses represent several disciplines, including anthropology, art history, history, literary studies, media studies, theology and law.

Admission Requirements

The student must be pursuing an advanced degree in an SMU graduate program, and must enroll for the program through Dedman College (for Dedman and Meadows students), the Perkins School of Theology (for theology students) or the Dedman School of Law (for law students). An additional application fee is not required. Formal enrollment must include a proposed program plan for completion of the certificate developed with the director of Women's and Gender Studies Program or the appropriate adviser in Perkins School of Theology or Dedman School of Law.

Women's and Gender Studies Graduate Certificate

Academic Requirements

The graduate certificate in women's and gender studies requires 15 credit hours, distributed as follows:

Advanced Feminist Theory (3 Credit Hours)

The advanced feminist theory course. The course includes "classic" literature from feminist, womanist and *mujerista* perspectives and addresses current theoretical issues across several disciplines. Offered in the fall term of every even-numbered year, it is team-taught by faculty associated with Dedman College, the Perkins School of Theology and the Dedman School of Law.

- WGST 6300 - Advanced Feminist Theory
- TC 8375 - Advanced Feminist Theory

Four Additional Courses (12 Credit Hours)

Four additional courses relevant to the intent of the certificate. Students typically take four courses in their area of graduate studies with content appropriate to the certificate as documented by the syllabus and subject to the director's approval. Examples of eligible courses include:

- ARHS 6358 - Gender and Sexuality in the Visual Arts
- CE 8338 - Emancipatory Educational Ministry with Adolescent Girls
- ENGL 6375 - Sex, Gender, and Literature
- FREN 5339 - French Women Writers and Society
- HX 8328 - Women in the History of Christianity

- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- SPAN 5336 - Spanish-American Novel (topic must be approved by director)
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
- WO 8308 - Women and Worship
- XS 8345 - Issues in Faith, Feminism, and Public Policy

Note:

In the interest of the interdisciplinary foundation of women's studies, students may also take up to six hours of upper-level Dedman College or Meadows undergraduate women's and gender studies courses from those pre-approved for such credit by the Women's and Gender Studies program. They may pursue that option under the following circumstances:

- The students arrange a separate syllabus and assignments in conjunction with the professor of record.
- The syllabus and assignments must be approved by the Graduate Certificate Committee of the Women's and Gender Studies Program.
- The students register for such courses using the appropriate graduate-level number (WGST 5310 for 3000-level courses and WGST 6310 for 4000-level courses). WGST 5310 can be taken only once.

Additional Requirements

Students must also complete a major research project or a supervised internship in a setting that addresses issues relevant to the intent of the program. This project should be included in the program plan (see the Admission Requirements section).

For Ph.D. students, the project normally involves an article-length research paper written for coursework; however, if relevant it could include a performance, internship, exhibit or other project approved by the appropriate adviser. Supervised internship settings for Perkins Master of Divinity students will require a learning goal for women's studies, and it shall be done in consultation with the Perkins Internship Office.

Notes:

- Students in Dedman School of Law and Perkins are encouraged to petition the director of the Women's and Gender Studies Program for credit in their own departments for graduate courses, including independent studies courses, in which they engage in study appropriate to the intent of the certificate. Appropriate courses taken during matriculation at SMU, but prior to enrollment in the certificate program, may count toward program hours. Students in Dedman School of Law should consult the Law School's adviser for the program about appropriate courses.
- Courses at the 4000 level or below must be taken with the numbers WGST 5310 and WGST 6310, in accordance with the academic requirements stated above.

Total: 15 Credit Hours

Women's and Gender Studies Courses

WGST 5310 - Special Topics in Women's and Gender Studies I

Credits: 3

Study of a theme, issue, or topic relevant to the study of women, gender, and/or sexuality. The syllabus and assignments must be approved by a committee consisting of the professor of record, the WGST director, and a

faculty member who teaches courses in the WGST program. Prerequisite: Enrollment in the WGST Certificate Program.

WGST 6109 - Independent Studies

Credits: 1

Directed readings with instruction-based faculty guidance. Approval of director is required.

WGST 6209 - Independent Studies

Credits: 2

Directed readings with discussion-based faculty guidance. Approval of director is required.

WGST 6300 - Advanced Feminist Theory

Credits: 3

Explores feminist theories that seek to explain women's subordination historically and cross-culturally; examines gender as a principle of social organization; and addresses the linkages among gender, ethnicity, and class from the vantage of multiple disciplines.

WGST 6309 - Independent Studies

Credits: 3

Directed readings with discussion-based faculty guidance. Approval of director is required.

WGST 6310 - Special Topics in Women's and Gender Studies II

Credits: 3

Theme, issue, or topic relevant to the study of women, gender, and/or sexuality. The syllabus and assignments must be approved by a committee consisting of the professor of record, the WGST director, and one additional member of the WGST-affiliated faculty (that is, a faculty member who teaches courses in the WGST program). Prerequisite: Enrollment in the WGST certificate program.

Dedman College of Humanities and Sciences: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 SMU^{pay}. 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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

All refunds except federal parent PLUS loans, prepayment accounts, the SMU Monthly Tuition^{Pay} Payment Plan and international wires will be made payable to the student. A credit card payment will only be refunded to the student if federal student loans have been applied to their account. International wires will be refunded by wire to the originating wire account less a \$35 wire-processing fee. The PLUS loan borrower can request the refund to be processed to the student by submitting a Parent PLUS Release form, located on the Bursar website. If the refund is issued by check, the student may request, in writing, that the refund be sent to another party.

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

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

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Dedman College of Humanities and Sciences: Enrollment and Academic Records

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. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 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.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three-credit-hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate

from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

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

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 of 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

Policies for transfer credit are found under Transfer of Credits in the Degree Requirements section of this catalog.

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. The Office of Research and Graduate Studies, located in Perkins Administration Building, Suite 101, monitors progress for all graduate students in Dedman College. Upon admission to the school and prior to their final term, students should check the Graduate Catalog and the Graduate Studies website (www.smu.edu/graduate), as well as schedule conferences with their academic advisers, 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.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the Office of Research and Graduate Studies (Perkins Administration Building, Suite 101) within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

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 my.SMU Student Homepage. The specific deadline is listed on the Official University Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact iss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Homepage. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section and in the *Financial Information Bulletin*. 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.

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 school's records office. The records 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 tenth class day of the fall or spring semester 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. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of W in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

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

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor of each class announces 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 University 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*.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith 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.

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10-15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

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	*

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

Grade of F, D, W and Missing/Blank

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. Courses passed with a grade of *D*, *D-* or *D+* will generally not count toward major or minor requirements.

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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

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, 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 my.SMU 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 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.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 unless the grade is for thesis work. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the University Registrar's Office.

Grades for Repeated Courses

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

Pass/Fail Option

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

Grade Appeals

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

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

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

Academic Advising and Satisfactory Progress Policies

Academic Advising

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

Students are assigned an academic adviser by their academic dean's office, records office or major department. 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 "timeout" – 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 situations that require an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

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

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

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

Academic Progress

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

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

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

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

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 without permission from their school of record.

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 results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 Office of Research and Graduate Studies, located in Perkins Administration Building, Suite 101. The Graduate Studies Office will then submit the form to the Office of the University Registrar.

Transfer Coursework

Policies for transfer credit are found under Transfer of Credits in the Degree Requirements section of this catalog.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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).

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Psychology Ph.D. students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 requirements for graduation current at the time of readmission.

Dedman College of Humanities and Sciences: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

All SMU undergraduate students and graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Guildhall, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Dedman School of Law, Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology and Simmons School of Education and Human Development are explained in their graduate catalogs.

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.

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.

- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging

and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students

make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming,

sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights

movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the two years means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at

SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

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Benjamin A. Tabak, *Assistant Professor of Psychology*, Ph.D., Miami

Naomi Tabak, *Clinical Assistant Professor of Psychology*, Ph.D., Miami

Neil J. Tabor, *Professor of Earth Sciences, Environmental Science Director, Environmental Studies Director*, Ph.D., California (Davis)

Hiroki Takeuchi, *Associate Professor of Political Science*, Ph.D., California (Los Angeles)

Peng Tao, *Assistant Professor of Chemistry*, Ph.D., Ohio State

Johannes Tausch, *Professor of Mathematics*, Ph.D., Colorado State

Hervé Tchumkam, *Associate Professor of French*, Ph.D., Pennsylvania

Brad Thompson, *Associate Professor of Philosophy*, Ph.D., Arizona

Thierry Tirado, *Senior Lecturer of French*, M.A., Texas (Arlington)

Minh Binh Tran, *Assistant Professor of Mathematics*, Ph.D., Département de Mathématiques, Institut Galilée, Université (Paris)

Richard Treat, *Lecturer of English*, M.A., University of North Texas

Nicolay Tsarevsky, *Associate Professor of Chemistry*, Ph.D., Carnegie Mellon

Roberto Vega, *Associate Professor of Physics*, Ph.D., Texas

Steven B. Vik, *Professor of Biological Sciences, Biochemistry Director*, Ph.D., Oregon

Pia Vogel, *Professor of Biological Sciences, Dedman Family Distinguished Professor of Biological Sciences, Center for Drug Discovery, Design and Delivery Director*, Ph.D., Kaiserslautern (Germany)

Gabriela Vokic, *Associate Professor of Spanish*, Ph.D., Purdue

Xinlei (Sherry) Wang, *Professor of Statistical Science*, Ph.D., Texas

Stephen K. Wegren, *Professor of Political Science, International and Area Studies Director*, Ph.D., Columbia

Steven Weisenburger, *Professor of English, Professor of Humanities, Jacob and Frances Sanger Mossiker Endowed Chair*, Ph.D., Washington

Kathleen A. Wellman, *Dedman Family Distinguished Professor of History*, Ph.D., Chicago

Elizabeth Wheaton, *Senior Lecturer of Economics*, Ph.D., Temple

Alvina Bonnie Wheeler, *Associate Professor of English, Medieval Studies Director*, Ph.D., Brown

Emma Wilson, *Assistant Professor of English*, Ph.D., University of St. Andrews (Scotland)

J. Matthew Wilson, *Associate Professor of Political Science*, Ph.D., Duke

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Dale A. Winkler, *Research Professor of Earth Sciences*, Ph.D., Texas (Austin)

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Patty Wisian-Neilson, *Professor of Chemistry*, Ph.D., Texas
Angela Wood, *Lecturer of English*, M.A., SMU
Yan Xia, *Senior Lecturer of Chinese*, M.A., Beijing Language
Sheng Xu, *Associate Professor of Mathematics*, Ph.D., Cornell
Crayton J. Yapp, *Professor of Earth Sciences*, Ph.D., California Institute of Technology
Jingbo Ye, *Professor of Physics*, Ph.D., Swiss Federal Institute of Technology
Yunkai Zhou, *Associate Professor of Mathematics*, Ph.D., Rice
Pierre Zippi, *Research Professor of Earth Sciences*, Ph.D., Toronto
Brian D. Zoltowski, *Associate Professor of Chemistry*, Ph.D., Cornell
Morteza Zoroufchian, *Lecturer of ESL*, M.A., Allameh Tabatabaei (Tehran)
Alicia Zuese, *Associate Professor of Spanish*, Ph.D., Columbia

Dedman College Emeritus Faculty

Irving A. Baker, *Professor Emeritus of Political Science*, M.P.A., New York
Peter J. Bakewell, *Professor Emeritus of History*, Ph.D., Cambridge
U. Narayan Bhat, *Professor Emeritus of Statistical Science*, Ph.D., Western Australia
Edward Robert Biehl, *Professor Emeritus of Chemistry*, Ph.D., Pittsburgh
Gordon Eastridge Birrell, *Professor Emeritus of German*, Ph.D., Stanford
David D. Blackwell, *Professor Emeritus of Earth Sciences*, Ph.D., Harvard
James O. Breeden, *Professor Emeritus of History*, Ph.D., Tulane
James E. Brooks, *Professor Emeritus of Geological Sciences*, Ph.D., Washington
Alan S. Brown, *Professor Emeritus of Psychology*, Ph.D., Northwestern
Christine E. Buchanan, *Professor Emeritus of Biological Sciences*, Ph.D., Chicago
Kenneth Lane Carroll, *Professor Emeritus of Religious Studies*, Ph.D., Duke
Bradley Kent Carter, *Professor Emeritus of Political Science*, Ph.D., California (Berkeley)
Anthony J. Cortese, *Professor Emeritus of Sociology*, Ph.D., Notre Dame
George Wolf Crawford, *Professor Emeritus of Physics*, Ph.D., Texas
Timothy Wood Crusius, *Professor Emeritus of English*, Ph.D., Southern California
Steven V. Daniels, *Professor Emeritus of English*, Ph.D., Harvard

Robert Clay Davis, *Professor Emeritus of Mathematics*, Ph.D., Tulane

Ronald L. Davis, *Professor Emeritus of History*, Ph.D., Texas (Austin)

Vincenzo E. DeNardo, *Professor Emeritus of Italian*, Ph.D., California (Los Angeles)

Wonmo Dong, *Professor Emeritus of Political Science*, Ph.D., Georgetown

Ann M. Early, *Lecturer Emeritus of English*, M.A.T., Harvard

Maurice G. Elton, *Professor Emeritus of French*, Ph.D., Cincinnati; Officier dans l'Ordre des Palmes Académiques, French Ministry of Education

James Gerhardt, *Professor Emeritus of Political Science*, Ph.D., Harvard

Ian Gladwell, *Professor Emeritus of Mathematics*, Ph.D., Manchester

Henry L. Gray, *Professor Emeritus of Mathematics, Professor Emeritus of Statistical Science*, Ph.D., Texas

Richard F. Gunst, *Professor Emeritus of Statistical Science*, Ph.D., SMU

Richard Haberman, *Professor Emeritus of Mathematics*, Ph.D., Massachusetts Institute of Technology

O.T. Hargrave, *Professor Emeritus of History*, Ph.D., Vanderbilt

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Richard O. Hawkins, *Professor Emeritus of Sociology*, Ph.D., Washington

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James Kirkland Hopkins, *Professor Emeritus of History*, Ph.D., Texas

Richard Alan Hunt, *Professor Emeritus of Psychology*, Ph.D., Texas Christian

Mary Alice Gordon Hurd, *Professor Emeritus of Psychology*, Ph.D., Texas Christian

Louis L. Jacobs, *Professor Emeritus of Earth Sciences*, Ph.D., Arizona

Chandrakant Harilal Kapadia, *Professor Emeritus of Statistical Science*, Ph.D., Oklahoma State

Robert L. Laury, *Professor Emeritus of Geological Sciences*, Ph.D., Wisconsin

John Mirick Lewis, *Professor Emeritus of English*, M.A., Harvard

Robin W. Lovin, *Professor Emeritus in Ethics*, Ph.D., Harvard

John Arthur Maguire, II, *Professor Emeritus of Chemistry*, Ph.D., Northwestern

Anthony Edward Marks, *Professor Emeritus of Anthropology*, Ph.D., Columbia

Luis Martín, *Professor Emeritus of History*, Ph.D., Columbia

William F. May, *Professor Emeritus of Ethics*, Ph.D., Yale

Curtis W. McIntyre, *Professor Emeritus of Psychology*, Ph.D., Vanderbilt

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Willard Lester Spiegelman, *Professor Emeritus of English*, Ph.D., Harvard

Linda Brewster Stearns, *Professor Emeritus of Sociology*, Ph.D., New York (Stony Brook)

Steven D. Sverdlik, *Professor Emeritus of Philosophy*, Ph.D., Columbia

William H. Tedford, Jr., *Professor Emeritus of Psychology*, Ph.D., Emory

John E. Ubelaker, *Professor Emeritus of Biological Sciences*, Ph.D., Colorado State

Zoë Goss Urbanek, *Professor Emeritus of World Languages and Literatures*, M.A., Northwestern

Jutta Irene Van Selm, *Professor Emeritus of German*, Ph.D., Texas

Ben J. Wallace, *Professor Emeritus of Anthropology*, Ph.D., Wisconsin

John V. Walther, *Professor Emeritus of Earth Sciences*, Ph.D., California (Berkeley)

Shlomo Weber, *Professor Emeritus of Economics*, Ph.D., Hebrew (Jerusalem)

Ronald Knox Wetherington, *Professor Emeritus of Anthropology*, Ph.D., Michigan

Richard Kelso Williams, *Professor Emeritus of Mathematics*, Ph.D., Vanderbilt

David J. Wilson, *Professor Emeritus of Anthropology*, Ph.D., Michigan

André Winandy, *Professor Emeritus of French*, Ph.D., Pittsburgh

Wayne A. Woodward, *Professor Emeritus of Statistical Science*, Ph.D., Texas Tech

Samuel A. Zimmerman, *Professor Emeritus of Spanish*, Ph.D., Florida

Dedman School of Law

A Message from the Dean

Welcome to the SMU Dedman School of Law! We are absolutely delighted that you are here and hope this catalog will give you some idea of the quality, richness and excitement of a legal education at Southern Methodist University. With an outstanding student body, a faculty with superb credentials and a beautiful tree-lined campus just minutes from the heart of vibrant downtown Dallas, the Dedman School of Law seeks to give each student a personal educational experience of the highest order. In addition to the superb J.D. program, the school has some of the oldest and most outstanding graduate legal programs in the country, including a Master of Laws in taxation, a Master of Laws in comparative and international law, a General Master of Laws and a Doctor of the Science of Law. We also offer joint degree programs with other colleges in the University, including the J.D./M.B.A. program with the SMU Cox School of Business.

As you will see in the following pages, the school has a diverse and highly talented faculty whose members are dedicated to teaching. Not only do they hold outstanding academic credentials, but virtually all of them also had practical experience before entering their teaching careers. Consequently, they provide the invaluable link between the theory of classroom instruction and the reality of legal practice. Dedman School of Law enjoys a national and international reputation, with its graduates practicing in every state in the union and in many foreign countries.

We take pride in offering our students a total educational experience. Students have the opportunity to participate in four respected law journals; a summer program in Oxford, England; ten legal clinics; and many externship programs. While our curriculum is extremely rich, we are still small enough to take a personal interest in each student. The school's Law Quadrangle provides a beautiful setting for learning and includes the Underwood Law Library, a modern and comprehensive research facility equipped with state-of-the-art instructional technologies. Our Office of Career Services sponsors numerous programs throughout the year, including on-campus interview programs and off-campus job fairs, seminars and workshops, to provide a broad range of employment opportunities.

Our student body is diverse, intelligent and inquisitive. Students come from a variety of backgrounds and from all over the United States. The student body is enriched by the addition of students from many other countries who participate in the graduate legal programs. Upon graduation, students enter private practice, government practice and the corporate sector, or they may engage in public interest work, serve as prosecutors or defense attorneys, or obtain judicial clerkships.

I hope that you will visit our campus, interact with our students and experience SMU Dedman School of Law in a way that the pages of a catalog can only suggest. We wish you the best in your pursuit of a legal career.

JENNIFER M. COLLINS
Judge James Noel Dean and
Professor of Law

Dedman School of Law: Academic Calendar

Fall Term 2018

August 20, Monday: Classes begin

August 24, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term.

August 31, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

September 3, Monday: University Holiday, Labor Day

October 29, Monday: 60% 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 21, Wednesday: No classes

November 22–23, Thursday–Friday: University Holidays, Thanksgiving

November 27, Tuesday: Follow Friday class schedule

November 29, Thursday: Classes end; Last day to drop a course or withdraw from university with a grade of W. (Permission from instructor)

November 30, Friday: Reading Day

December 3, Monday: Examinations begin

December 13, Thursday: Examinations end

December 15, Saturday: Official close of term, degree conferral date and December Commencement Convocation

December 24–January 1, Monday–Tuesday: University Holidays, Winter Break

Spring Term 2019

January 10, Thursday: Classes begin

January 16, Wednesday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term.

January 21, Monday: University Holiday, Birthday of Martin Luther King, Jr.

January 24, Thursday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

March 11–15, Monday–Friday: Spring Break (tentative)

March 27, Wednesday: 60% 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 19, Friday: University Holiday, Good Friday

April 25, Thursday: Follow Monday class schedule

April 26, Friday: Classes end; Last day to drop a course or withdraw from university with a grade of W.
(Permission from Instructor)

April 29, Monday: Examinations begin

May 9, Thursday: Examinations end

May 18, Saturday: Official close of term, degree conferral date, Commencement Convocation and Dedman School of Law Hooding Ceremony

May Term 2019

May 13, Monday: Classes begin

May 14, Tuesday: Last day to add any hours to your schedule; last day to drop without receiving a grade of "W"

May 27, Monday: University Holiday, Memorial Day

June 2, Sunday: 60% 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.

June 11, Tuesday: Classes end; Last day to drop a course or withdraw from university with a grade of W.
(Permission from instructor)

June 12 - 13, Wednesday-Thursday: Reading Days

June 14, Friday: Final Exams

Summer Session 2019

May 20, Monday: Classes begin

May 23, Thursday: Last day to add any hours to your schedule; last day to drop without receiving a grade of "W"

May 27, Monday: University Holiday, Memorial Day

June 24, Monday: 60% 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.

July 4, Thursday: University Holiday, Independence Day

July 9, Tuesday: Follow Wednesday Class Schedule (Thursday classes meet)

July 9, Tuesday: Classes end; Last day to drop a course or withdraw from university with a grade of W.
(Permission from instructor)

July 10, Wednesday: Reading Day

July 11, Thursday: Examinations begin

July 15, Monday: Examinations end

August 6, Tuesday: Official close of term and degree conferral date

Major Religious Holidays

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018 **Diwali:** November 7, 2018

Dasera: October 19, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al Fitr: June 4-7, 2019

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

For Payment Due Dates, see the SMU Bursar website. Offices of the University will be closed September 3, 2018; November 22-23, 2018; December 24, 2018–January 1, 2019; January 21, 2019; April 19, 2019; May 27, 2019 and July 4, 2019.

Dedman School of Law: Faculty and Staff

Office of the Dean

Jennifer M. Collins, *Dean, Judge James Noel Dean and Professor of Law of Dedman School of Law*

Jeffrey M. Gaba, *Senior Associate Dean for Academic Affairs*

Nathan Cortez, *Associate Dean for Research*

Greg Ivy, *Associate Dean for Library and Technology*

Mary Spector, *Associate Dean for Clinics*

Martin L. Camp, *Assistant Dean for Graduate and International Programs*

Becca Henley, *Assistant Dean for Administration*

Jill Nikirk, *Assistant Dean for Admissions*

Karen C. Sargent, *Assistant Dean and Executive Director for Career Services*

Stephen B. Yeager, *Assistant Dean for Students Affairs*

Anne G. Beard, *Director of Development*

Laura G. Burstein, *Director of Public Service and Academic Success*

Lynn McVicker Dempsey, *Director of External Relations*

Erica Fadel, *Director of Career Services*

Natalie Thompson Greco, *Director of Programs and Operations, Tsai Center for Law, Science and Innovation*

Kristy Offenburger, *Director of Communications and Marketing*

Abby Ruth, *Director of Alumni Relations*

Laura Amberson, *Registrar*

Library and Information Technology Staff

Gregory L. Ivy, *Associate Dean of Library and Technology*

Donna Wolff, *Acting Associate Director*

Thomas Kimbrough, *Associate Director for Collection Development*

Cassie Rae DuBay, *Head of Research Services*

Timothy Gallina, *Research and Faculty Services Librarian*

Angela R. Jones, *Senior Technical Services Librarian*

David Black, *Library Specialist (Technical Services)*

Shannon DeKat, *Library Specialist (Technical Services)*

Marja Pietilainen-Rom, *Library Specialist (Technical Services)*

Winston Tubb Jr., *Circulation/Collection Manager*

Christopher Garza, *Circulation Services Library Specialist (Circulation Desk)*

Sandra Heads-Thorpe, *Library Specialist (Circulation Desk)*

Christopher Molinar, *Library Specialist (Circulation Desk)*

Randall Richmond, *Library Specialist (Circulation Desk)*

Law School Staff

Betty Alexander, *Coordinator, Dean's Office*

Brenda Aylesworth, *Administrative Assistant, Alumni and Development*

Brenda Balli, *Advancement Associate, Alumni and Development*

Shunverie Barrientez, *Assistant Director for Diversity Recruiting, Office of Admissions*

Rebekah Bell, *Assistant Director, Special Events, Alumni and Development*

Tina Brosseau, *Executive Assistant to the Dean, Dean's Office*

Lisa Browning, *Administrative Assistant, Law Reviews*

Moira Cary, *Administrative Assistant, Registrar's Office*

Christi N.S. Cox, *Administrative Assistant, Deason Criminal Justice Reform Center*

TaLibra Ferguson, *Administrative Assistant, The International Lawyer and Faculty*

Donna Gaubert, *Administrative Assistant, Faculty*

Vanessa Gonzalez, *Administrative Assistant, Legal Clinics*

Kimalee Grace, *Assistant Registrar*

Linda Hale, *Judicial Opportunities Advisor, Judicial Liaison and the International LL.M. Advisor, Office of Career Services*

Bobbie Heine, *Assistant Director, Graduate and International Programs*

Beth Lee, *Associate Director, Office of Career Services*

Tania Marks, *Administrative Assistant, Office of Career Services*

Lisa Montes, *Coordinator, Legal Clinics*

Lynn Moubry, *Administrative Assistant, Public Service and Academic Success*

Alazaar Musie, *Admissions Assistant, Office of Admissions*

Mary Beth Nielsen, *Assistant Director, Office of Career Services*

April Michele Oswald, *Administrative Assistant, Faculty*

Sharon Tabbert, *Administrative Assistant, Faculty*

Carolyn Yates, *Administrative Assistant, Faculty*

Gloria Zapata, *Administrative Assistant, Legal Clinics*

Faculty

Roy Ryden Anderson, *Vinson & Elkins Fellow and Professor of Law*, B.A., 1966, Texas Christian University; J.D., 1969, Southern Methodist University; LL.M., 1975, Yale University. A former editor of the *Journal of Air Law and Commerce*, Professor Anderson has served at Dedman School of Law as executive director of the criminal justice program, assistant dean, associate dean and senior associate dean for academic affairs. He teaches in the areas of contracts, commercial law and commercial remedies. He is the author of numerous law journal articles and a two-volume treatise entitled *Damages Under the Uniform Commercial Code* (1988; 2d ed. 2003). He also is co-author of three volumes of the Texas Litigation Guide and of Anderson, Bartlett and East's *Texas Uniform Commercial Code Annotated* (2002, 2015). Professor Anderson is a life member of the American Law Institute and a life fellow of the Texas Bar Foundation. He has served as a member of the American Law Institute Consultative Group on the revision of Uniform Commercial Code Article 2 and as a commentator for the American Bar Association subcommittee of advisers to the U.C.C. Article 2 Drafting Committee. Professor Anderson was a member of the State Bar of Texas committee that prepared the bill analysis of U.C.C. Article 1 for the Texas Legislature and was the co-chair and reporter for the Texas Bar committee that prepared a bill analysis of the proposed amendments to U.C.C. Articles 2 and 2A for the Texas Legislature.

Hillel J. Bavli, Assistant Professor of Law, B.A., 2003, Boston University; J.D., 2006, Fordham University School of Law; LL.M., 2011, Harvard Law School; M.A. (Statistics), 2013, Harvard University Graduate School of Arts and Sciences; Ph.D. (Statistics in Law and Government), 2017, Harvard University Graduate School of Arts and Sciences. Professor Bavli's teaching and scholarship interests are in the fields of evidence, torts, complex litigation, law and economics, and empirical legal studies. He is particularly interested in applications of statistics to law, including the use of experimental and quantitative methods to evaluate law-related interventions and applications of probability theory, Bayesian analysis, sampling, and causal inference to study and improve the law. An experienced litigation attorney, Professor Bavli has practiced in the fields of complex commercial litigation, antitrust law, and criminal law, most recently at the firms Akin Gump Strauss Hauer & Feld LLP and Boies Schiller Flexner LLP. Prior to joining SMU's faculty, Professor Bavli designed and taught a seminar course on the economic analysis of law in the Department of Economics at Harvard University. He received numerous awards for distinction in teaching for the course. He has completed a Fulbright Fellowship studying game theory in Jerusalem, Israel, as well as short-term clerkships at the Supreme Court of India and the Supreme Court of Rwanda. He recently held a visiting fellowship at the Yale Law School Center for Private Law, and he is a fellow at the Harvard Institute for Quantitative Social Science.

Lackland H. Bloom, Jr., *Larry and Jane Harlan Senior Research Fellow and Professor of Law*, B.A., 1970, Southern Methodist University; J.D., 1973, University of Michigan. A member of Phi Beta Kappa and the Order of the Coif, as well as administrative editor of the Michigan Law Review, Professor Bloom was a law clerk to Chief Judge John R. Brown of the U.S. Court of Appeals for the Fifth Circuit. He later was associated with the Washington firm of Wilmer, Cutler & Pickering. A specialist in constitutional law, he has published two books with the Oxford University Press. The first, *Methods of Interpretation: How the Supreme Court Reads the Constitution*,

published in 2009, received the Godbey Lecture Series Authors Award in 2010. The second book, *Do Great Cases Make Bad Law?*, was published in 2014. Professor Bloom has published articles concerning affirmative action, copyright and free speech, defamation and offensive speech. He has recently delivered talks to the Bill of Rights and the Intellectual Property sections of the Texas Bar. He also delivered a four-part Godbey Lecture Series entitled "Constitutional Law 101: One Hundred and Twenty-five Years of Supreme Court Precedent in Four Hours." He teaches courses in constitutional law, freedom of speech and religion, and copyright.

Dale Carpenter, *Judge William Hawley Atwell Chair of Constitutional Law and Professor of Law*, B.A., 1989, Yale College; J.D., 1992, University of Chicago Law School. Professor Carpenter teaches and writes in the areas of constitutional law, the First Amendment, and LGBT rights and the law. Professor Carpenter's book, *Flagrant Conduct: The Story of Lawrence v. Texas* (Norton, 2012), was chosen a Notable book for 2012 by the New York Times, and garnered favorable reviews in the Times, the New Yorker, The New York Review of Books, and many other journals and newspapers. Professor Carpenter clerked for the Honorable Edith H. Jones of the United States Court of Appeals for the Fifth Circuit from 1992 to 1993. After his clerkship, he practiced at Vinson & Elkins in Houston and at Howard, Rice, Nemerovski, Canady, Falk & Rabkin in San Francisco. From 2000 to 2016, he taught at the University of Minnesota Law School, where he was a Distinguished University Teaching Professor and held the law school's chair in Civil Rights law. Carpenter is a member of the state bars of Texas and California, and of the American Law Institute. Since 2004, he has served as an editor of *Constitutional Commentary*. Since 2005, he has been an active blogger on the popular legal blog, the Volokh Conspiracy, which is hosted by the Washington Post.

Michaela Cashen, *Clinical Professor of Legal Research, Writing and Advocacy*, B.A., 1981, Augustana College; J.D., 1984, University of Illinois. Prior to attending law school, Ms. Cashen was a practicing registered nurse in Illinois. After graduation from law school, she practiced law as an associate with the Dallas firm of Johnson, Bromberg & Leeds, where she focused on commercial litigation, employment law and construction law. She then served as in-house counsel with Texas Instruments, focusing primarily on real estate law. Before joining the SMU full-time faculty, she taught legal software and online legal research for a number of years in Dallas. At SMU, she currently teaches primarily in the areas of legal research and legal writing. In addition to her first-year legal research and writing classes, Ms. Cashen teaches a graduate course on perspectives of the American legal system for international Master of Laws students. She also teaches a Texas Bar Exam essay-writing workshop twice a year, prior to both the February and July bar exams.

Anthony J. Colangelo, *Gerald J. Ford Research Fellow and Professor of Law*, B.A., 2000, (Phi Beta Kappa) Middlebury College; J.D., 2003, (Order of the Coif) Northwestern University; LL.M., 2006, Columbia University; J.S.D., 2009, Columbia University. Professor Colangelo's scholarly and teaching interests are in the fields of conflict of laws, civil procedure, U.S. foreign relations law, and private and public international law. His scholarship has been selected multiple times for presentation at the prestigious Stanford/Yale Junior Faculty Forum and has been published in top general and international scholarly journals. His articles have also been cited and quoted in a number of high-profile cases at the U.S. Court of Appeals and U.S. District Court levels as well as in a recent U.S. Military Commission ruling regarding, among other things, the extraterritorial application of U.S. law implementing the U.N. Torture Convention to Chuckie Taylor (son of former Liberian dictator Charles Taylor), the proper exercise of universal jurisdiction in relation to Alien Tort Statute claims by South African plaintiffs against corporations alleged to have been complicit in apartheid-era abuses by the South African government, and Salim Hamdan's (Osama bin Laden's driver) challenges to U.S. Military Commission jurisdiction. Prior to coming to SMU, Professor Colangelo held an associate-in-law research and teaching fellowship at Columbia Law School. Before Columbia, he worked as a litigation associate at the law firm Cleary Gottlieb Steen and Hamilton LLP in the New York and Rome offices. Following law school, where he was notes editor of the *Northwestern University Law Review*, Professor Colangelo clerked for the Honorable Ralph K. Winter, U.S. Court of Appeals for the Second Circuit.

James Coleman, *Assistant Professor of Law*, B.A., 2001, Harvard College; J.D., 2007, Harvard Law School. Professor Coleman comes to SMU from the University of Calgary, where he taught at both the law school and the

business school. Before Calgary, he served on the faculty at Harvard Law School as a Climenko Fellow and Lecturer on Law. Beginning this fall, he will teach oil and gas. He has earned two degrees from Harvard University — a J.D. (*cum laude*) and B.A. in biology (*magna cum laude* with highest honors in field). Upon graduation from law school, he served as clerk for Eighth Circuit Judge Steve Colloton, and then practiced energy, environmental, and appellate law as an associate in the Washington, D.C., firm of Sidley Austin LLP for three years. Coleman's scholarship addresses regulation of North American energy companies, focusing on how countries account for and influence regulation of fuel and electricity in their trading partners and how global energy companies respond to competing pressures from investors and regulators in multiple jurisdictions. He publishes the *Energy Law Professor* blog and you can follow him on Twitter at @energylawprof.

Jennifer M. Collins, *Judge James Noel Dean and Professor of Law*, B.A., 1987, Yale University; J.D. 1991, Harvard University. Dean Collins graduated magna cum laude from Harvard Law School and served as the notes editor of the *Harvard Law Review*. After graduation, she served as a law clerk to the Honorable Dorothy Nelson of the U.S. Court of Appeals for the Ninth Circuit. Dean Collins served as an attorney adviser in the Office of Legal Counsel in the U.S. Department of Justice and as an assistant U.S. attorney for the District of Columbia, where she specialized in homicide cases. She also worked in private practice at Miller Cassidy Larroca & Lewin (now Baker Botts) and Sidley Austin. Prior to joining the SMU faculty, Dean Collins was at the Wake Forest University School of Law, where she taught criminal law, criminal procedure, family law, and gender and the law, and won every teaching award offered by the law school. She also served as vice provost for the university. Dean Collins' articles have appeared in the *Yale Law Journal*, *Northwestern University Law Review*, *Iowa Law Review* and many others. Her first book, *Privilege or Punish: Criminal Justice and the Challenge of Family Ties* (coauthored with Dan Markel and Ethan Leib), was published by Oxford University Press in 2009.

Nathan Cortez, *Associate Dean for Research, Adelfa Botello Callejo Endowed Professor in Leadership and Latino Studies and Gerald J. Ford Research Fellow*, B.A., 1999, University of Pennsylvania; J.D., 2002, Stanford University. Professor Cortez teaches and writes on health law, food and drug law, administrative law, and legislation. His research focuses on the challenges of regulating emerging markets in health care and biotechnology. For example, he has become one of the world's leading legal scholars on medical tourism and cross-border health care. He also writes extensively on Food and Drug Administration regulation, including First Amendment challenges, alternative forms of regulation such as adverse publicity and the ways the FDA addresses new technologies such as mobile medical applications. Professor Cortez has presented his research to regulators, at industry conferences, to professional societies and at law schools around the country including Harvard, North Carolina, Texas, Wisconsin and Yale. He also provides frequent legal commentary to the media, including the *Chicago Tribune*, CNN, the *Huffington Post*, the *Los Angeles Times*, NPR and The Associated Press. Before joining SMU, Professor Cortez practiced with the Washington, D.C., law firm Arnold & Porter, representing clients in regulatory matters, with a special emphasis on health care fraud and abuse, FDA enforcement, health privacy, and the Medicare and Medicaid programs. He represented clients in litigation, in transactions, during agency enforcement actions and during congressional investigations and hearings. While at Arnold & Porter, Professor Cortez litigated pro bono cases with the Mexican American Legal Defense and Educational Fund, and was a board member of the D.C. Hispanic Bar Foundation. In 2006, he was a visiting assistant professor at Rutgers-Camden Law School. He received his B.A. from the University of Pennsylvania and J.D. from Stanford University.

Ruth A. Cross, Director and Clinic Professor of Legal Research, Writing and Advocacy, B.A., 1975, University of Texas at Austin; J.D., 1978, University of Texas School of Law. After graduation, Ms. Cross worked in the Dallas offices of Akin, Gump, Strauss, Hauer, & Feld and Arter & Hadden as a litigator, with an emphasis on appellate practice, and she clerked for the Dallas Court of Appeals. She is heavily involved in creating the research project that serves as the basis for the Jackson Walker Moot Court Oral Advocacy Competition. She also serves as faculty adviser to the Jackson Walker Moot Court Board. Ms. Cross teaches courses in Texas pretrial procedure, Texas trial

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Julie P. Forrester, *Associate Provost and Professor of Law*, B.S.E.E., 1981, J.D., 1985, University of Texas at Austin. Professor Forrester joined the law faculty in 1990 after practicing as a real estate attorney with the Dallas law firm of Thompson & Knight. As Associate Provost, she oversees the Altshuler Learning Enhancement Center, the Center for Academic Support of Student Athletes, the Office of International Student and Scholar Services, the President's Scholars Program, the University's Study Abroad Programs and the Taos Campus. Professor Forrester publishes articles on real estate finance, predatory lending, real property and bankruptcy law, and she received the 1995 John Minor Wisdom Award for Excellence in Legal Scholarship for her first predatory lending article. She teaches in the areas of property, real estate transactions and land use, and is co-author with Edward Chase of *Property Law: Cases, Materials, and Questions*. Professor Forrester served as Dean ad interim of the law school from June 1, 2013, through June 30, 2014, and as associate dean for academic affairs during the 1995-96 academic year. She is a member of the American Law Institute, the American College of Real Estate Lawyers and the

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and international level, and also tax controversy. He has received the Dr. Don M. Smart Teaching Award for excellence in teaching at the SMU Law School on eight separate occasions. In 1995, he was featured in *Barrister* magazine, a publication of the American Bar Association Young Lawyers Division, as one of "21 young lawyers leading us into the 21st century" (special profile issue 1995). He has authored numerous articles in various areas of taxation including international taxation, corporate taxation, partnership taxation and tax accounting. Professor Hanna's first book, *Comparative Income Tax Deferral: The United States and Japan*, was published in July 2000. He coauthored a second book, *Corporate Income Tax Accounting*, which was published in fall 2007 and is now in its eighth edition. Professor Hanna is a member of the American Law Institute and the American College of Tax Counsel.

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Lolita Buckner Inniss, *Professor of Law*, A. B., 1983, Princeton University; J.D., 1986, University of California at Los Angeles (UCLA); LL.M., 2007, Osgoode Hall, York University; Ph.D., 2011, Osgoode Hall, York University. At Princeton, she majored in Romance Languages and Literature with certifications (minors) in African American and Latin American Studies, and was a National Urban League Essay Prize winner and a Latin American Studies Travel Scholarship winner. At UCLA, she was an editor of the *National Black Law Journal*, a participant in Moot Court Honors, and an extern for the Honorable Consuelo B. Marshall of the United States District Court for the Central District of California. At Osgoode Hall, she earned an LL.M with Distinction and Ph.D. in Law with a specialization in Comparative Equality Jurisprudence, African Diaspora Studies and Feminist Legal Theory. From 1998 until 2017 Dr. Inniss served as an Assistant, Associate and Full Professor of Law at Cleveland-Marshall College of Law, Cleveland State University, where she taught Property Law, Real Estate Law, and Comparative Race and the Law. From 2010 until 2013 she held the Joseph C. Hostetler-Baker & Hostetler Chair in Law at Cleveland-Marshall. In Spring 2012, she was a fellow of New York University-Centre National De La Recherche Scientifique (CNRS) in Paris, France, where she researched slavery, trauma and law. From 2012 to 2014 Dr. Inniss held the Elihu Root Peace Fund Visiting Professorship in Women's Studies, a distinguished visiting chair at Hamilton College in

Clinton, New York, where she offered interdisciplinary gender, race and law courses to undergraduates. Dr. Inniss' research addresses geographic, historic and visual norms of law, especially in the context of comparative constitutionalism, gender and race. She is the author of dozens of articles, essays and other writings that have appeared in *Texas Law Review*, *Washington University Law Review*, *Harvard Journal of Racial and Ethnic Justice*, *Columbia Journal of Race and Law*, *Canadian Journal of Women and the Law*, and many other distinguished publications. Her current major research project is a book titled *The Princeton Fugitive Slave: James Collins Johnson*, an account of race, gender, slavery and the law at Princeton University (forthcoming, Rutgers University Press). Dr. Inniss is also one of the contributors to a volume titled *International Law's Objects* (forthcoming, Oxford University Press), a work addressing the legal and metaphoric aspects of various objects in international law. In addition, she is a contributor to a volume titled *Feminist International Judgments* (forthcoming Hart Publishers), a work that explores methods of enacting feminist perspectives in international law. Before going to Cleveland-Marshall, Dr. Inniss served as a clinic director at Seton Hall University Law School in New Jersey, where she led the Immigration Clinic. She also served as a clinic director at Widener University Law School in Delaware, where she founded and led an Immigration Clinic. In addition, she served as the Martin Luther King Jr./Cesar Chavez/Rosa Parks Visiting Associate Professor at Wayne State University in Detroit. Before joining the legal academy, Dr. Inniss was a founder and leader of two law practices in New Jersey where she focused on real estate transactions and litigation, immigration law, and criminal law. She was also a pro bono attorney for the National Lawyer's Guild Immigration Project. Currently she serves as a pro bono attorney with the American Bar Association/United Nations Development Program, where her most recent project was a legislative analysis report for the Government of Grenada.

Greg Ivy, Associate Dean for Library and Technology and Senior Lecturer in Law, B.B.A., 1981, University of Texas at Austin; J.D., 1984, University of Houston College of Law, 1989; M.A., University of Chicago, 1989. Upon graduation from law school, Dean Ivy practiced with the firms of Buchanan, Barnett, Schofield & Kent and Cowles & Thompson, predominantly in the area of toxic tort litigation. He has served as director of the Underwood Law Library since 2015. Dean Ivy serves on and has chaired numerous committees of the American Association of Law Libraries. He has published in journals such as the *AALL Spectrum* and *SMU Law Review*. He teaches the *Advanced Legal Research* course and lectures on legal research in other courses.

Chris Jenks, *Director of Criminal Clinic and Associate Professor of Law*, B.S., 1992, United States Military Academy; J.D., 2001, University of Arizona College of Law; LL.M., 2006, The Judge Advocate General's School; LL.M., 2009, Georgetown University Law Center (with honors). Professor Jenks is a fellow at the Asia Pacific Centre for Military Law's Program on Emerging Military Technology at Melbourne Law School in Australia and at SMU's John Goodwin Tower Center for Political Studies, and serves as the deputy course director the *Peace Support Operations* course at the International Institute for Humanitarian Law in Sanremo, Italy. Prior to joining the SMU law faculty, Professor Jenks served in the US Army, first as an Infantry Officer and later as a Judge Advocate, and was detailed to the Office of the Legal Adviser at the Department of State and as a Special Assistant US Attorney on both the civil and criminal side at the Department of Justice.

He is the co-author of a law of armed conflict textbook and has published book chapters with both Oxford and Cambridge University presses. His articles have appeared in the law reviews and journals of Harvard, Berkeley, Georgetown, Stanford, & Washington & Lee and the *International Review of the Red Cross*. His blog posts have been featured on *Lawfare*, *Just Security*, and *Opinio Juris*. He has presented to House and Senate Staffers on Capitol Hill, at the American Society of International Law, the Council on Foreign Relations, and at universities and institutes around the world.

In 2016, he presented at the United Nations Convention on Certain Conventional Weapons Expert Meeting on Lethal Autonomous Weapons (LAWS) in Geneva, Switzerland. In 2015, he was awarded a Fulbright Senior Scholars Grant to research LAWS as part of a multidisciplinary research group based out of Melbourne, Australia. He has spoken on LAWS at the Australian Defence Legal Division Headquarters, the Australian and New Zealand

Society of International Law, the German Institute for International and Security Affairs, and at the University of Oxford. In 2014, he served on a working group on the environment and armed conflict at the United Nations in New York organized by the Special Rapporteur for the International Law Commission. And in 2013, he served as a consultant to the Office of the Secretary of Defense on security sector reform in the Democratic Republic of the Congo. Prior to joining the SMU faculty, Professor Jenks served for more than 20 years in the U.S. military, first as an infantry officer serving in Germany, Kuwait and as a NATO peacekeeper in Bosnia, and then as a judge advocate serving near the demilitarized zone in the Republic of Korea and later in Iraq, where he provided law of armed conflict advice on targeting and detention issues during combat operations. The Department of Justice's Counterterrorism Section nominated him for the John Marshall Award for interagency cooperation following his work as the lead prosecutor in the Army's first counterterrorism trial involving a soldier who attempted to aid an al-Qaeda terrorist. While working in the human rights and refugees section of the Office of the Legal Adviser at the Department of State, he served as a member of the U.S. delegation to the Third Committee of the United Nations General Assembly. In his last assignment, Professor Jenks served as the chief of the international law branch for the U.S. Army in the Pentagon, where he supervised the program by which foreign countries asserted criminal jurisdiction over U.S. service members and represented the DOD at Status of Forces Agreement negotiations; he was also the legal adviser to the U.S. military observers group, which provides personnel to U.N. missions around the world.

Jeffrey Kahn, *Gerald J. Ford Research Fellow and Professor of Law*, B.A., 1994, Yale University; M.Phil., 1996, Oxford University; D.Phil., 1999, Oxford University; J.D., 2002, University of Michigan. Professor Kahn's doctoral dissertation was published by Oxford University Press as *Federalism, Democratization, and the Rule of Law in Russia* (2002). Following graduation, he served as a law clerk to the Honorable Thomas P. Griesa of the United States District Court for the Southern District of New York. Professor Kahn was a trial attorney in the Civil Division of the United States Department of Justice from October 2003 until April 2006, litigating a nationwide docket of constitutional, statutory and administrative law issues. In 2005, he was briefly detailed to the Criminal Division to conduct research in Russia on Russian criminal procedure for the Justice Department's Office of Overseas Prosecutorial Development, Assistance and Training. In fall 2006, that office sent him to Armenia to advise senior officials of the Armenian Ministry of Justice. During the spring 2006 term, Professor Kahn served as an adjunct assistant professor of the School of Foreign Service at Georgetown University. He has been a Fulbright Research Scholar in the Faculty of Law at the University of Oslo, an O'Brien fellow in residence at McGill University's Faculty of Law and a visiting professor of law at Washington and Lee University School of Law. Professor Kahn was named the 2007–08 teaching fellow by SMU's Cary M. Maguire Center for Ethics and Professional Responsibility, and a 2008–09 Colin Powell Fellow at John Goodwin Tower Center for Political Studies. He won the Don M. Smart Teaching Award for the 2010–11 academic year. His articles have been published in the *Michigan Law Review*, *UCLA Law Review*, *Virginia Journal of International Law* and many other periodicals and edited volumes. His most recent book is *Mrs. Shipley's Ghost: The Right to Travel and Terrorist Watchlists* (University of Michigan Press, 2013; paperback 2014). Professor Kahn teaches and writes on American constitutional law, administrative law, Russian law, human rights and counterterrorism.

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Cases and Materials on Oil and Gas Law, Oil & Gas Law in a Nutshell, Oil and Gas Law and Taxation, and International Petroleum Transactions. Professor Lowe teaches courses on oil and gas law, and oil and gas contracts. He also teaches as a senior fellow of the faculty of law at the University of Melbourne, Victoria, Australia, and as a visiting professor at the faculty of law at the University of Sydney, NSW, Australia, and as an Honorary Lecturer at the University of Dundee, Scotland. He has been an international legal adviser in the Commercial Law Development Program of the United States Department of Commerce, and he is a member of the bars of Texas, Oklahoma, and Ohio, as well as a member of the commercial arbitration panels of the American Arbitration Association and the CPR Institute for Dispute Resolution.

George A. Martinez, *Professor of Law, B.A., 1976, Arizona State University; M.A. (philosophy), 1979, University of Michigan; J.D., 1985, Harvard University.* A member of Phi Beta Kappa, Professor Martinez was a teaching fellow in the department of philosophy at the University of Michigan in 1979–81 and a visiting assistant professor of philosophy at Texas Christian University in 1981–82. He was a litigation associate with the Chicago firm of Mayer, Brown & Platt in 1985–88 and with the San Francisco firm of Morrison & Foerster in 1988–91. Professor Martinez has been a visiting professor of law at the University of Illinois and has presented papers at numerous universities including Yale University, the University of California at Berkeley and the University of Buenos Aires. Professor Martinez has published numerous law review articles in the areas of federal courts, critical race theory and jurisprudence. His work has been reprinted in a number of leading anthologies on critical race theory. He is an editor of *A Reader on Race, Civil Rights and American Law: A Multiracial Approach*. He is associate editor of *Law and Business Review of the Americas*. Professor Martinez teaches in the areas of civil procedure, complex litigation, federal courts and jurisprudence.

Thomas Wm. Mayo, *Altshuler Distinguished Teaching Professor and Professor of Law, B.A. (Philosophy), 1971, Amherst College; J.D. (magna cum laude), 1977, Syracuse University College of Law.* After law school, where he was editor-in-chief of the *Syracuse Law Review* and a member of the Order of the Coif, Professor Mayo was an associate with the Rochester, New York, firm of Nixon Peabody LLP, after which he served as a law clerk to the U.S. Court of Appeals for the District of Columbia Circuit. He was then associated with the Washington, D.C., firm of Covington & Burling, where he practiced in the areas of antitrust, securities fraud, communications and election law. Since coming to SMU in 1984, Professor Mayo has taught civil procedure, federal courts, land use law, family law, business torts, constitutional law and administrative law. He currently teaches health care law; bioethics and law; public health law and ethics; law, literature and medicine; nonprofit organizations; legislation; and torts. He is an elected member of the American Law Institute, a charter member of the Fellows of the American Health Lawyers Association, a fellow in the Dallas Institute for Humanities and Culture, and a longtime member of the Council of the Health Law Section of the State Bar of Texas. He received SMU's Altshuler Distinguished Teaching Professor Award for 2012–14, and he is a member of SMU's Academy of Distinguished Teachers. He also received the 2007–08 SMU President's Associates Award as the outstanding member of the University's tenured faculty. He has been awarded the School of Law's Dr. Don M. Smart Award for Teaching Excellence in three different decades, and in 1988–89, he received the University's Outstanding Community Volunteer Award for community service. In 2002, he received the Dallas County Medical Society's Heath Award for outstanding leadership and contributions to medicine. He is also an adjunct associate professor of internal medicine at the University of Texas Southwestern Medical School, and of counsel to Haynes and Boone LLP. Professor Mayo was the longtime poetry columnist for *The Dallas Morning News*.

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taxation group at Haynes and Boone, LLP, where she advised clients on tax aspects of securities offerings, mergers and acquisitions, and other business restructurings, and represented investment funds in their formation, operation and dissolution. Professor Mazur has also worked as a certified public accountant at PricewaterhouseCoopers, LLP, where she focused her practice on international taxation. Professor Mazur has previously taught tax courses at SMU as an adjunct professor and visiting assistant professor and has given short courses on emerging international tax law issues at the International Taxation Academy in Taiwan. Her current research focuses on international and comparative taxation, the intersection of tax law and technology, and tax policy. Professor Mazur teaches a range of tax courses to J.D. and LL.M. students.

Pamela R. Metzger, *Director of the Deason Family Criminal Law Reform Center and Professor of Law*, B.A., 1987, Dartmouth College; J.D., 1991, New York University School of Law. Pam Metzger is a nationally recognized Sixth Amendment and ethics scholar whose work combines theory and practice in driving improvements in criminal justice. Her scholarship, which has appeared in publications such as the *Yale Law Journal*, *Vanderbilt Law Review*, *Southern California Law Review* and *Northwestern University Law Review*, has been widely cited by leading authorities and by the U.S. Supreme Court. Most recently, she has explored how a data-driven systems approach to high-risk practices can improve the delivery of public defense services. Before joining the Southern Methodist University faculty, Metzger served as an Assistant Federal Defender in the Southern and Eastern Districts of New York and worked in private criminal practice in New York City. She has been a visiting law professor at Washington and Lee University, where she directed the Alderson Legal Clinic for Women in Prison. From 2001 to 2008, she directed the Tulane Law School Criminal Litigation Clinic, where she became a leading voice in reforming the criminal justice systems in New Orleans and throughout Louisiana.

Natalie Nanasi, *Director of the Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women and Assistant Professor of Law*, B.A., 2000, Brandeis University; J.D., 2006, Georgetown University Law Center. Natalie Nanasi is the Director of the Judge Elmo B. Hunter Legal Center for Crimes Against Women. Her work involves teaching and supervising students who represent survivors of gender-based violence in a broad variety of legal matters, including, but not limited to, protective orders, immigration claims, family law matters, and expungement of criminal convictions. Professor Nanasi's research interest is at the intersection of immigration, gender and feminist legal theory. Prior to arriving at SMU, Professor Nanasi was a Practitioner-in-Residence and the Director of the Domestic Violence Clinic at American University, Washington College of Law (WCL), where she supervised students' representation of survivors of intimate partner violence in family law and immigration cases. Before joining the faculty at WCL, Professor Nanasi was the Senior Immigration Attorney and Pro Bono Coordinator at the Tahirih Justice Center, where she represented immigrant women and girls fleeing human rights abuses such as female genital mutilation, domestic violence, human trafficking, forced marriage, honor crimes and sexual violence. She also served as counsel in the landmark asylum case of *Matter of A-T-* and as an Equal Justice Works Fellow from 2007-2009, with a focus on the U visa. Prior to her work at Tahirih, Professor Nanasi was a law clerk to the Honorable Lynn Leibovitz of the District of Columbia Superior Court. Professor Nanasi received her J.D. from the Georgetown University Law Center, where she earned an Equal Justice Foundation fellowship for her work at the South Asia Human Rights Documentation Center in New Delhi, India and assisted in representation of HIV-positive immigrants at Whitman Walker Clinic Legal Services. Prior to her legal career, Professor Nanasi was a rape crisis counselor and assisted single teenage mothers at a transitional residence facility in Boston.

Joseph Jude Norton, *James L. Walsh Distinguished Faculty Fellow and Professor in Financial Institutions Law*, A.B., 1966, Providence College; LL.B., 1969, University of Edinburgh; LL.M., 1970, University of Texas; S.J.D., 1973, University of Michigan; Diplôme (*droit privé*), 1976, Hague Academy of International Law; D.Phil. (law), 1995, Oxford University; LLD (h.c.), 2002, University of Stockholm; LLD, 2005, University of London. Professor Norton primarily teaches domestic and international business and banking-related courses along with courses on international economic development law. He holds the James L. Walsh Distinguished Faculty Fellowship and Professorship in Financial Law at the School of Law, where he has been a tenured full professor of law since 1981

and an adjunct professor since 1973. He jointly held the Sir John Lubbock Professorship in Banking Law and head of the International Financial Law Unit at the University of London from 1993 until 2005, and he was the Cameron Professorial Fellow in Banking Law at London in 1988–93. In the spring 2005 term, he held the Nomura Distinguished Visiting Professorship in International Financial Systems at the Harvard Law School. In 1999–2001, he held the Vice Chancellor's Distinguished University Professor of Law at the University of Hong Kong, where he was co-founder of the Asian Institute of International Financial Law. He currently holds visiting university professorships at the Peking University Law Faculty and the Shanghai University of Finance and Economics. He previously held a chaired visiting professorship at the Banking Law Center, University of Johannesburg (RAU) South Africa; a visiting professorial fellowship at the Mandela Institute, Wits University, Johannesburg; and a professorial fellowship in financial law and institutions at the British Institute of International and Comparative Law (London). In addition, he held a visiting professorship position at the University of Muenster Law Faculty for eight years, and he was a visiting professor at Soochow University Law Faculty, Taipei. He was the editor-in-chief on the *International Lawyer* journal for 14 years, and he is currently editor-in-chief of the *Law and Business Review of the Americas*. He is general editor of three major international book series, and he sits on the advisory boards of five international journals. In September 2001, he was honored with a Doctor of Laws degree from the University of Stockholm in recognition of such accomplishments; and in 2005, he was awarded an earned LL.D. degree from the University of London for his writings in 1996–2001. He also holds a Doctor of Philosophy (law) degree in international banking from Oxford University, and a Doctor of the Science of Law degree in international and European Community law from the University of Michigan Law School. He has published more than 50 books and 150 articles on related subjects, and he has lectured on banking and finance law, international business law, financial sector reform and corporate/enterprise governance issues worldwide. He has practical experience with international and domestic (U.S.) banking and capital markets transactions; international financial regulatory matters; bank, corporate and asset restructuring; asset securitization; and enterprise governance respecting small, medium-sized, "publicly held" and multinational enterprises. He has consulted with a broad range of governmental and intergovernmental authorities worldwide, including the World Bank; the International Monetary Fund; the European Bank for Reconstruction and Development; the Korean government; the South African Development Community; the Federal Deposit Insurance Corporation; the Bank of Thailand; the Bank of England; and the Czech, Estonian and Mauritian banking authorities. He has served as a member of the World Bank/IMF Core Consultative Group Bank Insolvency Initiative and of the London Financial Law Panel, and is currently on the Banking Panel of China International Economic and Trade Arbitration Commission. He also has served as an academic consultant to the Latin American Association of Bank Supervisors and to the International Association of Deposit Insurers, and as an adviser with respect to the Thai, Korean and Indonesian financial crises in the mid-1990s. He has successfully supervised more than 40 Ph.D. (law)/S.J.D. students during the past two decades and is currently supervising or cosupervising four doctoral students. He is an elected member of the American Law Institute, the American College of Commercial Lawyers and the International Academy of Commercial and Consumer Law, and he holds the Martindale Hubbell AV (highest professional lawyer) rating. He has served as a corporate/banking partner (director) of a major Texas law firm; as a consultant to several other major Texas law firms, working for two of these at their London offices; as a member of the American Bar Association and Texas Banking committees; as a council member of the ABA's International Law and Practice Section; and as a member of the United Kingdom/International Chamber of Commerce Banking Committee. He is founder and director of SMU's Institute of International Banking and Finance and of the reactivated SMU Law Institute of the Americas. For 10 years, he was the director of SMU's annual Institutes of Banking Law, Commercial Lending and Finance, and of Lender Liability, and for four years, of SMU's Bankruptcy Law Institute. He is a member of the Advisory Board to the SMU Tower Center for Political Studies. He is a former president, and for 11 years, he was a member of the board of directors of the North Central Texas Legal Service (for the poor). Professor Norton is the founder and executive director of the London (now Global) Forum for International Economic Development Law. He has produced 55 books and more than 155 articles, and he has presented more than 120 papers in 26 countries. His current research interests concern global and U.S. financial sector reform, the reform of international economic and financial institutions/arrangements, comparative and global corporate governance issues, and inadvertent liabilities in enterprise relationships. His most

recent books include *Law, Culture and Economic Development: A Liber Amicorum for Professor Roberto MacLean* (2007); *Corporate Governance Post-Enron: Comparative and International Perspectives* (2006); *Universalism v. Multilateralism: Policy Challenges for the 21st Century* (2005); *Festschrift for Sir Joseph Gold* (2002); and *Financial Sector Law Reform in Emerging Economies* (2000).

Chante Prox, *Director of The VanSickle Family Law Clinic and Assistant Clinical Professor*, B.S., 1991, Texas Woman's University; M.S.S.W., The University of Texas, J.D., 2006, The University of Texas School of Law. Ms. Prox's work in The VanSickle Family Law Clinic encompasses teaching and supervising students who will represent low-income residents in matters such as divorce, paternity actions, custody and visitation, and child and spousal support. Prior to joining the faculty at SMU Dedman School of Law, Ms. Prox was managing attorney and mediator at Barnes Prox Law, PLLC, which focused exclusively on family law matters. She began her career as a Child Protective Services caseworker, transitioning to law working as a legislative aide to Texas State Senator Royce West. Ms. Prox's experiences as a caseworker helped shaped the health and human services legislation she spearheaded for Senator West which enhanced the lives of many families across Texas. Most notably, she recommended the "Grandparents' Bill" which provides financial assistance to grandparents raising their grandchildren with the goal of preserving family ties. Tenets of this bill have expanded to federal kinship care legislation.

W. Keith Robinson, *Co-Director of The Tsai Center for Law, Science & Innovation and Associate Professor of Law*, B.S. (electrical engineering), 1999, Duke University; J.D., 2004, Duke University Law School (cum laude). While attending law school, Professor Robinson served in the Duke Law Community Enterprise Clinic, where he provided counseling on copyright and trademark protection and advised entrepreneurial clients on business formation. He practiced at Foley and Lardner LLP as a member of the electronics practice group in Washington, D.C. There, he assisted clients in various areas of patent law, including counseling through negotiations, opinions, prosecution and strategic intellectual property issues such as evaluating emerging technology. Professor Robinson has counseled clients in a variety of technical areas, including computer software, consumer electronics, display technology, signal processing, telecommunications, wireless communications, network architecture, application specific electronic devices, semiconductor devices and manufacturing, data mining, search technology, vehicle safety systems, radio frequency identification technology, Internet applications, and business methods. Prior to joining SMU, Professor Robinson was an adjunct professor at George Washington University Law School. Professor Robinson teaches and writes in the areas of property, intellectual property, patent law, and law and technology. His current research focuses on analyzing the challenges small firms face in obtaining patent rights via the current U.S. patent system. He has written or lectured on patent lawsuit avoidance, the patenting of business methods, joint infringement and the U.S. Patent and Trademark Office's examination guidelines. Professor Robinson's most recent article appeared in the *American University Law Review* and will be reprinted in the *Intellectual Property Law Review*. Professor Robinson is admitted to practice in the District of Columbia and Virginia, and before the U.S. Patent and Trademark Office.

C. Paul Rogers III, *Marilyn Jeanne Johnson Distinguished Law Faculty Fellow, Professor of Law and former Dean*, B.A., 1970, J.D., 1973, University of Texas; LL.M., 1977, Columbia University. Professor Rogers practiced law in Pennsylvania before accepting the Krulewitch Fellowship for graduate law study from Columbia University Law School. He subsequently joined the faculty of Loyola University of Chicago and came to SMU in 1980. He has published articles in the areas of antitrust law, contracts, commercial law, regulated industries and legal history and has coauthored an antitrust casebook, *Antitrust Law: Policy & Practice*, now in its fourth edition. He has also taught courses in contracts, antitrust law, business torts and sales of goods transactions and served SMU School of Law as associate dean for academic affairs in 1982–86 and as dean in 1988–97. He is an elected member of the American Law Institute and a Fellow of the American Bar Foundation, the Texas Bar Foundation and the Dallas Bar Foundation. Professor Rogers is the University's faculty athletic representative, representing SMU before the

National Collegiate Athletic Association and the American Athletic Conference. He previously served on the NCAA's Academic, Eligibility and Compliance Cabinet and is currently on its Football Oversight Committee

Meghan Ryan, *Gerald J. Ford Research Fellow and Professor of Law*, A.B., 2002, Harvard University, J.D., 2005, University of Minnesota. Professor Ryan received her A.B., magna cum laude, in chemistry from Harvard University in 2002. In 2005, she earned a J.D., magna cum laude, from the University of Minnesota Law School, where she was a member of the Order of the Coif and received the American Law Institute-American Bar Association Scholarship and Leadership Award. She was a member of both the *Minnesota Law Review* and the *Minnesota Journal of Global Trade*. After graduation, Professor Ryan clerked for the Honorable Roger L. Wollman of the United States Court of Appeals for the Eighth Circuit. She also worked as an associate in the trial group at the Minneapolis-based law firm of Dorsey & Whitney LLP, where she focused her practice on commercial and intellectual property litigation, as well as on white-collar defense and compliance. Additionally, Professor Ryan has conducted research in the areas of bioinorganic chemistry, molecular biology, and experimental therapeutics at the Mayo Clinic and the University of Minnesota. Prior to joining the SMU faculty, Professor Ryan taught criminal law, advanced criminal procedure, and sales at the University of Minnesota Law School. Her current research focuses on the Supreme Court's evolving standards of decency jurisprudence and the impact of evolving science, technology and morality on criminal procedural and civil norms. Professor Ryan teaches and writes in the areas of criminal law, criminal procedure, torts, and law and science.

Mary B. Spector, *Associate Dean for Clinics, Director of Civil/Consumer Clinic, and Professor of Law*, B.A., 1979, Simmons College; J.D., 1986, Benjamin N. Cardozo School of Law. Professor Spector is a 2009 recipient of the Association of American Law Schools Clinical Section's Bellow Scholar Award, the University's Golden Mustang Teaching Award and the School of Law's Don Smart Directed Student Research Award. She was a law clerk to Judge Jerry Buchmeyer of the U.S. District Court for the Northern District of Texas before joining the Dallas law firm of Akin, Gump, Strauss, Hauer & Feld as an associate. She served as a member of the adjunct faculty from fall 1991 to spring 1995. During that time, she served as a supervising attorney with the SMU Legal Clinic and as a field instructor with the SMU/Legal Services of North Texas externship program. She has served on the board of directors of several community organizations and as a member of the Consumer Law Section Council of the State Bar, the Legal Education Subcommittee of the Texas Access to Justice Commission and the United States District Court Advisory Committee for the Northern District of Texas. She has testified before Congress and before the Consumer Financial Protection Bureau on matters relating to debt collection and credit reporting. She teaches consumer law, codirects the Civil Clinic and directs the Consumer Advocacy Project. Professor Spector has published articles in the area of property law, clinical teaching and consumer credit. She is currently working on projects involving empirical research on credit reporting and consumer debt litigation.

Marc I. Steinberg, *Rupert and Lillian Radford Chair in Law and Professor of Law*, A.B., 1972, University of Michigan; J.D., 1975, UCLA; LL.M., 1977, Yale University. Following law school, Professor Steinberg served as law clerk to Judge Stanley N. Barnes of the U.S. Court of Appeals for the Ninth Circuit and as legislative counsel to U.S. Senator Robert P. Griffin. He subsequently served as special projects counsel and confidential legal adviser to the general counsel at the U.S. Securities and Exchange Commission. Before joining the SMU law faculty, Professor Steinberg was professor of law at the University of Maryland School of Law, visiting professor at the Wharton School of Business at the University of Pennsylvania, visiting associate professor at the National Law Center, George Washington University, and adjunct professor at Georgetown University Law Center. In addition, he has lectured and consulted on company law in Australia, China, England, Finland, Germany, Israel, Italy, Japan, New Zealand, Russia, South Africa, Sweden and Taiwan. He also has held the title of visiting professorial fellow in international securities regulation for the Centre for Commercial Law Studies at the University of London, as well as visiting professor of law at Heidelberg University, Bar Ilan University, and a number of other premier universities. Professor Steinberg is the author of more than 125 law review articles as well as 36 books. He is editor-in-chief of the *Securities Regulation Law Journal* and co-editor-in-chief of *The International Lawyer*. He is on the advisory

board of *The Journal of Corporation Law* and is a member of the American Law Institute. He teaches in the corporate and securities law areas.

Heather L. Stobaugh, *Clinical Professor of Legal Research, Writing and Advocacy*, B. A., 1994, University of Texas at Dallas; M.A. (literary studies), 1997, University of Texas at Dallas; J.D., 2003, Southern Methodist University. After graduation, she was an associate at Carrington, Coleman, Sloman & Blumenthal in Dallas. She practiced primarily in the areas of securities law and business litigation, and she served as outside general counsel to a major telecommunications provider. Stobaugh also has represented numerous clients pro bono, including a renowned nonprofit animal welfare organization for which she wrote an amicus brief that resulted in a favorable interpretation of a revised Texas statute. In 2003, Stobaugh was a member of the *SMU Law Review* and Order of the Coif. She received awards for best student law review comment and best brief. Her current teaching area is legal research, writing and advocacy.

Diane M. Sumoski, *Director of the W.W. Caruth, Jr. Child Advocacy Clinic, Director of the W.W. Caruth, Jr. Institute for Children's Rights and Associate Clinical Professor*, B.A., 1984, Franklin & Marshall College; J.D., 1987, Cornell Law School (cum laude). Sumoski, in her clinical course, teaches child welfare law as well as investigative, case preparation and oral and written advocacy skills. Upon graduation from law school, she began her legal career at the Dallas law firm of Carrington, Coleman, Sloman & Blumenthal LLP, where she became a partner in 1993. Sumoski served as pro bono partner at Carrington Coleman for 15 years and supervised associates in all family law pro bono cases at the firm. She also served on the firm's executive committee for five years. After joining the faculty at SMU Dedman School of Law in 2013, she became of counsel at the firm. Sumoski has been listed in Best Lawyers in America since 2010. She recently served on the Advisory Committee for a Child Welfare Law Speciality and is now a member of the Child Welfare Law Exam Commission for the Texas Board of Legal Specialization. She has held numerous leadership positions in the Litigation Section of the American Bar Association, including director of the section's Public Service Division, chair of the Expert Witnesses Committee, chair of the Woman Advocate Committee, chair of the Special Committee of the Future of Multidistrict Litigation and co-chair for the section's annual meeting. Sumoski also has served as chair of the Host Committee for the Fifth Circuit Judicial Conference. Sumoski served for eight years as a member of the board of directors of the Dallas Bar Association and has been a director since 2009. She has served as chair of numerous DBA committees, resulting in her being awarded with the JoAnna Moreland Outstanding Committee Chair award in both 2008 (for her service as the chair of the Pro Bono Activities Committee) and 2012 (for her service as chair of the Judiciary Committee). She currently serves as vice-chair of the Juvenile Justice Committee. With respect to her pro bono efforts in private practice, Sumoski received the Women's Legal Advocacy Award from Legal Services of Northwest Texas in 2010 for her work benefiting women and children and the Dallas Volunteer Attorney Program's award for Outstanding Pro Bono Coordinator in 1998 and 2005. She also served as chair of the DBA's Equal Access to Justice Campaign, which raises funds to support pro bono legal services to the poor as provided through the Dallas Volunteer Attorney Program and Legal Services of Northwest Texas. Ms. Sumoski is also a member of the Dallas Committee for a Qualified Judiciary. Ms. Sumoski's article "Bridging the Gender Gap" was published in *The Litigation Manual* (First Supplement 2007). She has also given numerous presentations at American Bar Association meetings and Dallas Bar Association meetings, publishing companion pieces and is a frequent speaker on child welfare law. She is admitted to practice law in all districts of Texas as well as in the U.S. Court of Appeals for the Fifth Circuit, and is a life fellow in the Dallas Bar Foundation and Texas Bar Foundation.

Joshua C. Tate, *Professor of Law*, B.A. 1996, Pomona College; M.A., 2000, M.Phil., 2001, Yale University Graduate School of Arts and Sciences; J.D., 2002, Yale Law School; Ph.D., 2009, Yale University Graduate School of Arts and Sciences. Professor Tate's research and teaching focus on legal history, property, and trusts and estates. He has been a full-time faculty member at SMU Dedman School of Law since fall 2005, and he was a visiting assistant professor at the University of Pennsylvania Law School in spring 2008. In fall 2012, he was a Lloyd M. Robbins Senior Research Fellow at the University of California at Berkeley. He is an Academic Fellow of the

American College of Trust and Estate Counsel, serves as the Selden Society's Honorary Treasurer for the U.S.A., co-chairs the Uniform Acts for Trust and Estate Law Committee for the ABA Real Property, Trust and Estate Law Section, and is a past chair of the Sutherland Prize Committee for the American Society for Legal History. In August 2015, he was elected as a Miembro de Honor by the Comité Ejecutivo de la Abogacía Colombiana. Professor Tate has given invited presentations at numerous academic conferences, colloquia and workshops in the United States and abroad. From 2013 to 2015, he gave a series of more than sixty lectures in North and South America, Africa, Asia, and Europe in commemoration of the 800th anniversary of Magna Carta. He is currently engaged in a study of the development of property rights and remedies in medieval England, focusing on issues of jurisdictional conflict with regard to rights of presentation to churches. Professor Tate is admitted to practice in Texas and Connecticut.

David O. Taylor, *Co-Director of The Tsai Center for Law, Science & Innovation and Associate Professor of Law*, B.S. (mechanical engineering), 1999, Texas A&M University (magna cum laude); J.D., 2003, Harvard University (cum laude). At Harvard Law School, Professor Taylor was a member of the *Harvard Journal of Law & Technology* and the *Harvard Journal of Law & Public Policy*. After graduation from law school, Professor Taylor clerked for the Honorable Sharon Prost of the U.S. Court of Appeals for the Federal Circuit. Admitted to practice in Texas and before the U.S. Patent and Trademark Office, he also worked in the intellectual property department of the law firm of Baker Botts LLP in its Dallas office. While at Baker Botts, Professor Taylor engaged in patent prosecution, patent licensing and patent litigation in various district courts and at the U.S. Court of Appeals for the Federal Circuit. He also assisted with various advanced patent law courses at SMU and successfully represented clients in pro bono matters, including before the U.S. Court of Veterans Appeals. Professor Taylor currently serves on the Advisory Council for the U.S. Court of Appeals for the Federal Circuit. Professor Taylor has published articles in the *New York University Law Review*; *Georgia Law Review*; *Connecticut Law Review*; *SMU Law Review*; *Temple Law Review*; *Florida Law Review Forum*; *Fordham Intellectual Property, Media and Entertainment Law Journal*; *Santa Clara High Technology Law Journal*; and *Texas Intellectual Property Law Journal*. His scholarship focuses on patent law, patent policy, patent litigation and civil procedure. Professor Taylor teaches contracts, patent law and advanced patent law courses.

Elizabeth G. Thornburg, *Richard R. Lee, Jr. Professor, Altshuler Distinguished Teaching Professor and Professor of Law*, B.A., 1976, College of William and Mary (highest honors); J.D., 1979, Southern Methodist University (cum laude). While a student at SMU, Professor Thornburg was the senior notes and comments editor for the *Journal of Air Law and Commerce*, a member of the Barristers and the Order of the Coif, and a law clerk for a small firm specializing in civil rights litigation. After graduation, she clerked for the Honorable Robert M. Hill, U.S. District Judge for the Northern District of Texas, and was a commercial litigation associate at the firm then known as Locke, Purnell, Boren, Laney & Neely. Drawing on her experience with civil rights and commercial litigation, her scholarship focuses on the procedural fairness of the litigation process, especially at the pleadings, discovery and jury charge stages. She also writes and speaks in the areas of comparative procedure, online dispute resolution, and the intersection of law and culture. Her most recent book is *Lawtalk: The Unknown Stories Behind Familiar Legal Expressions* (Yale University Press, with co-authors). Professor Thornburg's articles have appeared in law reviews at Virginia, U.C. Davis, North Carolina, Notre Dame, Michigan, Texas, Wisconsin, Duke, Fordham, Oregon, Missouri, Houston, West Virginia, Edinburgh and SMU, and in international journals in Scotland, England and Australia. She is the co-author (with Professor Dorsaneo) of a study guide for civil procedure; she has two Texas procedure casebooks; and she has contributed chapters to books on civil procedure issues in consumer law, sports law, computer law and classic civil procedure cases. Professor Thornburg is a member of the American Law Institute and served as one of the U.S. representatives to the international project on "Teaching Civil Procedure in Common Law Countries." She teaches civil procedure, conflict of laws, complex litigation, Texas procedure, remedies and an advanced procedure seminar. During 2012–14, Professor Thornburg also served the University as the director of the Center for Teaching Excellence, and in 2013, she received the University Scholar/Teacher of the Year Award.

Jenia Iontcheva Turner, *Amy Abboud Ware Centennial Professor in Criminal Law*, B.A. (international relations), 1999, Goucher College; Caplan Scholar, Cambridge University, 1997–98; J.D., 2002, Yale Law School. At Yale Law School, Professor Turner was a Coker Fellow and articles editor for the Yale Law Journal and the Yale Journal of International Law. In 2000, she was a summer clerk at the Appeals Chamber of the International Criminal Tribunal for the former Yugoslavia, and, the following summer, she worked at the Federal Public Defender's Office in Houston and the New York and Paris offices of Debevoise & Plimpton. In 2002–04, Professor Turner served as a Bigelow Fellow at the University of Chicago Law School, where she taught legal research and writing and comparative criminal procedure. Her teaching and scholarship interests include criminal law and procedure, comparative criminal procedure, international criminal law, international organizations, and European Union law. Her first book, *Plea Bargaining Across Borders*, was published in 2009. Her articles have appeared in the *Virginia Law Review*; *Michigan Law Review*; *Federal Sentencing Reporter*; *American Journal of Comparative Law*; and the international law journals of Stanford, Virginia, Chicago and NYU.

Jonni Walls, *Clinical Professor of Legal Research, Writing and Advocacy*, B.A., 1968, University of Tennessee in Knoxville (Phi Beta Kappa); J.D., 1991, Southern Methodist University School of Law. While at SMU, Ms. Walls was notes and comments editor for the *Journal of Air Law and Commerce* and a member of Order of the Coif. She is admitted to practice in all Texas courts; United States District courts for the Northern, Southern, Eastern and Western districts of Texas; and the Fifth Circuit Court of Appeals. After graduation, she practiced with various Dallas law firms, specializing in employment litigation for management, as well as supervisor training and counseling with respect to human resource issues. Ms. Walls' practice experience includes litigation of statutory and common law claims arising in the employment context, practice before administrative agencies, arbitration of disputes arising under employment contracts and collective bargaining agreements, contract negotiation, drafting of employment policies and handbooks, management training seminars, enforcement of confidentiality and noncompetition agreements, and alternative dispute resolution. Her experience also includes traditional labor law, union representation campaigns, and practice before the National Labor Relations Board and the National Mediation Board. Ms. Walls served as an adjunct professor for the School of Law from 1992 through 2010 and joined SMU's faculty full-time in August 2010, teaching legal research, writing and advocacy. She also serves as faculty adviser to the SMU Board of Advocates.

Jessica Dixon Weaver, *Associate Professor of Law*, B.A., 1992, University of Pennsylvania; J.D., 1995, University of Virginia. While at the University of Virginia School of Law, Professor Weaver served as notes development editor of the Virginia Law Review. Professor Weaver teaches Family Law, Advanced Family Law, Professional Responsibility, and Children and the Law. She joined the tenure track faculty in 2009 and became the first African American female to earn tenure at SMU Dedman School of Law in 2015. Prior to being on tenure track, Professor Weaver was the founding director of the W.W. Caruth, Jr. Child Advocacy Clinic, and she was recognized as an Extraordinary Minority in Texas Law for her work as clinic director and a child advocate. She is an expert in child welfare law and public policy, and much of her scholarship focuses on theorizing methods for improvement of the legal systems and policies affecting families and children. She also researches and writes about the intersection of race, gender, and family law.

Her publications have covered a wide array of topics, including the overrepresentation of African-American children in the child welfare system, multigenerational living and intergenerational caregiving, psychological abuse of children, child homelessness, and ethical issues arising from the use of state promulgated forms in family courts. Professor Weaver has been invited to present her research and articles at a number of prestigious law schools, including Yale, University of California Berkeley, Washington University, Emory, Washington and Lee, Brigham Young, and Fordham. Professor Weaver's articles have been published in the *Fordham Law Review*, *Virginia Journal of Law and Social Policy*, *Seton Hall Law Review*, and the *William and Mary Journal of Women and the Law* to name a few. They have been cited by top family law and feminist legal scholars as well as excerpted in family law, children and the law, and elder law casebooks. She is currently working on two course books, *Family*

Law Simulations: Bridge to Practice, to be published by West Academic in 2018, and Adoption Law: Theory, Policy, and Practice, 3rd ed., to be published by William S. Hein & Co., Inc. in 2019.

Peter Winship, *James Cleo Thompson, Sr. Law School Endowed Professor and Professor of Law*, A.B., 1965, LL.B., 1968, Harvard University; LL.M., 1973, University of London (London School of Economics); candidate for the J.S.D., Yale University. Professor Winship teaches primarily in the areas of domestic and international commercial law.

Clinical Faculty

Mary B. Spector, B.A., J.D., *Associate Dean for Clinics, Director of Civil/Consumer Clinic, and Professor of Law*

Chris Jenks, B.S., J.D., LL.M., *Director of Criminal Clinic and Assistant Professor of Law*

Natalie Nanasi, B.A., J.D., *Director of the Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women and Assistant Professor of Law*

Chante Prox, B.S., M.S., J.D., *Director of the VanSickle Family Law Clinic and and Assistant Clinical Professor*

Diane M. Sumoski, B. A., J.D., *Director of the W.W. Caruth, Jr. Child Advocacy Clinic, Director of the W.W. Caruth, Jr. Institute for Children's Rights and Associate Clinical Professor*

Brook Busbee, B.A.S., J.D., *Adjunct Clinical Professor of Law, Criminal Justice Clinic*

Eric Cedillo, B.S., J.D., *Adjunct Clinical Professor of Law, Hunter Center's Karnes Spring Break Clinic*

David J. Cho, B.A., J.D., *Adjunct Clinical Professor of Law, Small Business and Trademark Clinic*

Sally C. Helppie B.A., J.D., *Adjunct Clinical Professor of Law, Small Business and Trademark Clinic*

Marc Hubbard, B.S., J.D., *Adjunct Clinical Professor of Law, Patent Clinic*

Larry Jones, B.B.A., J.D., LL.M., *Adjunct Clinical Professor of Law, Federal Tax Clinic*

Michael McCollum, LL.B., *Adjunct Clinical Professor of Law, Criminal Justice Clinic*

Eliot Shavin, B.A., J.D., *Adjunct Clinical Professor of Law, Civil Clinic*

Christopher Young, B.A., J.D., *Adjunct Clinical Professor of Law, Innocence Clinic*

Visiting and Research Professors

The Honorable Robert M. Fillmore, *Texas Fifth District Court of Appeals*

The Honorable A. Joe Fish, *United States Senior District Judge for the Northern District of Texas*

The Honorable Dennise Garcia, *303rd District Court for Dallas County*

Bryan A. Garner, *President of LawProse Inc.*

The Honorable H. DeWayne Hale, *United States Bankruptcy Court for the Northern District of Texas*

The Honorable Kimberly C. Priest Johnson, *United States Magistrate Judge for the Eastern District of Texas*

The Honorable Judge A. Nugent, *U.S. Immigration Judge, U.S. Department of Justice*

Faculty Emeriti

Maureen N. Armour, B.A., M.S.W., J.D., *Professor Emeritus of Law*

William J. Bridge, B.S.F.S., J.D., *Professor Emeritus of Law*

Regis W. Campfield, B.B.A., J.D., *Professor of Law Emeritus and Marilyn Jeanne Johnson Distinguished Law Faculty Fellow Emeritus*

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Linda S. Eads, B.A., J.D., *Professor Emeritus of Law*

Ndiva Kofele-Kale, B.A., M.A., J.D. Ph.D., *Professor Emeritus of Law*

Henry J. Lischer, Jr, B.B.A., J.D., LL.M., *Professor Emeritus of Law*

Charles J. Morris, B.A., LL.B., *Professor Emeritus of Law*

Frederick C. Moss, A.B., J.D., LL.M., *Professor Emeritus of Law*

John J. Mylan, B.S., J.D., LL.M., *Professor Emeritus of Law*

Victoria Palacios, J.D., *Professor Emeritus of Law*

Kenneth L. Penegar, A.B., J.D., LL.M., *Professor Emeritus of Law*

Walter W. Steele, Jr, LL.B., *Professor Emeritus of Law*

Harvey Wingo, B.A., M.A., J.D., *Vinson & Elkins Fellow Emeritus and Professor Emeritus of Law*

Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals or scholars who are in high demand throughout Dallas and the nation.

Reeni Ann Abraham

Sander L. Esserman

Gerald N. Olson

Val J. Albright

Stephen Fahey

David J. Parsons

M.J. Asensio

C.W. Flynn

Phillip B. Philbin

Jay Balfour

Patricia H. Flynn

Shane Read

Daniel Baucum

Jason B. Freeman

Kathleen Lydia Reed

Matthew Beard

David C. Gair

Laura K. Rogers

Susan B. Benton

Timothy Gallina

Douglas K. Rudley

Misty Birdsong

Brent C. Gardner, Jr.

Paul Schoonover

Shelby L. Bobosky	Larry E. Glasgow	John Seddlemeyer
Vickie S. Brandt	Rebecca A. Gregory	Mark A. Shank
Christa Brown-Sanford	Susan M. Halpern	Eliot Shavin
John Browning	Sally Helppie	Shamoil Shipchandler
Brook Busbee	Eric Hinton	Bart Showalter
Laura G. Burstein	Dale Hortenstine	Ronald F. Shuff
Martin L. Camp	Charles M. Hosch	Maxel Silverberg
David W. Carstens	Marc A. Hubbard	Steven Smathers
Eric Cedillo	Clifton T. Hutchinson	Bruce S. Sostek
David Cho	Tom Jackson	Jaime Spellings
Wilson Chu	Brett Johnson	Sally Spurgin
Susan Mills Cipione	Richard Jay Johnson	Cliff Squibb
Robert Colwell	Larry Jones	Sidney Stahl
John M. Cone	Ralph Jones	Harry W. Sullivan, Jr.
David Cowart	Gary M. Lawrence	Harriet Anne Tabb
Greta E. Cowart	David J. Lowery	Don Tittle
John M. Cox	Jay J. Madrid	Michael J. Uhl
Susan C. Cox	Eric D. Marchland	Kay L. Van Wey
Terry I. Cross	Ernest Martin, Jr.	John Vernon
Tim Curren	Mike McCollum	Brandie Wade
William Dawkins	David L. McCombs	Brian L. Webb
Steve Doyle	B. Tyler Milton	Glenn D. West
Dennis B. Drapkin	Dudley Murray	Russell Wilson, II
Cassie DuBay	Patsy Yung Micale	Stephen Yeager
Joanne Early	Dana Nahlen	Christopher Young
Yolanda Eisenstein	Charolette Noel	Angela C. Zambrano
Andrew S. Ehmke	Christopher Nolland	Luis G. Zambrano

Dedman School of Law: General Information

Programs and Instruction

Juris Doctor Degree

The Juris Doctor is the first law degree normally obtained in three years of study. The primary purpose of the J.D. program is preparation for the practice of law, private or public. The curriculum combines training in the science and method of law, knowledge of the substance and procedure of law, understanding of the role of law in society and practical experience in handling professional problems. It also explores the responsibility of lawyers and their relations to other segments of society. Detailed discussions of the J.D. program and the variety of courses offered are found in this catalog under The Juris Doctor Program and The Curriculum.

Most courses are national or international in scope, although emphasis on Texas law is available for those who plan to practice in Texas. In addition to traditional academic study, the school has a vibrant clinical program that provides students with an opportunity to earn academic credit while engaging in the actual practice of law. For this work, the school provides administrative assistants and offices conveniently located on the Dedman School of Law campus. All clinical programs are under the supervision of an Associate Dean who is a full-time faculty member and a combination of full-time and part-time faculty, all of whom are practicing attorneys. The clinics serve clients from the Dallas area in the areas of civil law, consumer advocacy, criminal law, family law, victims of crimes against women, federal taxation, small business, trademark, and patent law. The clinics also work with the Dallas County Public Defender's office to battle against wrongful convictions. Students interview clients, prepare pleadings and present cases in court with the assistance of the clinic faculty. Clinic students also advocate on behalf of clients outside of the courtroom, and work with courts and community groups to solve problems and promote meaningful access to justice. All clinics include classes that provide student opportunities to develop practical legal and professional skills related to the practice of law. This work is open to upper-division students. Individual descriptions and requirements for each clinic are found in this catalog under The Curriculum.

Many graduates choose to practice in the Southwest, but more than 12,000 SMU Dedman School of Law graduates are found in all 50 states and the District of Columbia and in more than 77 foreign countries. Similarly, although most students come from the Southwest, students are enrolled from all parts of the country.

Juris Doctor/Master of Business Administration Program

The Dedman School of Law and the Graduate Division of the SMU Cox School of Business offer a joint program leading to the J.D. and the M.B.A. in four years of full-time study. For students with certain qualifications, a fast-track option may be available. Students must be admitted to both programs as joint J.D./M.B.A. students. The joint program is designed to prepare students for law practice with a business emphasis or for business careers with a legal emphasis. A detailed description is found in this catalog under Joint Degrees.

Juris Doctor/Master of Arts in Economics Program

This program allows for joint study in law and economics following the first year of required legal study. Students must be admitted to both programs separately. A detailed description is found in this catalog under Joint Degrees.

Advanced Degrees

The Master of Laws (taxation) and general LL.M. degrees for U.S.-trained law graduates, the LL.M. degree for foreign law school graduates and the Doctor of the Science of Law advanced research degree for both U.S. and foreign law school graduates are described in this catalog under Graduate Legal Studies. Approximately 70 full-time and 10 part-time students are enrolled in these graduate programs.

Nondegree Enrollment and Auditing

Attorneys holding valid U.S. law licenses or graduates from American Bar Association-approved law schools may enroll in or audit courses offered at the Dedman School of Law on a space available basis. Additional information is found in this catalog under The Juris Doctor Program in the Nondegree Enrollment and Auditors section.

The Law School Quadrangle

The Law School Quadrangle, a four-building complex, occupies 6 acres on the northwest corner of the SMU campus. Storey Hall houses administrative, faculty, law review and student organization offices and a clinical facility. Florence Hall contains class and seminar rooms and a state-of-the-art trial courtroom. Carr P. Collins, Jr. Hall contains a dining facility, career services offices, admissions offices, public service and academic support offices, student lounges and seminar rooms. Underwood Law Library contains open stacks for its collection, computer facilities, carrels and comfortable seating for students. Two large lecture halls, including one that serves as a magnificent grand appellate courtroom, are also located on the main floor of Underwood. Consistent with the entire SMU campus, the buildings are modified Georgian architecture. The Law School Quadrangle is served by a wireless network. Student housing is available on campus in areas close to the quadrangle. Additional information is found in this catalog under University Services in the Residence Accommodations section.

The Underwood Law Library

Familiarity with the materials and services of a law library is essential to effective performance as a law student and as an attorney.

SMU's Underwood Law Library is the largest private academic law library west of the Mississippi River. Its collections include more than 673,000 law-related volumes and equivalents, ranking the library among the top 20% of law libraries in the United States. Combined with the resources of SMU's other libraries, more than 4 million volumes are available to our faculty and students, comprising the largest private research library collection in Texas and ranking third in the state in total volumes, after the University of Texas at Austin and Texas A&M University.

The Underwood Law Library subscribes to hundreds of databases, including Lexis, Westlaw, Bloomberg BNA, Bloomberg Law, HeinOnline, ProQuest Congressional, Checkpoint, Making of Modern Law (Gale), and Tax Analysts. The other SMU libraries' databases are also available to law school faculty and students from any location with a computer and Internet connection.

The subject area strengths of the Underwood Law Library's collections correspond to the Law School's curricular strengths: commercial and banking law, corporate law, constitutional law, energy law, securities, taxation, international law, law and medicine, and intellectual property.

The library also houses a student computer lab and two large classrooms, and has a wireless network throughout.

Student Conduct

Students are expected to conduct themselves as prospective members of the legal profession. A copy of the Student Code of Professional Responsibility is provided in this catalog. The code currently in effect was drafted by a student/faculty committee, approved by the faculty and ratified by the student body. By enrolling in the school, students are deemed to have notice of the code's contents and therefore should familiarize themselves with its standards and disciplinary procedures. In addition, students are expected to comply with the policies and procedures established by the administrative offices at the Dedman School of Law and the University. Matriculation in the University constitutes a declaration of compliance with all University rules and regulations.

The Dedman School of Law strongly discourages full-time students, especially those in the first year, from working more than 20 hours a week.

Students are not permitted, without the written consent of the dean, either individually or collectively to use the name of the University or of the Dedman School of Law in any activity outside the regular work of the school.

Policy on Nondiscrimination

Southern Methodist University's notice of nondiscrimination is found in this catalog under Catalog Policy and Legal Statement. This nondiscrimination policy applies to the activities of the Dedman School of Law in admission, placement, housing, facilities, scholarships, grants and all other academic and nonacademic opportunities, including those that are honorary. Further, the Office of Career Services is available only to employers who sign a statement of compliance with nondiscriminatory practices in hiring as defined by the Association of American Law Schools.

Scholarly Publications

Students have the opportunity to participate in the publication of five law reviews – the *SMU Law Review*, the *Journal of Air Law and Commerce*, *The International Lawyer*, the *Law and Business Review of the Americas* and the *SMU Science and Technology Law Review*. The *SMU Law Review* and the *Journal of Air Law and Commerce* are published by the SMU Law Review Association, which also publishes as a separate journal, the *Annual Survey of Texas Law*. *The International Lawyer* and *Law & Business Review of the Americas* are published by the International Law Review Association of SMU. The law reviews select their editorial staffs on the basis of academic performance and a writing competition. The writing competition is open to students who have completed all first-year required courses (found in this catalog under The Curriculum) and generally is held during the summer.

The operation and management of each publication is vested in an elected board of editors. The board is selected from those students who have served at least one year on the staff of the law review and who have exhibited a strong ability in legal research and writing. The work of students on the school's publications has produced periodicals of permanent value to the legal profession.

The *SMU Law Review*, formerly the *Southwestern Law Journal*, is published four times each year and reaches law schools, attorneys and judges throughout the United States and abroad. Each issue includes articles by prominent legal scholars and practitioners dealing with significant questions of local, national and international law. In addition, articles by students analyze recent cases, statutes and developments in the law. All editing is done by student members of the board of editors and the staff.

The *SMU Law Review* also sponsors the annual SMU Corporate Counsel Symposium on current developments in corporate law. Selected papers from the symposium may be published in one of its issues. The symposium attracts corporate practitioners from throughout the United States.

The *Journal of Air Law and Commerce*, a quarterly publication of the Dedman School of Law, was founded at Northwestern University in 1930 and moved to SMU in 1961. The oldest scholarly periodical in the English language devoted primarily to the legal and economic issues affecting aviation and space, it has a worldwide circulation of more than 2,300 subscribers in some 54 countries. Articles by distinguished lawyers, economists, government officials and scholars deal with domestic and international problems of the airline industry, private aviation and outer space, as well as general legal topics that have a significant impact on the area of aviation. Also included are student commentaries on a variety of topical issues, case notes on recent decisions, book reviews and editorial comments. The *Journal of Air Law and Commerce* sponsors an annual symposium on selected problems in aviation law and publishes selected papers from that symposium in one of its issues. More than 500 aviation lawyers and industry representatives annually attend.

The International Lawyer is the official triannual publication of the American Bar Association's Section of International Law. Prior to 2013, it was a quarterly publication that included a special Year in Review issue, which is now a separate annual publication known as *The Year in Review*. The ABA published the inaugural issue of *The International Lawyer* in 1966, and SMU has been the proud home of this prestigious journal since 1986.

Since then, *The International Lawyer* has grown to become the most widely distributed U.S. international law review in the world, enjoying subscriptions of approximately 22,000 readers in more than 90 countries. In an effort to satisfy its worldwide readership, this publication focuses primarily on practical issues of international law, including trade, licensing, direct investment, finance, taxation, litigation, and dispute resolution.

The Year in Review, previously included as an issue of *The International Lawyer*, is now its own annual publication of the American Bar Association's Section of International Law. It has had a place as a prestigious ABA publication since 1966 and has called SMU Dedman School of Law its home since 1986.

The Year in Review, as its name suggests, is an annual survey of the law from around the world. On average, thirty to forty Committees of the ABA/SIL contribute to the publication and capture the germane legal developments, key pieces of legislation, and landmark decisions that help to shape the legal tapestry of their respective countries and areas of interest. Catering to the ABA/SIL membership and others, The YIR shares in the same readership as TIL.

The **SMU Science and Technology Law Review** is published two to four times a year. Students from the Dedman School of Law serve as the editorial board and staff members. The journal focuses on national and international science and technology-based legal issues, including the legal use and limits of hardware and software, social media law, data privacy and security, environmental law, the impact of science on law and vice versa, and intellectual property law.

Student Activities and Organizations

Students are encouraged to involve themselves in the life of the Dedman School of Law community through participation in activities and organizations. The following activities and organizations are currently active:

SMU Student Bar Association. The SBA is composed of all students in the Dedman School of Law. Officers and upper-division class representatives are elected in the spring term of each academic year. Class representatives for first-year students are elected approximately one month after the fall term has commenced. The primary function of the SBA is to represent the concerns and interests of the school's student body. The SBA sponsors a variety of extracurricular events. All students are urged to serve on one or more of the SBA committees.

Barristers. The Barristers is a general service organization of 15 law students elected on the basis of scholarship, leadership, achievement and personality.

Board of Advocates. The SMU Board of Advocates is the umbrella student organization that oversees advocacy programs at the Dedman School of Law. It also coordinates with faculty SMU's participation in national and international advocacy competitions. The board's administrative committee promotes development of the school's advocacy programs, and publicizes and coordinates the various intraschool competitions. Its Interscholastic Competition Board has coordinated participation in a number of mock trial and moot court competitions in which SMU law students compete against students from other law schools across the country.

Inns of Court Program. The Inns of Court sponsored by Haynes and Boone, LLP is an interdisciplinary approach to the first-year experience at SMU Dedman School of Law. With over 200 first-year students, the law school recognized a need for smaller, more personalized groups to provide students with a source of relationships and support. Through the Inns, students connect with fellow classmates, faculty, student leaders, career advisers, and alumni for a community experience that extends throughout their time at the law school and beyond graduation. All first-year students are assigned to an Inn during orientation and typically meet weekly with their Inns at the same time and place. In addition to first-year and international LL.M. students, each Inn has two faculty advisers, one Career Services counselor, three alumni Community Fellows and six upper-class students—three Student Bar Association Mentors and three Academic Success Mentors. Inns also provide valuable programming specifically designed to help students become more successful and develop as professionals.

Mac Taylor Inn of Court. The William "Mac" Taylor American Inn of Court is a chapter of the American Inns of Court, in which federal and state judges, senior and junior lawyers, and law students participate. Members of the inn meet monthly for dinner and an educational program dealing with an issue of practice and professional responsibility. Several other Inns of Court in the Dallas-Fort Worth area, including some specializing in Bankruptcy, Family Law and Intellectual Property, also accept SMU Dedman School of Law student members.

Legal Fraternities. The school has two legal fraternities – the Roger Brooke Taney Chapter of Phi Alpha Delta and the Monteith Inn of Phi Delta Phi. Legal fraternities are open to men and women.

Moot Court Board. This student organization administers a program to instruct first-year students in oral advocacy. The board, which is sponsored by Lynn Pinker Cox & Hurst, LLP, organizes a moot court competition that is mandatory for all first-year students.

Oxford Program. Approximately 30 students spend six weeks in the summer studying law in Oxford, England. Students earn five hours of credit by taking one course from an SMU professor and one Oxford-style tutorial from an Oxford tutor. Participants live and take their meals in historic University College, Oxford. The program also includes visits with English lawyers and a trip to the Royal Courts of Justice.

Other Student Organizations. In addition to those listed above, the following law student organizations are currently active on the SMU campus: Aggie Law Students, American Constitution Society, Asian Pacific American Law Students Association, Association of International Petroleum Negotiators – Student Chapter, Association for Public Interest Law, Baylor Law Student Association, Black Law Students Association, Christian Legal Society, Corporate Law Association, Criminal Law Society, Energy Law Association, Environmental Law Society, Family Law Association, Federalist Society, Health Law Association, Hispanic American Law Students Association, Intellectual Property Organization, International Law Review Association, International Law Society, Jewish Law Students Association, Labor and Employment Law Students Association, Law Students for Life, Law Students for Reproductive Justice, Longhorn Bar Association, Muslim Law Students Association, OutLaw (Lesbian and Gay Law Students), Older and Wiser Law Students, Science and Technology Law Review, Real Estate Law Association, Red Raider Law Student Association, SMU Law Review Association, SMU Veterans Law Association, Student Animal Legal Defense Fund, Sports and Entertainment Law Group, Tax Law Society, and Women in Law.

Dedman Law: Academic Programs

Juris Doctor, J.D.

Admission

Dates of Admission

Beginning J.D. students are admitted only for the fall term.

Application for Admission

Applications should be submitted using the Law School Admission Council application service. Applications must be submitted by November 15 to be considered for early decision and by February 15 to be considered for regular decision. The applicant must file transcripts from all undergraduate institutions attended with LSAC's Credential Assembly Service.

Application Fee

Each applicant must submit a \$75 application fee. This fee is not refundable and will not be credited against tuition in the event of enrollment. Waivers of the fee will be considered upon request submitted to lawadmit@smu.edu.

Law School Admission Test

Applicants for admission to the J.D. program must take the Law School Admission Test. Applicants are urged to take the LSAT no later than the February testing date preceding the fall term in which they seek admission.

Prelaw Studies

Although exceptions may be made in special circumstances, an entering student is required to have received a bachelor's degree from an accredited college or university prior to enrollment in the Dedman School of Law. Admitted students must provide the school with an official transcript showing receipt of a bachelor's degree before enrollment. The copy of the transcript supplied to the school by the CAS is adequate for preliminary determination of admission but is not an official transcript.

Dedman School of Law does not prescribe a fixed course of prelegal study, but does examine the record of each applicant to determine whether the undergraduate courses taken reflect adequate preparation for the study of law. The student should pursue a well-rounded course of study, with particular attention devoted to the development of analytical skills and facility and style in the use of the English language.

Admission by Selection

The purpose of the J.D. program is to train students for competent and ethical practice of law on behalf of both private and public clients and for intelligent use of law in business, government and other pursuits. The course of study requires reading and analysis of difficult legal materials, training in effective advocacy of positions in both oral and written form and the acquisition of other legal skills, such as the drafting of instruments, the counseling of clients and the negotiation of disputes. Only those applicants who have the capacity to acquire these skills will be admitted. In deciding whether an applicant has this capacity, Dedman School of Law relies heavily upon LSAT scores and undergraduate grades. The school also considers the types of courses taken, the schools attended, letters of recommendation, the amount of time the applicant has been required to work during his or her undergraduate career, and extracurricular activities and other maturing experiences.

Each year the number of applicants with the requisite capacity far exceeds the number of places in the entering class. In choosing among these applicants, the admissions committee looks for those whose performance at Dedman

School of Law will be outstanding; those who, because of their backgrounds, will bring to the school different and unusual perspectives; and those whose homes are in areas of the country underrepresented in the student body. Applications from members of minority groups are encouraged.

Admission Deposit and Medical History

Admitted applicants must make their deposit(s) with the Dedman School of Law as set forth in their admissions packet. The due date for any deposit is not earlier than April 1. The deposit is credited toward tuition charged upon enrollment. It will be forfeited if the student fails to enroll that fall.

All students must have a Report of Medical History on file at the Dr. Bob Smith Health Center prior to their enrollment at SMU. In order to comply with state law, all students must provide proof of certain immunizations.

Admission with Advanced Standing

Transfers From Other Law Schools

Students Eligible

A student who has successfully completed the traditional first-year curriculum (usually 27–30 hours) at another law school that was at the time of the student's study a member of the Association of American Law Schools or approved by the Section on Legal Education of the American Bar Association may apply for admission with advanced standing. On a limited basis, a student who has successfully completed at least 20 hours in a part-time program at another law school that was at the time of the student's study a member of the Association of American Law Schools or approved by the Section on Legal Education of the American Bar Association may apply for admission with advanced standing. Admission is selective. A student who has been excluded from or who is on probation at another school will not be admitted.

Dates of Admission

A transfer applicant may be admitted in any term or session.

Application

Application for admission with advanced standing must be made using the LSAC's online application. It must be supported by a CAS report including transcripts from all colleges and law schools previously attended. Good standing in the law school last attended must be established by a letter from the administration of that school. The application must be supported by two letters of recommendation and accompanied by a \$75 nonrefundable application fee. The committee cannot consider any application until all law school grades have been received.

Advanced Credit

The amount of advanced credit given for work completed in another law school will be determined by the assistant dean for student affairs. Credit for work completed at another law school transfers as pass/fail credit. In no event can a transfer student receive more than 29 hours of transfer credit. Credit will be given only for coursework completed at an ABA-accredited law school.

Minimum Hours Requirement

A student admitted with advanced standing may not qualify for a degree from Southern Methodist University until the student satisfactorily completes at least 58 credit hours at the Dedman School of Law.

Waiver of First-Year Minimum Hour Requirement

A limited number of qualified applicants who show good cause why they are unable to take the standard number of full-time credit hours required in the first year may obtain a waiver of this requirement. Except as permitted by the assistant dean for student affairs, students permitted to take a reduced course load will take seven to eleven hours per

term (excluding the summer) until they have completed all first-year required courses (found in this catalog under The Curriculum). These students must meet all other requirements of the J.D. program. Applicants interested in the reduced load option should contact the Office of Admissions for additional information.

The admission procedure for applicants seeking a waiver of the first-year minimum credit-hour requirement is the same as that for the J.D. program except that applicants should submit a written statement explaining why they are unable to satisfy the standard course load requirement.

Dual Degrees

Juris Doctor/Economics, J.D./M.A.

Nature of the Program

The combined J.D./M.A. in economics, law and economics track program, is offered jointly by the Dedman School of Law and the SMU Department of Economics in Dedman College. The program is designed for law students who have some prior background in economics and who wish to develop further their abilities to deal with complex economic issues. Through the program, the combined degrees can be obtained in four academic years or even in as little as three years and one additional term if classes are taken during at least one summer term.

Structure of the Program

The M.A. in economics, law and economics track, is a 30-hour nonthesis program that can be completed in part-time evening study. For students in the combined J.D./M.A. program, the Economics Department will accept up to nine hours of law school credit toward the M.A. degree. Dedman School of Law will accept up to six hours of graduate economics credits toward the 87 hours required for the J.D. degree. Thus, the student in the combined J.D./M.A. program will be able to receive both degrees with a total of 102 hours of credit.

The first year of the program consists entirely of law school courses, and students may apply for the joint degree plan at any time during their first year of law school. The economics curriculum consists of five required courses (15 credits), of which one may be the Dedman School of Law course LAW 6423 - Economic Analysis of Law; three elective courses (nine credits), of which one must be a 6000-level course; and up to three additional law school courses (nine credits). These economics courses will be taken along with law school courses during the remainder of the student's period of residency after the first year. Many of the economics classes are taught in the evening or during the summer term, and generally are small classes (fewer than 20 students).

The M.A. program also is available to those who have received the J.D. degree. Credit from law courses, however, cannot be counted toward the M.A. degree once the J.D. degree has been conferred. Likewise, a student who has completed the M.A. degree or the joint B.A./M.A. degree cannot receive credit toward the J.D. degree for any courses prior to entering the Dedman School of Law.

Required Economics Courses

The required economics courses and the available electives are

- ECO 5341 - Strategic Behavior
- ECO 5350 - Introductory Econometrics

- ECO 5353 - Law and Economics
- or
- LAW 6423 - Economic Analysis of Law

- ECO 6352 - Applied Econometric Analysis
- ECO 6372 - Econometrics I
- ECO 6381 - Economic Analysis I
- ECO 6383 - New Approaches to Managerial Economics

Other Requirements

Except as modified by the above, a student must meet all the requirements of both schools for admission, performance, graduation, etc. In particular, the student must satisfy the law requirements outlined in this catalog in the Juris Doctor Program section, and the student must earn a grade of C or better, with an overall *B* cumulative average maintained in the degree program. Students enrolled in the joint degree program also must complete all noncredit-bearing requirements of the program.

Students must be admitted separately into the Dedman School of Law and the M.A. in economics program.

Additional information may be obtained from the Dedman School of Law: Office of Admissions, SMU Dedman School of Law, PO Box 750110, Dallas TX 75275-0110, 214-768-2550. Applications should be submitted via LSAC.org.

Applications and additional information may be obtained from the Economics Department: Director of Graduate Studies, Department of Economics, Southern Methodist University, Dallas TX 75275-0496, 214-768-4335.

Juris Doctor/Master of Business Administration, J.D./M.B.A.

Nature of the Programs

The Dedman School of Law and the SMU Cox School of Business offer two joint-degree programs: the combined J.D./M.B.A. program (4-year) and the combined J.D./M.B.A. fast track program (3-year). The programs are designed for law practice with a strong business background and for business careers with a strong legal background. Through the J.D./M.B.A. programs, the combined degrees may be obtained in three or four academic years instead of the five academic years required, if pursued separately.

These programs have been established so that an individual may integrate his or her educational experience in law and business. Since management, personnel and corporate attorneys have their individual considerations and goals, by taking law and business courses simultaneously, the student may achieve an understanding of commercial affairs from two different points of view.

Structure of the Programs - J.D. /M.B.A.

For the combined 4-year J.D./M.B.A. students must satisfactorily complete the following credit hours of coursework:

	<i>Law</i>	<i>Business</i>	<i>Total</i>
Required courses	39	24	63
Electives	36	24	60
Totals	75	48	123

Under the structure of J.D./M.B.A. program, the Dedman School of Law will award 12 hours of academic credit toward the J.D. degree (87 hours) for satisfactory completion of the academic requirements of the M.B.A. program. Similarly, the Cox School of Business will award up to 12 hours of academic credit toward the M.B.A. degree for satisfactory completion of the academic requirements of the J.D. program.

Structure of the Program – Fast Track J.D./M.B.A.

The 3-year joint J.D./M.B.A. degree program is made possible by the Fast Track MBA Program at the Cox School of Business. The Cox School of Business requires 48 hours credit for the MBA portion of this degree, but 16 of those hours can be satisfied by choosing any combination of the pre-approved business-related law school courses.

This combined degree program is aimed at the very motivated and able student who starts with a solid grounding in business concepts, and seeks advanced training in business and a professional legal education in a time- and cost-effective manner. We expect students in the three-year JD/MBA program to pursue careers in the legal field, broadly understood.

While students could begin the program with the intensive summer term at the Cox School of Business, most students will begin the program with the full-time first-year law courses, and then take the intensive Cox School summer courses, which consist of MBA core classes taken by students in the existing one-year MBA program. In the second and third years, students will take a combination of law and business classes.

This highly selective dual-degree program is designed for:

- Candidates with a Business, Economics, or quantitative undergraduate degree
- Candidates seeking a law profession only
- Candidates not seeking a concentration within the business curriculum

Other Requirements

Except as modified by the above, a student in either program must meet all the requirements of both schools for admission, performance, graduation, etc. Students enrolled in either joint degree program also must complete all noncredit-bearing requirements of the programs.

To be admitted to the J.D./M.B.A. program, law students must apply before beginning their law studies or during their first year of law school. Admission applications should be made to both schools, with the selection that they are for the combined J.D./M.B.A. program. Students who wish to pursue the joint program after starting their first year of law school for the J.D./M.B.A. must obtain permission from the Dedman School of Law's assistant dean for student affairs and then should consult with the M.B.A. Admissions Office.

Law School applications should be submitted using the LSAC Application Service. **M.B.A. applications** should be submitted through the Cox School of Business Admission's website.

Graduate Legal Studies

Objectives of Graduate Legal Studies

SMU's School of Law established graduate degree programs more than 50 years ago to enhance careers in the private practice of law, in teaching and in public service by providing the opportunity for graduate level education and training. The programs are designed to increase the student's understanding of legal theory and policies, broaden the student's legal horizons and encourage the development of legal research and writing skills.

The Master of Laws degree programs are open to lawyers who are graduates of approved law schools and whose academic and professional records indicate a likelihood of successful graduate legal study.

Graduate Degrees Offered

Among Dedman School of Law's graduate degree programs, the main focus is on its Master of Laws in taxation degree for those holding a J.D. degree and on its Master of Laws degree for foreign law school graduates. However, the school also offers a general Master of Laws degree and a Doctor of the Science of Law degree.

Law, S.J.D.

The degree of Doctor of Juridical Science is the highest postgraduate law degree offered by the Dedman School of Law. The S.J.D. primarily is a research and writing degree (as opposed to a course-oriented degree such as the LL.M. degree) during which the S.J.D. candidate conducts extensive postgraduate-level legal research with a view toward submitting an acceptable doctoral dissertation of publishable quality within a five-year period. Additional information is found in this section under Requirements for the Degree.

Nature of the Degree

The S.J.D. is not a professional degree, such as the Dedman School of Law's J.D. degree; it is intended to be an intense postgraduate, academic research experience.

Admission Requirements

The S.J.D. is a postgraduate degree. The following are criteria for admission:

1. Career goals. The S.J.D. is primarily intended for highly qualified candidates seeking a legal academic career or a high-level, policy-oriented governmental or intergovernmental position, and the candidate must demonstrate such a career goal.
2. Academic achievement. An applicant must demonstrate outstanding achievement in previous academic programs.
3. Research and writing. An applicant must demonstrate the ability to conduct graduate-level legal research and writing in English. Preference is given to Dedman School of Law LL.M. students who have excelled in their LL.M. degree and have shown an ability to conduct graduate-level legal research and write in English as evidenced by a course paper or a directed research paper submitted as an LL.M. candidate at SMU. Applicants who hold an LL.M. degree or equivalent from another law school and who demonstrate excellent legal research and legal writing abilities in English may be considered for admission. Also, individuals who have an established academic, legal professional, governmental or intergovernmental career, who have suitable career objectives for pursuing the S.J.D. degree and who have demonstrated significant legal research and legal writing abilities in English may be considered for direct admission into the S.J.D. (with or without an LL.M. degree).
4. Primary supervisor. The applicant must obtain as a primary supervisor a faculty member of the SMU Dedman School of Law. The primary supervisor must have particular expertise in the S.J.D. candidate's

general area of doctoral research. Additional information is found in this section under Role of Primary Supervisor.

5. Statement of subject of dissertation. The applicant, with the assistance of the primary supervisor, must submit a document of no more than 2,000–3,000 words explaining the research topic the applicant will undertake for the purpose of preparing the dissertation.

Admission to the S.J.D. Program

An applicant who is granted admission to the S.J.D. program initially is admitted in a probationary status. The S.J.D. candidate must demonstrate progress toward completion of the requirements for the degree to continue as an S.J.D. candidate. The S.J.D. candidate is matriculated as of the first day of the first term in which the S.J.D. candidate commences the S.J.D. program. The date of matriculation is relevant for purposes of the various time periods.

Probationary Status for First Two Years

The S.J.D. candidate must be in residence at the Dedman School of Law for not less than two academic years, during which time the S.J.D. candidate is in probationary status. During the first probationary year, the S.J.D. candidate (subject to the overall direction of the primary supervisor) will be concerned primarily with conducting extensive research for the purpose of identifying all relevant legal and other materials in the dissertation subject matter. In addition, the S.J.D. candidate will prepare and submit to the primary supervisor (in the following order): 1) a suitable research abstract indicating the thematic and analytical framework and proposition(s) to be proved, and the objectives to be achieved by the dissertation; 2) a detailed subject-matter outline for the dissertation; 3) an extensive working bibliography; and 4) an introductory draft chapter (or equivalent writing) that is at least 10,000 words and that indicates doctoral-level legal research and legal writing abilities.

During the first probationary year, the S.J.D. candidate may be required or advised by the primary supervisor to take selected Dedman School of Law or other University courses, classes, seminars, etc., that are directly related to enhancing the S.J.D. candidate's prospects for completion of the degree. As a general proposition, however, the S.J.D. candidate should be engaged in doctoral research and writing, not taking courses. If the S.J.D. candidate is pursuing other time-consuming objectives (such as, studying for a bar examination or for other professional qualifications) at the same time as pursuing the S.J.D., the S.J.D. candidate must advise the primary supervisor and the Committee on Graduate Legal Studies. The Committee on Graduate Legal Studies looks with disfavor on such activities, as they generally are detrimental to the S.J.D. candidate's prospects for completing the degree. In any case, an S.J.D. candidate cannot be pursuing two degree programs at the same time.

Annual Progress and Reports to Graduate Committee

An S.J.D. candidate must submit an annual report to the Committee on Graduate Legal Studies. The report must be submitted within two months after the anniversary date of matriculation as an S.J.D. candidate. The report is to inform the committee of the progress of the S.J.D. candidate and is to include a description of the research and writing completed during the reporting period. In addition, the primary supervisor will submit a report to the committee regarding the progress of the S.J.D. candidate toward completion of the degree.

In order for the S.J.D. candidate to continue in probationary status for the second year, the committee must be satisfied that the S.J.D. candidate, during the first probationary year, has made substantial progress toward completion of the degree. If the committee determines that the S.J.D. candidate, during the first probationary year, has not made substantial progress toward completion of the degree, the status as an S.J.D. candidate is terminated and the person is withdrawn from the S.J.D. program.

By the end of the second probationary year, the S.J.D. candidate must complete a 30,000-word to 40,000-word work product comprising at least two chapters (or equivalent) of the dissertation. This work product must be of "publishable" quality, and the Committee on Graduate Legal Studies will look with favor on the S.J.D. candidate's

publishing in an acceptable medium at least a portion of this work product. In order for the S.J.D. candidate to complete the two-year probationary status (and be admitted unconditionally to the S.J.D. program), the S.J.D. candidate must demonstrate by the end of the second probationary year that there is a substantial likelihood the candidate will successfully complete the degree requirements within the required five-year period. In making this determination, the graduate committee will consider, among other relevant information, the candidate's annual report for the second year and the primary supervisor's report for the second year. If the necessary substantial likelihood is not shown, the status as an S.J.D. candidate is terminated and the person is withdrawn from the S.J.D. program.

Supervisory Committee

After an S.J.D. candidate has completed the two-year probationary period, the Committee on Graduate Legal Studies shall appoint other people to comprise a supervisory committee for the S.J.D. candidate. The committee shall be composed of at least three members, including the primary supervisor, another member of the Dedman School of Law faculty appointed by the committee and a senior "external" person qualified in the area of research and appointed by the committee. The primary supervisor has principal responsibility for nurturing and supervising the S.J.D. candidate. The supervisory committee is to read and critique the dissertation submitted by the S.J.D. candidate and to advise the Committee on Graduate Legal Studies as to whether the S.J.D. candidate has produced a satisfactory dissertation.

After the Probationary Period

After successful completion of the two-year probationary period, an S.J.D. candidate has up to three additional years to satisfy all requirements for the S.J.D. degree. The S.J.D. candidate need not be in residence at SMU during this period. During the post-probationary period, the S.J.D. candidate will have general continuing access to the primary supervisor, but on a less intense and less frequent basis than during the first two years of probationary status.

Requirements for Degree

Within a five-year period from first matriculation as an S.J.D. candidate, the S.J.D. candidate must satisfy the following requirements:

- a. Completion of the two-year probationary period.
- b. Submission of a doctoral dissertation of at least 80,000 words but no more than 100,000 words (including footnotes, but excluding bibliography, front pages, table of contents, and any annexes or appendices) on a coherent, analytical and focused theme of a substantially legal nature or submission of an equivalent doctoral dissertation in the form of a series of interrelated articles/chapters on a more general topic, but which collectively comprises a topically coherent volume.
- c. The dissertation must constitute the original work product of the S.J.D. candidate.
- d. The dissertation must represent and show evidence of substantial doctoral-level research work.
- e. The dissertation must display significant legal analyses on a doctoral-level subject.
- f. The dissertation must be of a publishable quality according to acceptable U.S. law review standards.
- g. The dissertation must make a substantial contribution to the advancement of the understanding of the relevant research subject matter.
- h. It is within the discretion of a S.J.D. candidate's supervisory committee to require a *viva voce* (oral examination), at which the S.J.D. candidate will be asked "to defend" orally his/her dissertation in the presence of the members of the supervisory committee.
- i. The dissertation must be approved by each member of the supervisory committee.

The award of the S.J.D. requires approvals of the Committee on Graduate Legal Studies, the law faculty and University. Such decisions cannot be appealed, except as provided. If the S.J.D. candidate's doctoral dissertation is not approved, the graduate committee will provide the S.J.D. candidate with an explanation of the reasons why it was disapproved, and the S.J.D. candidate then will be given one further 12-month period within which to endeavor

to satisfy such comments and to resubmit a revised dissertation. If the S.J.D. candidate then does not, within the 12-month period, satisfy all doctoral requirements, the person is withdrawn from the S.J.D. program.

Role of Primary Supervisor

The primary supervisor will serve as the S.J.D. candidate's academic adviser and will provide the S.J.D. candidate with general and specific guidance on the S.J.D. candidate's research and written work product. The supervisor is not to serve as an editor of the S.J.D. candidate's work product. While the supervisor will make general comments on the submitted work product and may make selective specific comments or otherwise may help arrange for the S.J.D. candidate to take advantage of available University/Dedman School of Law postgraduate legal writing resources, the burden is on the S.J.D. candidate to make any needed editorial arrangements at the candidate's own expense (such as a qualified J.D. student who may be willing to assist in the editorial process). During the required two-year residency period, the supervisor will meet on a periodic basis with the S.J.D. candidate. However, it is to be understood that the S.J.D. degree is a research degree requiring extensive independent legal research by the S.J.D. candidate in the area of the dissertation.

Termination of Status as Candidate

The status of an S.J.D. candidate may be terminated, and the person withdrawn from the S.J.D. program, for any of the following reasons:

1. Failure to satisfy the requirements of the first probationary year.
2. Failure to satisfy the requirements of the second probationary year.
3. Failure to submit a dissertation within the prescribed five-year period.
4. If a dissertation is submitted in a timely manner, failure to satisfy all requirements and standards for the dissertation.
5. Failure to pay in a timely manner any required fees.

An S.J.D. candidate whose status is terminated may make a formal appeal in writing to the Committee on Graduate Legal Studies. This appeal must set forth all relevant and/or extenuating circumstances and reasons why the committee should reconsider the termination. It is within the sole discretion of the committee whether to reconsider or not, and, if it chooses to reconsider, then any decision of the committee is final. If the committee does reconsider, it may impose any general and/or specific conditions/requirements as it wishes.

Fees

For the first year of the program, S.J.D. candidates will be charged the equivalent of full-time tuition and fees applicable to LL.M. students. Thereafter, S.J.D. candidates will be assessed a special fee for each fall and spring term until approval of the final dissertation. This fee will be set at the beginning of each term. The 2018–2019 fee is \$5,497 per term.

There are no Dedman School of Law scholarships or research/teaching assistantships available for the S.J.D. degree. On an individual basis, an S.J.D. candidate may apply to be the research assistant of a particular faculty member, but any such arrangement must be made individually with the faculty member, who reserves full discretion in such a matter.

Tuition and Fees

Detailed information about tuition and fees is found in this catalog in the Financial Information section and in the current catalog supplement *Bursar's Financial Information Bulletin*.

Application and Information

To obtain further information and applications for admission, students should contact the Office of Graduate Legal Studies, Dedman School of Law, Southern Methodist University, PO Box 750111, Dallas TX 75275-0111; 214-768-2658.

Comparative and International Law, LL.M.

The graduate program for foreign law school graduates is rooted in the efforts of SMU's School of Law in the early 1950s to make the school a leading international legal center. More than 2000 international graduates of the school from more than 80 countries now occupy prominent positions in government, legal practice, business, the judiciary and legal education around the world.

The primary goal of the program is to enhance the international student's legal skills so that he or she may become a more effective lawyer and member of society. In this respect, the program seeks to develop

- An appreciation of the role of law in national and international development.
- The ability to identify, through comparative and international studies, policy considerations of various legal rules.
- An appreciation of the role of the lawyer in social and economic change.
- Legal analysis and problem-solving abilities to enable the student to meet the complex needs of the modern world.
- A basic understanding of the U.S. legal system, as studied from a comparative perspective.
- A frame of reference for dealing with business and legal interests in a transnational setting.

This LL.M. degree can also qualify a person to take the bar examination in Texas, New York and California, if the student meets certain curricular requirements and otherwise complies with the regulations of such states.

Admission Criteria

An applicant for admission to this LL.M. degree program must be a graduate of a recognized foreign law school. The applicant's undergraduate record must demonstrate scholarly legal aptitude. An applicant for whom English is a second language must present evidence of a TOEFL English language proficiency test, with an Internet-based score of 90 or written score of 575 or IELTS band score of 6. U.S.-trained law students may not apply to this degree program. Students who do not meet these requirements can apply for conditional admission, subject to completion of an approved English as a Second Language program, or a waiver for good cause.

Application Procedure

An applicant must include with the application: a short curriculum vitae; evidence of proficiency in English (normally a TOEFL English language proficiency test score of 90 on the Internet-based test or 575 on the written test); a certified transcript in English of grades received in law school; letters of recommendation in English (or translated into English); evidence of financial ability to pay tuition, fees and all other expenses during the applicant's stay in the United States; and a recent head-and-shoulders photograph of the applicant.

Financial Aid

The Robert G. Storey Memorial Fund provides scholarship support to an outstanding foreign graduate law student who undertakes an intensive course of study in comparative and international law. The Sohmen Endowed Scholarship Fund and Sohmen Chinese Scholars Program Endowment provide full tuition and fees and a monthly living stipend for up to four students from China. Additional scholarships are available for qualified students and are awarded at the time of admission.

International applicants should note that the Dedman School of Law has no funds to grant for travel expenses, either to or from the United States or within the United States, nor does it have any administrative influence through which governmental or private agencies can be persuaded to assist in travel.

Specialized Courses

The following listing illustrates the diversity and depth of courses offered at the Dedman School of Law in comparative and international law. Applicants should note, however that school does not offer all of these courses and seminars each term or even each year. In addition, some courses have limited enrollments or prerequisites that a student may not satisfy. The school's Registrar's Office publishes a schedule of courses before the beginning of each term. Students must consult these schedules for actual course offerings. The credit hours for each course are given at the beginning of each course description included under The Curriculum in this catalog. Other related courses not listed may also be offered each year on a one-time-only basis.

- LAW 6321 - Admiralty
- LAW 6318 - Banking Law and Regulation: Domestic and International
- LAW 7277 - Business Enterprise for Master of Laws Students
- LAW 7321 - Comparative Law I
- LAW 7122 - Comparative Law II
- LAW 7222 - Comparative Law II
- LAW 7322 - Comparative Law II
- LAW 6136 - Directed Research
- LAW 6353 - Immigration Law
- LAW 8258 - Immigration Law
- LAW 8312 - International and Foreign Legal Research
- LAW 7315 - International Business and Financial Transactions
- LAW 6327 - International Commercial Arbitration
- LAW 7356 - International Crimes
- LAW 8219 - International Economic Law and Development
- LAW 8319 - International Economic Law and Development
- LAW 6276 - International Environmental Law
- LAW 7231 - International Franchising Law
- LAW 6226 - International Intellectual Property
- LAW 6355 - International Law
- LAW 6313 - International Petroleum Transactions
- LAW 6224 - International Protection of Human Rights
- LAW 6324 - International Protection of Human Rights
- LAW 7216 - International Tax I
- LAW 7302 - International Tax I
- LAW 7255 - International Tax II
- LAW 6228 - Oil and Gas Contracts
- LAW 7369 - Oil and Gas Contracts
- LAW 9100 - Legal Practical Training Internship
- LAW 6110 - Legal Practical Training II
- LAW 6210 - Legal Research and Writing for International LL.M. Students
- LAW 7293 - Perspectives of the American Legal System
- LAW 6215 - Professional Responsibility for International LL.M. Students
- LAW 6310 - Transnational Law

Additional Information

In addition to the above courses which are related to international legal issues, LL.M. students enroll in many other classes, which emphasize American Law. Students desiring to qualify for the Texas or New York or other state bar exams enroll in some courses that are tested on relevant bar exams, in accordance with such state's bar exam requirements.

Degree Requirements

- A. Students in this program may begin their studies in the fall or spring terms. In addition, they must participate in an extensive orientation program held at the Dedman School of Law in mid-August or early January before the start of classes.
- B. Students pursuing the LL.M. degree for foreign law school graduates must complete 24 hours of credit from courses or seminars selected in consultation with the student's faculty adviser, who is assigned during orientation. Faculty members advising candidates for this degree will make every effort to tailor a student's study plan to his or her specific graduate objectives. However, all students are required to take LAW 7293 - Perspectives of the American Legal System. In addition, many students take LAW 7227 - Tax Accounting and/or LAW 7315 - International Business and Financial Transactions. Students whose degree plan includes externships for practical skills are required to take LAW 9100 - Legal Practical Training Internship and LAW 6110 - Legal Practical Training II.

The Dedman School of Law awards the LL.M. degree to those students who complete their coursework with an average grade in all courses equivalent to a grade of *C-* or 1.7. A student will not receive credit for a course or seminar in which his or her grade is below *D* or 1.0. Students for whom English is a second language are allowed additional time to complete written final examinations.

Admission to the Juris Doctor Program

The J.D. is the basic law degree for U.S. law students. In a limited number of instances, international students who have graduated with distinction in the LL.M. program of the Dedman School of Law and who can demonstrate legitimate graduate study objectives for furthering their careers may be considered for admission to the J.D. program without being required to take the Law School Admission Test. Admission under such conditions to the J.D. program and the award of advanced credit, if any, is solely within the discretion of the admissions committee (taking into consideration any recommendations of the graduate committee). Advanced credit, if any, will be based upon an evaluation of the student's grades in J.D. equivalent courses in the LL.M. program and the student's record in the home country law degree, and will normally range from zero credit hours to 24 credit hours.

Master of Laws (General), LL.M.

The general LL.M. program offers law graduates an opportunity to broaden their backgrounds in certain specialized areas of law by enrolling in advanced courses and seminars and by engaging in specialized research. Although the Dedman School of Law awards no specific subject-designated LL.M. degrees under this program, most students seeking this degree concentrate in areas such as corporate and commercial law, international law, legal practice and procedure, natural resources law or property law.

Admission Criteria

Admission to this program is by selection. An applicant for admission to the general LL.M. degree program must hold a J.D. degree from an American Bar Association-accredited law school. Full-time students are strongly preferred, and admission for the full-time program is only in the fall. Part-time applicants must demonstrate special academic reasons or circumstances for choosing a part-time track.

Application Procedures

Applicants must include with their applications a letter setting out their interest in entering the graduate degree program, two letters of recommendation and certified transcripts from their undergraduate and law schools. Each applicant must have, in advance of acceptance, the commitment of a Dedman School of Law faculty member to serve as the applicant's academic adviser. The application, along with all supporting documentation, must be received in the Office of Graduate Legal Studies by April 15 of the year of intended enrollment or by December 1 for the following spring term. The law school makes decisions on a rolling basis and will accept applications after these dates.

Financial Aid

The SMU Office of Financial Aid is available to assist students in obtaining student loans.

Degree Requirements

To receive the general LL.M. degree, the student must meet all of the following requirements:

- A. Residence in the Dedman School of Law for no fewer than two terms if a full-time student and no fewer than three terms if a part-time student.
- B. Completion of 24 credit hours in courses, seminars or research and writing recommended by the student's academic adviser. A student entering the program must have a GPA of *C* or 2.0 on all courses taken. The requisite GPA of *C* or 2.0 must be obtained in the first 24 credit hours. A student will not receive credit for a course or seminar in which his or her grade is below *D* or 1.0.

With prior approval of the Committee on Graduate Legal Studies, a student may take four of the required 24 credit hours in graduate programs in Dedman College of Humanities and Sciences, Perkins School of Theology or the Cox School of Business. The student will receive Dedman School of Law credit on completion of all work to the instructor's satisfaction, but the grades will not be computed into the student's law school average.

The student may be permitted to undertake directed research for a one-hour to three-hour graded paper if the student can obtain a faculty sponsor.

A student has the option of writing a master's thesis (for four to six credit hours). This thesis must be written under the direction of a professor at the Dedman School of Law and must be approved by both the professor and the Committee on Graduate Legal Studies. After the supervising professor approves the thesis, the student must submit four copies of the thesis to the Committee on Graduate Legal Studies at least 60 days before the date on which the student seeks to receive the degree. In writing the thesis, the student must comply with committee instructions. A thesis is either approved or disapproved; it is not graded.

- C. Completion of all requirements within 36 months from the date of initial registration as a graduate law student. However, a candidate continuously enrolled as a part-time student has 60 months to complete all requirements.

Taxation, LL.M.

Dedman School of Law has a long tradition of strength in the area of federal taxation. The LL.M. (taxation) program, for full-time or part-time students, is a comprehensive, advanced-degree program designed for attorneys intending to specialize in tax practice. It focuses not only on technical mastery of the tax laws but also on wider

issues of tax and fiscal policy. Most of the courses in the curriculum provide survey-level instruction in subjects typically not addressed in J.D.-level tax courses. In addition, advanced courses develop in-depth, practice-oriented expertise.

Courses are taught by Dedman School of Law faculty and by adjunct professors and lecturers who are experienced, practicing tax specialists in Dallas area law firms and corporate law departments.

Accelerated Tax LL.M. Option

Students enrolled in the JD Program have the option to earn both a J.D. and LL.M. (in Taxation) in only seven semesters of full-time study. This dual degree program does *not* change the requirements for either degree, but it *does* allow students to count a limited number of classes toward satisfying both degrees.

The existing LL.M. (in Taxation) degree requires 24 credit hours, taken after completion of the J.D. degree. The dual degree program allows students enrolled in the J.D. program at the *SMU Dedman School of Law*, either as a candidate for an SMU degree or as a visiting student from other ABA-accredited American law schools, to count up to 12 credits of specialized tax courses, taken at SMU while a candidate for the J.D. degree, toward the LL.M. (in Taxation) degree. Students participating in the J.D./LL.M. (in Taxation) Program must complete at least 12 credits of study as matriculated LL.M. students after completion of their J.D. degrees. Students interested in this program should meet with the Dean of Graduate and International Programs early in their academic career to be sure they are meeting the requirements of the dual degree.

Admission Criteria

Admission to this program is by selection. An applicant for admission to the LL.M. (taxation) degree program must hold a J.D. degree from an American Bar Association-accredited law school. Students with a law degree from a foreign country and a strong background in tax may also be considered for admission. Students may attend either full time or part time.

Application Procedure

Applicants must include with their applications a letter stating why they are interested in entering the graduate degree program, two letters of recommendation and official transcripts from both their undergraduate and law schools.

Applications for the fall term should be received by the Office of Graduate Legal Studies by April 15 of the year of intended enrollment and for the spring term by December 1 of the year preceding enrollment. The Law School makes admissions decisions on a rolling basis and will accept applications after these dates; however, it strongly encourages applicants to apply within these deadlines.

Financial Aid

The Robert Hickman Smellage, Sr. Memorial Fund provides scholarship assistance to a limited number of graduate students. In addition, the SMU Office of Financial Aid is available to assist U.S. students in obtaining student loans.

Specialized Courses

The following listing (abstracted from the full list of courses found in this catalog under The Curriculum) illustrates the diversity and depth of courses offered at the Dedman School of Law in taxation and related fields. Applicants should note, however that Dedman School of Law does not offer all of these courses and seminars each term or even each year. In addition, some courses have limited enrollments or prerequisites that a student may not satisfy. The school's Registrar's Office publishes a schedule of courses before the beginning of each term. Students must consult these schedules for actual course offerings. The credit hours for each course are given at the beginning of each

course description included under The Curriculum in this catalog. Other related courses not listed may also be offered each year on a one-time-only basis.

- LAW 7204 - Advanced Corporate Taxation
- LAW 7235 - Corporate Finance and Acquisitions
- LAW 6232 - Corporate Planning
- LAW 6220 - Corporate Taxation
- LAW 7336 - Corporate Taxation
- LAW 6136 - Directed Research (topic: taxation)
- LAW 6236 - Directed Research (topic: taxation)
- LAW 6336 - Directed Research (topic: taxation)
- LAW 6343 - Estate Planning and Practice
- LAW 8252 - Estate, Gift, and Income Tax
- LAW 7207 - Federal Tax Procedure I
- LAW 7216 - International Tax I
- LAW 7302 - International Tax I
- LAW 7255 - International Tax II
- LAW 6225 - Mergers and Acquisitions
- LAW 6217 - Oil and Gas Taxation
- LAW 7392 - Partnership Taxation
- LAW 6267 - Principles of Accounting and Finance for Lawyers
- LAW 6293 - State and Local Tax
- LAW 7227 - Tax Accounting
- LAW 7294 - Tax Practice and Professional Responsibility
- LAW 7284 - Tax and Fiscal Policy
- LAW 7290 - Taxation of Deferred Compensation
- LAW 7291 - Taxation of Property Dispositions
- LAW 8395 - Trusts and Estates

Degree Requirements

To receive the LL.M. (taxation) degree the student must meet all of the following requirements:

- A. Residence in the Dedman School of Law for no fewer than two terms if a full-time student and no fewer than three terms if a part-time student.
- B. Completion of 24 credit hours in courses, seminars or research and writing. Of these 24 credit hours, 18 hours must be in the taxation area. Mandatory courses are LAW 7227 - Tax Accounting, LAW 7284 - Tax and Fiscal Policy, and LAW 7294 - Tax Practice and Professional Responsibility.

With prior approval of the Committee on Graduate Legal Studies, a student may take four of the required 24 credit hours in graduate programs of Dedman College (SMU's school of humanities and sciences), in Perkins School of Theology or in the Cox School of Business. The student will receive Dedman School of Law credit on completion of all work to the instructor's satisfaction, but the grades will not be computed into the student's Dedman School of Law average.

The student may be permitted to undertake directed research for a one-hour to three-hour graded paper if he or she can obtain a faculty sponsor.

- C. A student entering the program must have a GPA of *C* or 2.0 on all courses taken. The requisite GPA of *C* or 2.0 must be obtained in the first 24 credit hours. A student will not receive credit for a course or seminar in which his or her grade is below *D* or 1.0.
- D. Completion of all requirements within 36 months from the date of initial enrollment as a graduate law student. However, a candidate continuously enrolled as a part-time student has 60 months to complete all requirements.

Dedman School of Law: Office of Career Services

The mission of the Office of Career Services is to provide the resources and professional environment to enable students to achieve their career goals. The OCS assists students in their self-directed career searches by advising them about career options and job search strategies and creating opportunities for them to connect with legal employers. OCS staff provides individual career counseling and coaching, assistance with résumés and cover letters, mock interviews and current and complete resources online through the OCS website and within the Resource Technology Center. The office hosts numerous career-related programs throughout the year, including on-campus interviews and off-campus job fairs, recruiting opportunities, seminars, panel discussions and workshops designed to allow students to network with employers. OCS also works with a wide variety of employers to provide students access and exposure to a broad range of employment opportunities.

The OCS is located on the third floor of Carr Collins, Jr. Hall on the east side of the Law Quadrangle. Interview rooms within the OCS are available for legal employers interviewing on campus.

Staff

The OCS staff includes six experienced career professionals and an administrative assistant. The assistant dean oversees the management of day-to-day operations, creating and implementing innovative programs for students and employers, counseling J.D. and Tax LL.M. students and conducting outreach to promote the Dedman School of Law and students to legal employers. Two directors work with the assistant dean to develop permanent job opportunities and clerkships in the small-firm and corporate sectors. The associate director is responsible for government employers and develops internships with the state and local agencies. The directors share counseling of the full-time J.D. students with the assistant dean and develop programs and opportunities to nurture and enhance the professional development of all students. The assistant director specially counsels students in the part-time J.D. evening program, as well as transfer and visiting students. OCS has a special counselor dedicated to working with the international LL.M. students and the judiciary to develop internships and post-graduate judicial clerkships. The assistant director manages all arrangements with employers and students relating to on-campus and off-campus interview and résumé collection programs; coordinates all job fairs, special events and programs; and maintains technology services and databases, such as the website and the career management software Symplicity.

Career Counseling

Career counseling is available to all students by appointment throughout the calendar year. Each student is paired with a career counselor, who will advise and coach the student throughout his or her law school career. An individual career counseling session might include suggestions for self-assessment techniques, planning an individualized job search strategy, reviewing and revising a résumé or cover letter, direct referral to an employer or tips on successful interviewing. The staff is always available on an informal basis to answer questions and guide students through the job search process.

Resource and Technology Center

The OCS maintains a library of career resources both digitally on the Career Services website and in the office. The Career Services website, as well as the Resource and Technology Center library, contain a wide variety of publications on career and job search information, legal specialties and judicial clerkships. Students have access to directories for courts, government agencies, nonprofit and public interest organizations and corporations throughout the country. In addition, various reference books for nonlegal/alternative careers are available for review. The Resource and Technology Center is equipped with computer terminals, a scanner and printer to provide access for online research of the legal market and legal employers. The office subscribes to Symplicity, a Web-based recruiting system that students use to manage the on-campus and off-campus recruitment programs, from the application

process to scheduling interviews. Students also use Symplicity to conduct research on legal employers and access the online job bank for job opportunities posted by the OCS.

Programming

SMU Dedman School of Law is committed to helping our students develop as polished professionals. In furthering that goal, OCS holds the Career Foundations and Professional Development series for first year students. Through the Career Foundations seminars first year students are exposed to the information and skills required to be a competitive candidate in today's job market and a valuable contributor to the legal profession, covering topics such as job search strategies, professionalism, networking, résumé and cover letter writing, interviewing skills and the business of practicing law. For all students throughout the academic year, the OCS conducts an extensive range of career-related presentations. To educate students about the many practice areas of law, including opportunities in private practice, government, and public interest, OCS invites attorneys to campus to conduct information sessions, to network with students and to share their experiences. Also, OCS actively works with student organizations to promote their career-related programs. Most of the programs are taped and posted on the website for students who are unable to attend.

Recruitment Programs, the Job Bank and Job Fairs

The OCS hosts both on-campus and off-campus interview programs for employers. In recent years, more than 100 employers have visited the campus for the fall and spring interview programs. At any time during the year, employers may solicit résumés from students and graduates, including lateral attorneys, by posting a position on the online job bank. More than 1,200 job notices (part-time, full-time, summer and graduate) are posted each year for law students and graduates.

Dedman School of Law also participates in a number of job fairs during the year, providing students access to local, statewide and national opportunities. The public interest job fair, Public Advocate Day, is sponsored by the OCS, along with the Public Service Program. Representatives from government agencies and public service employers come to the campus to discuss with students their work and employment opportunities in the public interest sector. The OCS also facilitates the application process for internships with the Collin County and Dallas County courts, as well as with the Federal Judicial Externship course offered each term. Law students and alumni also participate in the following off-campus annual fairs:

Bay Area Diversity Career Fair – San Francisco, California
Boston Lawyers Group, Law Students of Color – Boston, Massachusetts
Equal Justice Works Career Fair – Washington, D.C.
Heartland Diversity Legal Job Fair – Kansas City, Missouri
Hispanic National Bar Association Job Fair – Boston, Massachusetts
IMPACT Career Fair for Law Students and Attorneys with Disabilities – Washington, D.C.
Lavender Law Career Fair (LGBT) – Washington, D.C.
International LL.M. Student Interview Program – New York, New York
Minnesota Minority Recruitment Conference – Minneapolis, Minnesota
National Black Law Students Association Career Fair – Houston, Texas
Patent Law Interview Program – Chicago, Illinois
Rocky Mountain Diversity Legal Career Fair – Denver, Colorado
Southeastern Intellectual Property Job Fair – Atlanta, Georgia
Southeastern Minority Job Fair – Atlanta, Georgia
Sunbelt Minority Recruitment Program – Dallas, Texas
Texas in Washington Recruitment Program – Washington, D.C.
University of Texas Public Service Career Day – Austin, Texas

VAULT/MCCA Legal Diversity Job Fair – Washington, D.C.

As participants in all of the recruiting programs, students have the opportunity to demonstrate their interest for employment with a wide range of employers that have identified Dedman School of Law as a top school from which to recruit. To emphasize the importance of professionalism in the interview process and in order to participate in the interview programs, students must sign the Agreement Regarding Professionalism in Recruiting and Employment acknowledging their agreement to adhere to the ethical and procedural guidelines by which the interview programs operate. Students are expected to attend the interviews they are granted and to uphold their commitments to employers. The legal profession is built upon the highest ethical and professional standards, and cultivating these standards begins the day a student enters law school.

Dedman School of Law: The Curriculum

Course Offerings

J.D. program required courses are offered at least once each academic year. Courses that have been offered in the past several years are listed below. Other courses may be offered. The school's Registrar's Office publishes a schedule of courses before the beginning of each term. Students must consult these schedules for actual course offerings and for any prerequisites or co-requisites for those courses. It is the responsibility of each student to verify that he or she has taken the prerequisites, or will be taking concurrently any required co-requisites, at the time he or she registers for a class. Students with any questions concerning these issues should contact the assistant dean for student affairs.

The Juris Doctor Program

1. First-Year Required Courses
 - Civil Procedure (LAW 6405)
 - Constitutional Law I (LAW 6366)
 - Contracts I and II (LAW 8290, LAW 8390)
 - Criminal Law (LAW 8341)
 - Legal Research, Writing, and Advocacy I and II (LAW 8375, LAW 8376)
 - Property I and II (LAW 8282, LAW 6381)
 - Torts (LAW 6404)
 - Legislation and Regulation (LAW 6365)
2. Upper-Year Requirements
 - Professional Responsibility (LAW 7350)
 - Constitutional Law II (LAW 8311)

Edited Writing Seminar (3 hours) - Requires the student to participate in an intensive, scholarly expository writing project that may take the form of a single paper of at least 30 pages, or several shorter papers, as the professor may direct. Includes review and criticism of the student's writing by the professor. Varied subject matter is at the discretion of the professor. Enrollment limited to 20 students.

General Writing Requirement - A student must complete a writing unit in addition to the first-year legal research, writing and advocacy course and an edited writing seminar. May be fulfilled by completing a course designated as a General Writing course (GW) in which more than half the grade for the course is based on written work other than an examination, by completing law review writing requirements for credit or by completing a two-hour or three-hour directed research paper.

Experiential Learning Requirement - A student must complete one or more experiential course(s) totaling at least 6 credit hours. Legal Research, Writing and Advocacy II (Law 8376) satisfies 3 of the required 6 credit hours. Other courses that satisfy this requirement will be designated "(EL)" on the upperclass course list during registration. Students matriculating before the fall of 2017 have different requirements and should refer to the catalog they matriculated under.

There are other non-coursework requirements to obtain the J.D. degree listed in the catalog under degree requirements.

Elective Courses

Except with special permission of the assistant dean for student affairs, J.D. students may enroll for elective courses only after they have completed all required first-year courses. Other prerequisites for courses are listed; however, the instructor of a course may add or waive prerequisites for the course.

The faculty recommends that each student enroll in courses in each of the following areas: business organizations, administrative law, commercial law, procedural and evidence law, taxation and legal history or the philosophy of law or the study of legal systems.

Maximum Number of Elective Course Hours Taken on Credit/No-credit Basis

A student may not apply more than six hours of upper-class elective courses taken on a credit/no-credit basis toward the 87 hours required for graduation. This six-hour restriction does not include any hours obtained from externship hours or hours in which, with the consent of the instructor and the assistant dean for student affairs, the student was allowed to receive credit for a course in lieu of a grade due to extraordinary circumstances involving the general award of credits for the particular course and/or to the particular student.

Courses Outside Law School

Graduate-level courses that are offered in other graduate or professional schools of the University and are relevant to the student's program may be taken with prior approval of the assistant dean for student affairs, who shall also determine the Dedman School of Law credit equivalents to be awarded for such study. Except for students in joint degree programs, no more than six hours may be awarded toward Dedman School of Law hours required for graduation. For more information, students should contact the school's Registrar's Office.

Courses at Other Law Schools

Detailed information on transfer of courses from other law schools is found in this catalog under The Juris Doctor Program in the Admission With Advanced Standing: Students Eligible section. After entry in the Dedman School of Law, summer courses in other accredited law schools may be taken for transfer of credits with prior approval of the assistant dean for student affairs. Transfer credits may be earned in regular terms only in extraordinary circumstances of demonstrated special need. Detailed information is found under The Juris Doctor Program in the Classroom Work, Attendance and Examinations: Credit for Work Completed at Other Schools section. For more information, students should contact the school's Registrar's Office.

Dedman Law: Course Descriptions

LAW 6100 - SMU Law Review Association

Credits: 1

Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6108 - Patent Clinic Deputy

Credits: 1

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6218 Patent Clinic.

LAW 6109 - Crimes Against Women Clinic Deputy

Credits: 1

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6110 - Legal Practical Training II

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6111 - Family Law Clinic Deputy

Credits: 1

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6112 - Small-Business Clinic Deputy

Credits: 1

Assisting in preparing and supervising clinic students in client representation, including fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 8202 Small-Business Clinic.

LAW 6113 - Small Business and Trademark Clinic

Credits: 1

Student lawyers advise clients of the Small Business Clinic on the start-up of their businesses and assist in preparing necessary legal documents. The student lawyers will also research and provide advice to non-profit organizations and get experience working with transactional business law issues for clients. The Trademark Clinic is part of the Small Business Clinic and a member of the USPTO Law School Clinic program. Student lawyers gain specific experience in advising clients about basic trademark matters as well as drafting, filing and handling trademark applications with the USPTO. Prerequisites: LAW 6420 and LAW 8203. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 6114 - Legal Practical Training III

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6115 - Legal Practical Training IV

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6117 - Government and Public Interest Externship Program

Credits: 1

The Government and Public Interest Externship Program is an academic program that combines a weekly public sector law class with hands-on fieldwork in nonprofit and government legal departments. Students who pass both the class and externship components receive one credit for the classroom component and 2-3 hours credit for their field work (depending on the hours worked at the placement).

LAW 6118 - Actual Innocence Clinic Deputy

Credits: 1

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6230 or LAW 7401.

LAW 6119 - Legal Practical Training V

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6120 - Legal Practical Training VI

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6126 - Argumentation in Ethical Debates

Credits: 1

Students are familiarized with the basics of informal logic: deductive arguments, inductive arguments, arguing by analogy, and common argumentative fallacies. Students reinforce their skills in ethical reasoning to discern good from problematic arguments, to build better oral arguments, and to write better argumentative essays.

LAW 6130 - International Law Review

Credits: 1

Maximum of 5 credit hours. Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer," "NAFTA: Law and Business Review of the Americas," and "Yearbook of International Financial and Economic Law." Students must be selected for participation before they may enroll. Available only for J.D. students.

LAW 6136 - Directed Research

Credits: 1

Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6157 - Child Advocacy Clinic Deputy

Credits: 1

Assisting in preparing and supervising clinic students in client representation, including fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors. Students may not enroll before being selected.

LAW 6160 - Advanced Legal Writing and Editing

Credits: 1

Designed for students who wish to improve their editorial and writing skills. Targets students who are already competent writers, but it requires no in-depth knowledge of grammar or rhetoric. Covers issue framing, readability, and writing efficiently.

LAW 6162 - Across the Finish Line: Sentence Reductions for Federal Commutees

Credits: 1

Teaches students how to use effective post-conviction strategies, including mitigation investigation, negotiation, and motion practice, in the context of federal criminal defense. Students interview clients, family members, and brainstorm negotiation tactics. Students then assist counsel in writing judicial motions for formerly life-sentenced drug offenders who received term commutations from President Obama, but whose sentences were not completely excised. Lawyers for the Decarceration Collective have final responsibility for filing client motions in court.

LAW 6177 - Moot Court Board

Credits: 1

Satisfactory work as a member of the Moot Court Board. Maximum of 1 credit hour. Students who are selected to draft the Jackson Walker moot court problem and briefs may be eligible for an additional 1 credit hour, which will count toward the general writing requirement. Students must be selected for participation before they may enroll.

LAW 6180 - Moot Court Competition

Credits: 1

Participation as a member of an appellate advocacy team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 6183 - Mock Trial Competition

Credits: 1

Participation as a member of a mock trial team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 6200 - SMU Law Review Association

Credits: 2

Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6204 - Advanced Legal Research

Credits: 2

An experiential learning course that builds on the legal research systems and methods covered in the first-year legal research course. Through a series of assignments and in-class research simulations, students will develop proficiency in locating and evaluating statutes, case law, secondary authority, administrative regulations and decisions, legislative history, court rules, and local law. Emphasizes advanced research strategies and processes to build research skills in a variety of legal practice areas.

LAW 6205 - Law, Literature, and Medicine

Credits: 2

Seminar for law students and medical students that provides an opportunity to read and discuss novels, poems, plays, and short stories concerning the two professions, including ethical dilemmas encountered in legal and medical practice and a variety of client and patient experiences. Readings also focus on the professional and academic aspects of the humanities in law and medicine. Students have joint assignments and projects throughout the term and are required to complete a research paper or comparable final project.

LAW 6206 - Aviation Law

Credits: 2

Introduces aviation law covering regulation of domestic and international aviation; deregulation of domestic aviation; the legal regime of the airspace, aircraft, and users of the airspace; the liability of the insurance for the airman, manufacturer, services, airline, and U.S.; aviation litigation fundamentals and focused issues; criminal law specific to aviation; and legal issues governing aviation transactions, aviation labor, and the law of space.

LAW 6207 - Administrative Law

Credits: 2

A focus on legislative authority and administrative agencies, with special emphasis on administrative process and judicial review.

LAW 6208 - Advanced Legal Reasoning

Credits: 2

This course provides a basic understanding of the contents of the bar exam, strategies for exam success, and development of exam skills. Students have the opportunity to practice answering exam questions in selected subjects tested on the bar exam. The course is intended to supplement but not replace participation in a commercial bar review course; students are strongly encouraged to take a commercial bar preparation course to enhance their chances of passing the bar exam. Limited to students in their last year before graduation.

LAW 6209 - Due Diligence in Business Transactions

Credits: 2

Introduces basic due diligence principles and standards, and covers the relevant diligence-related case law. The primary goal is to expose students (through practical skills exercises) to the various components of effective due diligence in real-world transactional settings similar to those they are likely to encounter after entering the practice. Topics include the definition of due diligence; effective due diligence leadership and staffing; the constituents of reasonable due diligence as defined by the Securities and Exchange Commission and the courts; the importance of tools such as forms-driven processes and written memoranda; the significance of red flags in the diligence process; and the responsibilities of buyers, sellers, underwriters, issuers, and their respective diligence team members, including legal counsel.

LAW 6210 - Legal Research and Writing for International LL.M. Students

Credits: 2

Introduction to the general principles of U.S. law research, legal analysis, and objective writing. Successful completion of this course enables students to 1) recognize and distinguish primary and secondary levels of authority; 2) locate, read, and understand rules of law available in constitutions, judicial opinions, and statutes; 3) demonstrate the ability to update all types of legal authority, including the process of Shepardizing; 4) demonstrate the ability to recognize and use acceptable citation forms for legal authority; and 5) complete legal research/writing assignments to explain the law pertaining to a legal question.

LAW 6212 - Intellectual Property Licensing

Credits: 2

Focuses on intellectual property licensing, with a particular emphasis on the generation and identification of licensable rights, traditional and online licensing structures, underlying legal principles, international considerations, licensing in a standards body, and the terms of specific license agreements and their negotiation. Students explore licensing concepts and trends through current case law, relevant statutes, and selected articles. Includes discussion of licensing copyrights, trademarks, patents, technology, multimedia, software, and general online content.

LAW 6213 - Advanced Contracts Workshop

Credits: 2

Limited enrollment, practice skills seminar designed to build upon the lessons learned in first-year contracts (LAW 8290) and first-year torts (LAW 7391) and to apply those lessons to the world of transactional lawyering. Students study real-world agreements (e.g., LOIs, IOIs, term sheets, NDAs, and side letters) entered into at the early stages of an M&A transaction in order to comment upon, draft, and negotiate examples of some of those agreements in class. While the course is geared toward the M&A world, the contract drafting skills covered are applicable in any transactional practice. Students prepare initial drafts of transactional agreements, review agreements in which errors or lack of clarity in contract drafting gave rise to disputes requiring judicial determination, and read current and classic cases to analyze the "contort" common law that forms the basis for interpreting and enforcing each contractual agreement draft. Class attendance, preparation, and participation are critical to a student's learning experience and to that of his or her classmates, as well. Grades are based on a combination of class performance and/or classroom exercises, and either a short paper or a few short memos prepared about specific drafting issues.

LAW 6214 - Construction Law

Credits: 2

Addresses the legal aspects of the construction process, with emphasis on the provisions of standard form contracts and the liability issues that arise out of relationships among design professionals, contractors, and owners. Includes bidding, types of contracts, pricing variations, the rights and obligations of parties involved in the process,

construction documents, bonds, insurance, changes, scheduling, delays, unforeseen circumstances, risk allocation of defective work, payments, and remedies for breach.

LAW 6215 - Professional Responsibility for International LL.M. Students

Credits: 2

An analysis of principles and rules governing the conduct of lawyers. Topics include the client-lawyer relationship, competence, confidentiality, loyalty, the roles of lawyers as counselors and advocates, public service, advertising, admission to practice, and professional discipline.

LAW 6216 - Corporate Counsel Externship Program

Credits: 2

Integrates a weekly corporate counsel class with hands-on experience in corporate legal departments. Provides a broad yet comprehensive overview of substantive areas encountered in an in-house legal department and the ethical responsibilities of in-house counsel, as well as professional skills such as working with outside counsel, managing conflicts, drafting contracts, and conducting internal investigations. Chief legal officers, general counsels, and senior managing attorneys guest lecture in certain classes. In addition to the class component, students are assigned to corporate legal departments where they work approximately 10 hours per week, for a minimum of 120 hours for the term. Student activities vary depending on the corporation but may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting. The externship component is pass/fail, and the class component is graded; students must pass both to receive credit (total of 4 credit hours for this class plus 2 credit hours for the externship, which is a separate registration). Students may not enroll in this program and another externship or clinical program during the same term. Admission is competitive, and an application does not guarantee admission. Prerequisites: LAW 6420 Business Enterprise and GPA of 2.7 or higher.

LAW 6217 - Oil and Gas Taxation

Credits: 2

Focuses on U.S. federal income taxation of domestic oil and gas transactions, and references and contrasts certain international tax aspects of the oil and gas business. Examines taxation associated with the operational life cycle of oil and gas operations, including exploration, development, production, and abandonment. Students study transactions involving oil and gas interests to analyze acquisition, disposition, structuring, and investment. They also study the historical context and development of oil and gas provisions in U.S. tax law as a basis for understanding the applicable laws and regulations that apply today. Current tax legislative proposals and/or final legislation affecting the oil and gas industry are addressed, as warranted.

LAW 6218 - Patent Clinic

Credits: 2

Students provide pro bono legal services to individual and small-business clients seeking to protect their inventions using the patent system. This work may involve counseling clients regarding patent-related matters, conducting inventor interviews, conducting patentability searches, preparing patentability opinions, drafting and filing patent applications, and drafting and filing responses to office actions received from the U.S. Patent and Trademark Office.

LAW 6219 - Labor Law

Credits: 2

Law regulating the employment relationship studied in connection with various forms of group conflict and organizational activity. The course covers rights and duties of individuals and institutions in the labor-relations context; concerted activity, including strikes, picketing, and boycotts; negotiation and enforcement of collective agreements; employee-union relations; and problems of jurisdiction and accommodation among courts, boards, and

arbitrators. The course emphasis is on the substantive and procedural law of the Labor-Management Relations (Taft-Hartley) Act.

LAW 6220 - Corporate Taxation

Credits: 2

The formation of corporations, corporate capital structure, earnings and profits, dividends, distributions, redemptions, partial liquidations and complete liquidations, and Subchapter S corporations.

LAW 6221 - Banking Law and Regulation: Domestic and International

Credits: 2

Introduces the federal laws governing commercial banking activities, with primary emphasis on the regulation (and deregulation) of national banks and related policy considerations. Lecture topics vary from year to year but generally include key domestic, regional, and international issues with respect to banking, the banking industry, and the overall financial services industry. Uses interdisciplinary subject matter in economics, finance, and business, and may use comparisons to regulation of other financial institutions. When taught as a regular course, assessment may be by examination and/or paper or series of papers satisfying the general writing requirement. When taught as an edited writing seminar, course structure and assessment are consistent with other LAW courses described as edited writing seminars.

LAW 6222 - Constitutional Law I

Credits: 2

Examines methods of constitutional interpretation, the role of judicial review, federal power, separation of powers, federalism, and justiciability.

LAW 6223 - Representing the Entrepreneurial Client

Credits: 2

An introduction to the legal problems encountered in an entrepreneurial setting, either as lawyers for the enterprise or as owners of an equity position in the enterprise. Interactive discussions provide tools for future attorneys to guide entrepreneurial clients through the challenges of economic pressures, legal liability, technological change, and globalization in the 21st century.

LAW 6224 - International Protection of Human Rights

Credits: 2

Selected topics, including the protection of individuals and groups against violations by governments and private institutions of their internationally guaranteed rights, and the promotion of these rights. May require the presentation and discussion of student papers.

LAW 6225 - Mergers and Acquisitions

Credits: 2

Introduces the fundamentals of and critical topics in mergers and acquisitions law, as well as the key financial and transactional issues they present, with a focus on the documentation and negotiation of acquisitions of privately held businesses. Also, the key drivers of M&A activity and the business incentives of the parties to the transactions. Touches on securities, tax, antitrust, and regulatory issues. Students review and analyze case law and deal documents (or portions of such documents) and learn how an acquisition agreement's core provisions are negotiated to create value for and allocate risks among the parties.

LAW 6226 - International Intellectual Property

Credits: 2

When intangible property crosses imagined borders, it becomes subject to competing cultural concerns, economic interests, and protective regimes. This seminar focuses upon the international regulation of intellectual property and the resolution of disputes through institutions such as the World Intellectual Property Organization and the World Trade Organization, multinational and regional treaty agreements, and national responses. Policy issues include the perspectives of developing and industrialized countries, problems generated by emerging biotechnologies and the growth of cyberspace, and future trends in harmonization of IP protection.

LAW 6228 - Oil and Gas Contracts

Credits: 2

A survey of basic oil and gas contracts used in exploration and production operations in the United States and internationally. Includes support agreements, farmout agreements, operating agreements, gas contracts, gas balancing agreements, division orders, concessions, production sharing, participation agreements, and technical agreements, with a focus on fundamental principles and current issues. Drafting solutions and alternatives are explored.

LAW 6229 - Government Procurement

Credits: 2

Explores the basic elements of the \$500 billion federal procurement market and the state and local markets estimated to be of roughly equal size. Public contracting presents unique and highly challenging legal issues spanning acquisition planning, bidding, contract performance, administrative law, fraud, litigation, corporate compliance, and complex transactions. Students gain a practical understanding of the Federal Acquisition Regulation, competitive solicitation requirements, sole source awards, and bid protests for application to real-world practice environments. Draws upon Texas and potentially other state procurement laws for comparative purposes. Examines the relationships between private contractors and various government customers, with emphasis on the defense industry and conflict of interest concerns.

LAW 6230 - Actual Innocence Clinic

Credits: 2

The investigation or litigation of actual innocence claims by persons convicted of serious crimes involves unique and highly challenging legal issues. Students assist in a wide range of postconviction case investigation activities, including any or all of the following: locating and reviewing original trial records, searching for any identifying remaining evidence, analyzing cases for viability, submitting evidence for additional testing, interviewing potential witnesses, communicating with clients, meeting face-to-face at least once with clients in the county jail or the assigned prison unit, interacting with assigned personnel from the District Attorney's Office, and identifying and communicating with potential experts. Also, drafting briefs, motions, and proposed findings of fact and conclusions of law.

LAW 6231 - International Oil and Gas Negotiations

Credits: 2

Covers transactional law and negotiations in an international oil and gas context through lectures and discussions on negotiation topics. Provides hands-on, practical negotiation experience through participation in a series of simulated negotiations where the student role-plays a lawyer representing a client on one side of an acquisition of oil and gas exploration rights in a foreign country.

LAW 6232 - Corporate Planning

Credits: 2

Planning and problem course in corporate, tax, securities, accounting, and related fields. Students draft instruments and supporting memoranda in solution of a variety of questions in corporate organization, financing, operation, acquisition, and reorganization - a fairly typical sequence of high-tech company growth and development. Student solutions and simulated negotiations are presented for class critique, and in most instances, for comparison with actual solutions to similar problems.

LAW 6233 - The Expert Witness in Civil Litigation

Credits: 2

Addresses the role of the expert witness in civil litigation, with emphasis on the development of practical skill in the selection, designation, discovery, direct examination, and cross-examination of experts. Considers examples from trial practice in state and federal courts, as well as expert testimony in the context of tort and commercial litigation. Students participate in drafting Daubert/Robinson motions and in mock examination of experts. Prerequisite: LAW 8355 or LAW 8455 Evidence.

LAW 6234 - Ethics and Compliance for the Global Enterprise

Credits: 2

The field of ethics and compliance has emerged as a new legal focus area with significant opportunities for legal practitioners, and the discipline has taken on an international aspect because of global enforcement and the growing convergence of standards. Regulators have stepped up enforcement of guidelines in key areas such as anticorruption, export, and trade sanctions. It is imperative that U.S. corporations comply with the United States Sentencing Commission's guidelines for organizations and establish risk management programs and processes to demonstrate their compliance. Using the framework of an overarching hypothetical, this course provides hands-on experience in identifying and reviewing key compliance issues and developing workable tools and solutions to address them, with a focus on the expected components of an effective corporate compliance program, drawing from important statutes, case law, and international treaties. Prerequisite: LAW 6420 Business Enterprise.

LAW 6235 - Securities Regulation

Credits: 2

A study of the securities laws (primarily federal but also state, especially Texas) and the activities and industry they govern, with emphasis on the regulation of issuance, sale, resale, and purchase of securities. Also, disclosure requirements generated by registration, reporting, proxy, tender, and antifraud provisions. Includes civil liability (express and implied), government enforcement, exemptions from registration (especially private placements), insider trading, the meaning of "security," and the functions of the SEC and state securities administrators. May cover broker-dealer and market regulation if time permits.

LAW 6236 - Directed Research

Credits: 2

Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6237 - Wildlife Law

Credits: 2

Explores the complex body of federal and state laws that protect and regulate wildlife, including those that protect ecosystems and habitats. Wildlife law is centuries old and the course covers its interesting history from English common law to the statutes, policies, and regulations that predominate today. Includes cases, statutory laws, and regulations and addresses enforcement of the laws and the constitutional and tribal issues that arise in wildlife cases.

LAW 6238 - Data Privacy and Cybersecurity

Credits: 2

Introduces key concepts associated with information privacy and security law and covers how these concepts apply to corporate organizations. Information security and its attendant privacy implications have dominated recent headlines in the wake of electronic intrusions at some of the country's largest and most respected institutions. Broadly reviews the origins and evolution of U.S. information privacy and security law, from constitutional law to common law tort and contract principles as well as modern-day legislative and regulatory privacy and security frameworks. Addresses the latter in the context of recent controversies such as retail data breaches, social media, and domestic surveillance.

LAW 6239 - Civil Rights Practicum: Police Misconduct Litigation

Credits: 2

Includes simulations where students represent hypothetical clients from actual civil rights cases that focus on police misconduct. Analyzes videos of police actions and recent civil rights cases highlighted in the national media (e.g., Ferguson, Baltimore, and the Waco biker shootout) to determine whether there was an abuse of force. Helps students develop lawyering skills such as client and witness interviewing, evaluation of damages, fact investigation and analysis, negotiation, and trial advocacy.

LAW 6240 - Copyright

Credits: 2

A detailed study of the 1976 Copyright Act as well as other means of obtaining legal protection for literary, musical, and artistic works, including unfair competition, tort, and implied contract.

LAW 6241 - Election Law

Credits: 2

Examines the laws that govern the political process in the United States. Topics include the right to vote, political representation, election administration, political parties, ballot initiatives, and campaign finance, with some coverage of tax issues, administrative and judicial enforcement, and ethics law. The goal of the course is to provide students with a solid foundation in the basic principles of election law in this country.

LAW 6242 - Consumer Law

Credits: 2

A study of state and federal regulation of credit and noncredit consumer transactions. Special attention will be paid to state and federal legislation regarding unfair and deceptive trade practices embodied in the Federal Trade Commission Act and the Texas Deceptive Trade Practices Act. Other areas of study include the federal Truth-in-Lending, Fair Credit Reporting, Equal Credit Opportunity, and Fair Debt Collection Acts, state and federal warranty law, as well as contractual and procedural devices designed to facilitate collection. Includes study of traditional private and public remedies and the means of achieving them as well as special problems and issues arising in connection with resolving consumer disputes in the world of e-commerce.

LAW 6243 - Trademarks

Credits: 2

This course teaches the essentials of U.S. trademark law including what constitutes a protectable trademark, trade dress marks and issues of distinctiveness and functionality, how trademark rights are acquired, how they are enforced in both infringement and dilution actions, and the remedies that are available, both legal and equitable. In addition, the course will cover the federal trademark registration process and the essential steps for filing an application and obtaining a registration.

LAW 6244 - Trade Secrets and Business Torts

Credits: 2

Are these "secrets," and if so, whose are they? What separates aggressive free enterprise from unfair competition? We explore in detail the use and protection of "ideas and information" in 21st-century business, particularly the law of trade secrets and confidential information. We also explore the boundary between fair and unfair competition (such as actions for tortious interference, defamation and commercial disparagement, false advertising, common law misappropriation, and conspiracy), and practice under the most prominent trade regulation statutes (such as Section 43(a) of the Lanham Act, the Computer Fraud and Abuse Act and other "Cybertort" statutes, RICO, the Anti-SLAPP Act, civil theft and commercial bribery acts, the Foreign Corrupt Practices Act, and the Federal Trade Commission Act). Issues related to data use, contests, cause-related marketing, hidden endorsements, techniques for ethical investigations, and remedies may be included. No technical background is required.

LAW 6245 - Patent Clinic Deputy

Credits: 2

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6218 or LAW 6337.

LAW 6246 - Crimes Against Women Clinic Deputy

Credits: 2

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6247 - Family Law Clinic Deputy

Credits: 2

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6249 - Immigration Practice and Advocacy

Credits: 2

Focuses on the "nuts and bolts" of the immigration litigation process, including proper courtroom practices, strategy, and case presentation. Taught with an emphasis on participation, development of advocacy skills in the immigration hearing process, and on obtaining a working knowledge of the procedural rules governing the immigration litigation process as well as relevant ethical standards. Immigration Law is not a prerequisite, but completion or concurrent enrollment in Immigration Law is recommended.

LAW 6250 - Advanced Criminal Law

Credits: 2

A general writing course that examines hot topics in the criminal justice system such as excessive force and police misconduct, mental health, mass incarceration, and inadequate funding for defense counsel. Topics vary by term and

may include recent and recurrent questions in criminal law and criminal procedure. Students write reflection papers on the readings and work in teams to develop concrete solutions to pressing criminal justice problems.

LAW 6251 - LGBT Rights and the Law

Credits: 2

Covers the main legal and public policy issues affecting lesbian, gay, bisexual, and transgender people in the U.S., including the history of the nation's treatment of LGBT people. Addresses the criminalization and decriminalization of same-sex sexual intimacy, the military's treatment of LGBT people, public and private employment discrimination, discrimination in public accommodations and housing, religious exemptions from LGBT antidiscrimination law, rights of speech and association for those supporting or opposing LGBT-rights initiatives, parenting by LGBT people, and the controversy over same-sex marriage. Readings include important statutory and constitutional decisions affecting LGBT rights, scholarly writing about LGBT issues, and theoretical discussions of sexuality and sexual identity. Considers a variety of perspectives, including the views of those supporting LGBT rights and those with religious and natural law views that are more traditional. Also addresses the intracommunity debate among LGBT rights supporters on matters like same-sex marriage and the need for antidiscrimination laws. Prerequisites: LAW 6222 - Constitutional Law I, LAW 8311 - Constitutional Law II.

LAW 6252 - Estate Planning and Practice

Credits: 2

Functional examination of the integration of the federal estate and gift taxes; marital deduction planning and drafting; drafting the bypass trust; desirability of making lifetime interspousal transfers; gifts to minors and other dependents (including the grantor trust rules); techniques of income deflection and estate shrinkage for tax reasons; transferring ownership of life insurance, with emphasis on irrevocable life insurance trusts; and introduction to the generation-skipping tax. Recommended, previously or concurrently: LAW 8395 Wills and Trusts or LAW 6460/LAW 8360 Income Taxation.

LAW 6254 - Insurance

Credits: 2

Principles governing the nature of insurance law; the principle of indemnity, including insurable interest, measure of recovery, and multiple claims for indemnity (subrogation and other insurance); persons and interests protected; risks transferred, including nature of loss and its causes, warranties, representations, and concealment; limits and duration of coverage; rights at variance with policy provisions; claims processes; and insurance institutions.

LAW 6256 - Eminent Domain and Condemnation Litigation in Texas

Credits: 2

Explores the history, procedures, issues, and central legal precedents of eminent domain litigation in Texas; namely, the conflicts that arise between condemners who are trying to spend as little as possible to acquire private property, while still satisfying the Constitutional requirement to pay just compensation and conversely, the landowners who are trying to maximize their recoveries and obtain what they feel is fair compensation for their loss of private property.

LAW 6257 - Child Advocacy Clinic Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected.

LAW 6259 - Depositions - Questions Answered and Skills Learned

Credits: 2

This experiential short course on depositions is designed for students who plan to practice litigation, though it will also benefit the transactional lawyer by providing insight into the litigation discovery process. Focuses on the practical aspects of taking, defending, and preparing witnesses for depositions, including depositions of corporate representatives and expert witnesses. Students prepare for, take, and defend depositions using simulated cases. Students also review and comment on depositions of people in well-known cases.

LAW 6260 - Actual Innocence Clinic Deputy

Credits: 2

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6230 or LAW 7401.

LAW 6261 - Disability Law

Credits: 2

Covers the dynamic and pervasive statutory and regulatory system that touches every business and a growing number of individuals. Provides a broad overview of the widely varied laws concerning disability to help lawyers identify the challenges their clients may face, and to know where to look for more detailed information about those challenges.

LAW 6262 - Across the Finish Line: Sentence Reductions for Federal Commutees

Credits: 2

Teaches students how to use effective post-conviction strategies, including mitigation investigation, negotiation, and motion practice, in the context of federal criminal defense. Students interview clients, family members, and brainstorm negotiation tactics. Students then assist counsel in writing judicial motions for formerly life-sentenced drug offenders who received term commutations from President Obama, but whose sentences were not completely excised. Lawyers for the Decarceration Collective have final responsibility for filing client motions in court.

LAW 6264 - Contracts II

Credits: 2

The history and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 6267 - Principles of Accounting and Finance for Lawyers

Credits: 2

Introduces key accounting and financial principles needed to effectively counsel and represent clients. Students learn to read, understand, and discuss basic accounting statements and basic financial asset valuation principles and methodologies. Also, basic financial instruments and their normal use in major capital markets.

LAW 6271 - Payment Systems

Credits: 2

Introduces students to commercial paper and concentrates on legal problems that arise with negotiable instruments. Includes some coverage of consumer credit cards, bank-based electronic funds transfers (including debit and ACH), e-payments (such as Paypal), and commercial payments (wire transfers and letters of credit), but not in great detail. Teaches students to recognize and research payment problems as they arise.

LAW 6275 - Franchising and Distribution Law

Credits: 2

There is a growing recognition and respect for franchising and product distribution domestically and around the world. Franchising had its start in the U.S. around the time of the Civil War, but its growth has been explosive during the last 10 years. Franchising no longer concerns only restaurants and lodging but has expanded to areas such as telecom and automotive. The course provides an overview of the law of franchising and product distribution, both domestically and internationally.

LAW 6276 - International Environmental Law

Credits: 2

A study of the transnational law concerning environmental protection and the application of such laws to issues facing governments and businesses worldwide. Includes study of major international agreements addressing environmental issues utilizing a problem-oriented approach.

LAW 6278 - Employment Law

Credits: 2

Legal regulation of work and the workplace in a nonunion environment. The course covers the expansion of employee rights against unjust dismissal; invasion of privacy and defamation; and government regulation of the workplace in areas of health and safety, wages, hours, and benefits. Also, briefly surveys employment discrimination law.

LAW 6279 - Products Liability

Credits: 2

Covers the concept of recovery for injuries caused by products, the problems associated with hazard identification, and the process of evaluation of risk. Surveys civil actions for harm resulting from defective and dangerous products. Also, government regulation on dangerous and defective products, and current and pending legislation dealing with injuries and remedies in specific areas.

LAW 6280 - Patent Law

Credits: 2

Introduces patent and trade secret law for the protection of inventions, technical know-how, and other proprietary intellectual property. Includes procedures and approaches to protecting high technology such as computer software, integrated circuitry, and genetic engineering. Also, the law and procedure of developing the rights, as well as licensing and litigation aspects. Trademark law is briefly covered. A technical background is not a prerequisite for the course.

LAW 6284 - Patent Prosecution

Credits: 2

Substantive and procedural aspects of patent prosecution before the U.S. Patent and Trademark Office. Practical exercises in prosecution practice, such as claim drafting, preparation of amendments, and other prosecution proceedings. Additional prosecution subjects, including dealing with inventors, developing invention disclosures, and preparing patent applications. Prerequisite: LAW 6280/LAW 6383 Patent Law.

LAW 6288 - Regulation of Securities and Commodities Markets

Credits: 2

A study of the securities laws as they relate to the securities industry itself. Focuses on the roles of broker-dealers, investment advisers, and stock exchanges within the scheme of self-regulation under federal law, and on activities of underwriters and specialists. Problems addressed include broker-dealer duties and liabilities to customers, market

manipulation, price stabilization, margin regulations, and competition in the industry. Paper or examination.
Prerequisite: LAW 6420 Business Enterprise.

LAW 6293 - State and Local Tax

Credits: 2

Selected problems in state and local taxation of individuals and corporations, with particular reference to property, sales, and income taxes. Problems of constitutional authority, intergovernmental conflict and cooperation, economic impact, and administrative review processes.

LAW 6299 - Federal Taxpayers Clinic Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7443 Federal Taxpayers Clinic.

LAW 6300 - SMU Law Review Association

Credits: 3

Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6304 - Administrative Law

Credits: 3

A focus on legislative authority and administrative agencies with special emphasis on administrative process and judicial review.

LAW 6305 - Election Law

Credits: 3

Examines the laws that govern the political process in the United States. Topics include the right to vote, political representation, election administration, political parties, ballot initiatives, and campaign finance, with some coverage of tax issues, administrative and judicial enforcement, and ethics law. The goal of the course is to provide students with a solid foundation in the basic principles of election law in this country.

LAW 6307 - International Humanitarian Law/Law of Armed Conflict

Credits: 3

The essential concepts of international humanitarian law (also known as the law of armed conflict) as derived from international treaty law, customary law, and the experience of history, with a focus on the law applicable to today's conflicts, whether internal, transnational, or international or whether involving armed opposition groups or the armed forces of nation-states. Students explore the law of armed conflict by surveying its history and sources and by examining its principles and application. The course covers specific areas of interest such as the obligations and protections afforded combatants and noncombatants, permissible means and methods of warfare, the law of occupation and neutrality, the definition and prosecution of war crimes, and the implementation of the law of war in U.S. domestic law and policy.

LAW 6308 - Advanced Family Law Seminar

Credits: 3

Edited writing seminar that covers selected family law topics in greater depth. The topics may vary by term and may

include international and comparative family law, adoption, assisted reproduction technology, and domestic violence. Students are required to write a paper on a family law topic within the covered material. Prerequisite: LAW 6347 Family Law, LAW 6495 Trusts and Estates, or LAW 8302 Children and the Law.

LAW 6309 - Constitutional Criminal Procedure: Investigation

Credits: 3

Examines constitutional issues (e.g., search and seizure, interrogation, identification, the exclusionary rule, and the fruit of the poisonous tree doctrine) that may arise in the pretrial stage of a criminal case. Students taking this course may not take LAW 6320 Constitutional Criminal Procedure: Survey.

LAW 6310 - Transnational Law

Credits: 3

An introduction to the international legal order as it presents itself to the legal practitioner at the beginning of the 21st century. Drawing on elements of public international law, private international law, and comparative law, the course lays the foundation for more specialized courses in these traditional disciplines.

LAW 6311 - Alternative Dispute Resolution

Credits: 3

An examination and analysis of materials and skills used in dispute resolution other than litigation. Emphasizes the theory and practice of negotiation, mediation, arbitration, and mini-trials, with examples and problem simulations drawn from various fields of law.

LAW 6313 - International Petroleum Transactions

Credits: 3

A survey of basic principles and contracts used internationally in petroleum exploration and production operations. Topics include concessions, production-sharing contracts, participation agreements, and technical agreements such as study and bidding agreements, confidentiality agreements, and dispute resolution agreements. Focuses on fundamental principles and current issues, and explores drafting solutions and alternative structures.

LAW 6315 - Advanced Criminal Law

Credits: 3

An edited writing seminar that covers selected criminal law topics in greater depth. Topics vary by term and student interest, and may include recent and recurrent questions in comparative criminal law, professional responsibility in criminal law practice, and evidence in criminal law practice. Students write up to four papers on the same or different topics to fulfill the edited writing requirement. Prerequisite: LAW 8341 Criminal Law.

LAW 6316 - Disability Law

Credits: 3

Covers the dynamic and pervasive statutory and regulatory system that touches every business and a growing number of individuals. Provides a broad overview of the widely varied laws concerning disability to help lawyers identify the challenges their clients may face, and to know where to look for more detailed information about those challenges.

LAW 6318 - Banking Law and Regulation: Domestic and International

Credits: 3

Often conducted as a writing seminar. Introduces the federal laws governing commercial banking activities, with primary emphasis on the regulation (and deregulation) of national banks and related policy considerations. Lecture topics vary from year to year but generally include key domestic, regional, and international issues with respect to

banking, the banking industry, and the overall financial services industry. Uses interdisciplinary subject matter in economics, finance, and business, and may use comparisons to regulation of other financial institutions. When taught as a regular course, assessment may be by examination and/or paper or series of papers satisfying the writing unit requirement. When taught as a third-year writing seminar, course structure and assessment are consistent with other LAW courses described as writing seminars.

LAW 6319 - Public Health Law and Ethics

Credits: 3

Explores the legal structure, legitimacy, design, and implementation of policies that aim to promote public health and reduce the social burden of disease and injury. Highlights the challenge posed by public health's population-based perspective to traditional individual-centered, autonomy-driven perspectives in constitutional law and contemporary U.S. public policy. Illustrative topics (which may vary from year to year) include responses to public health emergencies such as pandemics, mandatory immunization for children, and tensions between public health reporting requirements and the privacy of health information.

LAW 6320 - Constitutional Criminal Procedure: Survey

Credits: 3

A survey of criminal procedure, including topics such as investigation, right to counsel, bail, discovery, trial procedure, sentencing, double jeopardy, and postconviction challenges. Intended for the nonspecialist. Students taking this course may not take LAW 6309 Constitutional Criminal Procedure: Investigation or LAW 6390 Constitutional Criminal Procedure: Adjudication.

LAW 6321 - Admiralty

Credits: 3

Addresses some or all of the following topics: jurisdiction of maritime cases, practice in admiralty cases, maritime property, chartering, cargo, personal injury and death, marine insurance, and limitation of liability.

LAW 6322 - LGBT Rights and the Law

Credits: 3

Covers the main legal and public policy issues affecting lesbian, gay, bisexual, and transgender people in the U.S., including the history of the nation's treatment of LGBT people. Addresses the criminalization and decriminalization of same-sex sexual intimacy, the military's treatment of LGBT people, public and private employment discrimination, discrimination in public accommodations and housing, religious exemptions from LGBT antidiscrimination law, rights of speech and association for those supporting or opposing LGBT-rights initiatives, parenting by LGBT people, and the controversy over same-sex marriage. Readings include important statutory and constitutional decisions affecting LGBT rights, scholarly writing about LGBT issues, and theoretical discussions of sexuality and sexual identity. Considers a variety of perspectives, including the views of those supporting LGBT rights and those with religious and natural law views that are more traditional. Also addresses the intracommunity debate among LGBT rights supporters on matters like same-sex marriage and the need for antidiscrimination laws. Prerequisites: LAW 6222, LAW 8311 Constitutional Law I, II.

LAW 6324 - International Protection of Human Rights

Credits: 3

Selected topics, including the protection of individuals and groups against violations by governments and private institutions of their internationally guaranteed rights, and the promotion of these rights. Presentation and discussion of student papers may be required.

LAW 6325 - Intellectual Property and Business Organizations

Credits: 3

Students examine the role of intellectual property as a business asset by studying the critical events in a hypothetical business as it progresses from startup to a terminating event such as bankruptcy, merger, or acquisition. Includes identifying intellectual property at the startup phase, protecting intellectual property interests in the employment relationship, and managing an intellectual property portfolio. Also, trade secrets, licensing, antitrust issues, and intellectual property at the termination of a business. Evaluation is by exam, and possibly with problem sets.

Recommended: LAW 6356 Intellectual Property or two other intellectual property courses. Prerequisites or corequisites: LAW 6420 Business Enterprise and LAW 6356 Intellectual Property or instructor permission. These requirements may be waived, with the instructor's permission, in unusual circumstances when a student brings extensive business experience involving practice with intellectual property issues.

LAW 6327 - International Commercial Arbitration

Credits: 3

Provides reasonably in-depth coverage of the basic concepts and issues of international commercial arbitration. Students review the arbitration rules of the primary institutions and the arbitration laws of the primary arbitration sites, and draft basic arbitration clauses. The course does not cover international litigation.

LAW 6329 - Consumer Law

Credits: 3

A study of state and federal regulation of credit and noncredit consumer transactions. Special attention is paid to state and federal legislation regarding unfair and deceptive trade practices embodied in the Federal Trade Commission Act and the Texas Deceptive Trade Practices Act. Includes the federal Truth-in-Lending, Fair Credit Reporting, Equal Credit Opportunity, and Fair Debt Collection acts. Also, state and federal warranty law, contractual and procedural devices designed to facilitate collection, traditional private and public remedies and the means of achieving them, and special problems and issues arising in connection with resolving consumer disputes in the world of e-commerce.

LAW 6330 - Conflict of Laws

Credits: 3

An analysis of transactions that have elements in more than one state. Covers the choice of the law applicable to the issues in the case, the enforcement of judgments rendered outside the forum state, and jurisdiction over the out-of-state party. Focuses on relationships among American states but also includes choices between state and national law (the Erie doctrine).

LAW 6331 - Pretrial Practice and Advocacy

Credits: 3

Covers pretrial civil litigation procedure, practice, and strategy. Emphasizes participating, developing advocacy skills in the pretrial process, and obtaining a working knowledge of procedural rules governing the pretrial process.

A skills course that focuses on the practical application of the civil rules, decision-making, and judgment.

Prerequisites: LAW 6371, LAW 8271 Civil Procedure I, II.

LAW 6333 - Creditors' Rights

Credits: 3

Introduces federal and state law governing the debtor-creditor relationship: enforcement of judgments; attachment, garnishment, and sequestration; fraudulent conveyances; and bankruptcy as affecting secured and unsecured creditors under the Bankruptcy Code.

LAW 6334 - Law and Behavioral Economics

Credits: 3

Economic analysis of law is an increasingly important mode of legal analysis involving the application of microeconomic tools (and assumptions) to the study of legal rules, legal institutions, and legal compliance. The field of behavioral economics employs theoretical and empirical insights from psychology (and other fields) in an effort to critically evaluate and build upon economic models. Students learn the basic microeconomic toolset used in traditional law and economics analyses, and a handful of psychological findings that challenge and refine the economic assumption of "rationality."

LAW 6335 - Aging and the Law Practicum

Credits: 3

Introduces the physiological, psychological, sociological, and legal realities that shape the experience of aging in society today. This experiential course focuses on ways lawyers act collaboratively to solve problems, including contextualizing and expanding basic doctrinal analysis of applicable law and how it can be used to constrain or facilitate human action. Includes solving problems, using law as a tool of advocacy, collaborating with firm members, developing fact-based expertise, using cognitive capacity assessment tools, and exploring varied paradigms of legal thinking. Students work with federal and state laws and judicial processes that impact aging individuals. Special projects and exercises, including collaborative work in small firms and fieldwork in the Dallas area, exposes students to the legal systems addressing competency and independence, such as consumer protection and guardianship, aging in place, and the array of income and health benefits programs. Provides a foundation to pursue a legal practice incorporating the special concerns of the aging.

LAW 6336 - Directed Research

Credits: 3

Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6337 - Patent Clinic

Credits: 3

Students provide pro bono legal services to individual and small-business clients seeking to protect their inventions using the patent system. This work may involve counseling clients regarding patent-related matters, conducting inventor interviews, conducting patentability searches, preparing patentability opinions, drafting and filing patent applications, and drafting and filing responses to office actions received from the U.S. Patent and Trademark Office.

LAW 6338 - Small Business and Trademark Clinic

Credits: 3

The Small Business Clinic provides free legal services to new and existing small businesses and nonprofit organizations that cannot afford to pay legal fees. The clinic provides students real-world training and experience in the transactional practice of law. Student lawyers advise clients in the startup phase of their businesses, form and advise nonprofit organizations, assist in preparing necessary legal documents, and learn ways to assist clients involved in transactional business law. In the Trademark Clinic, which is part of the Small Business Clinic and a member of the USPTO Law School Clinic program, student lawyers gain specific experience in advising clients about basic trademark matters as well as experience in drafting, filing, and handling trademark applications with the

USPTO. Prerequisites: LAW 6420 Business Enterprise, and LAW 8203 Counseling the Small-Business Owner. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 6339 - Appellate Advocacy

Credits: 3

An advanced skills course designed to build upon the first-year persuasive writing experience, to explore issues common to appellate advocacy (including preservation of error, assessment of the trial record, appellate jurisdiction, and standards of review), and to practice and refine advocacy skills through writing persuasive briefs and making oral arguments.

LAW 6340 - Employment Law

Credits: 3

Legal regulation of work and the workplace in a nonunion environment. Covers the expansion of employee rights against unjust dismissal, invasion of privacy, and defamation. Also, government regulation of the workplace in the areas of health and safety, wages, hours, and benefits. Briefly surveys employment discrimination law.

LAW 6341 - Advanced Legal Research

Credits: 3

An experiential learning course that builds on the legal research systems and methods covered in the first-year legal research course. Through a series of assignments and in-class research simulations, students will develop proficiency in locating and evaluating statutes, case law, secondary authority, administrative regulations and decisions, legislative history, court rules, and local law. Emphasizes advanced research strategies and processes to build research skills in a variety of legal practice areas.

LAW 6342 - Issues in Contracts Used in International and Domestic Petroleum Transactions

Credits: 3

Focuses on legal issues that arise in the oil and gas industry in exploring, developing, and marketing petroleum. Specific topics will include issues that arise from so-called "granting instruments" (leases, concessions, production-sharing agreements, and service contracts), "intra-industry contracts" (such as confidentiality agreements, study and bid contracts, assignments and farmouts, operating agreements, purchase and sale agreements, and contracts for the sale of production), as well as from the transfer of mineral rights and royalty rights.

LAW 6343 - Estate Planning and Practice

Credits: 3

Functional examination of the integration of the federal estate and gift taxes; marital deduction planning and drafting; drafting the bypass trust; desirability of making lifetime interspousal transfers; gifts to minors and other dependents (including the grantor trust rules); techniques of income deflection and estate shrinkage for tax reasons; transferring ownership of life insurance, with emphasis on irrevocable life insurance trusts; and introduction to the generation-skipping tax. Recommended, previously or concurrently: LAW 8395 Wills and Trusts or LAW 6460/LAW 8360 Income Taxation.

LAW 6344 - Environmental Law

Credits: 3

A survey that introduces basic elements of federal environmental law. Includes analysis of environmental regulatory policy; statutory control of air, water, and hazardous waste pollution; and allocation of the costs of cleaning environmental contamination.

LAW 6345 - IP and the Creative Entrepreneur

Credits: 3

In this hands-on experiential course, students will have the opportunity to develop knowledge and skills needed to represent entrepreneurs whose businesses include intellectual property rights. Topics include entity formation, trademark and copyright applications, launching the business, employment contracts, company IP policies, dispute resolution, and exit strategies. Students will negotiate and draft a number of key documents and work on case studies involving graphic design firms, film production companies, and performing arts groups.

LAW 6347 - Family Law

Credits: 3

The legal problems of the family, including marriage, annulment, divorce, legitimacy, custody, support of family members, adoption, and related matters. Does not include Texas matrimonial property law. If the student plans to take instruction in both courses, this course should be taken first.

LAW 6349 - Federal Courts

Credits: 3

Congressional control of the distribution of judicial power among federal and state courts. Also, practice and procedure in the federal district courts, including choice of law, federal question and diversity jurisdiction, and state-federal conflicts.

LAW 6350 - Crimes Against Women Clinic Deputy

Credits: 3

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6351 - Family Law Clinic Deputy

Credits: 3

Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6352 - Corporate and Transactional Legal Research

Credits: 3

Designed for students who are interested in practicing corporate and transactional law, this course helps develop advanced proficiency in case law and statutory research and knowledge of regulatory materials, secondary sources, and other fundamental research concepts utilized in a corporate law practice. Focuses on locating and evaluating primary and secondary sources that can be used to research issues involving business transactions, securities offerings, corporate governance, and a number of related topics. Assignments and in-class exercises simulate activities frequently performed by transactional attorneys.

LAW 6353 - Immigration Law

Credits: 3

An analysis of the Immigration and Nationality Act and relevant regulations with respect to the immigration of aliens, the substantive and procedural aspects of deportation, and exclusion proceedings. A review of nationality law with respect to citizenship and expatriation. Special problems of refugees in the U.S. may be considered.

LAW 6354 - Insurance

Credits: 3

Principles governing the nature of insurance law; the principle of indemnity, including insurable interest, measure of

recovery, and multiple claims for indemnity (subrogation and other insurance); persons and interests protected; risks transferred, including nature of loss and its causes, warranties, representations, and concealment; limits and duration of coverage; rights at variance with policy provisions; claims processes; and insurance institutions.

LAW 6355 - International Law

Credits: 3

The basic course in public international law includes (with varying emphasis depending on teacher preference) such topics as nature, history, and sources of international law; customary international law; law of treaties; the relationship between municipal law (especially of the U.S.) and international law; recognition and subjects of international law; law of the sea; air, and space law; environmental law; human rights; jurisdiction; state responsibility; state succession; dispute settlement; and regulation of state use of force.

LAW 6356 - Intellectual Property

Credits: 3

An overview of intellectual property law for students with a general interest in the area and for students who are pursuing specialized fields with IP. Includes an analysis of the competing theories underlying IP law and outlines the basic principles of patent, copyright, trademark, and trade secret protection. Also, current issues in software protection, biotechnology, and competition policy.

LAW 6357 - Child Advocacy Clinic Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected..

LAW 6358 - Selected Issues in Sports Law

Credits: 3

Explores various important and topical case law and transactional issues in the area of sports law, such as free speech issues for athletes, sports gambling and daily fantasy sports, the Commissioners' authority to discipline in professional sports, and the viability of the NCAA's amateurism model. Students will be expected to delve deeply into a sports law related topic by researching and writing a substantial research paper which will meet our edited writing requirements.

LAW 6359 - Criminal Plea Negotiations

Credits: 3

Explains the history and rise of plea negotiations within the American judicial system. Analyzes the two major theories of punishment, the Utilitarian Theory and the Retributive Theory. Students evaluate what they believe about the basis and possible purposes of punishment. Describes the roles and legal and ethical duties of a prosecutor and defense attorney. Explores the various levels and types of offenses contained within the Texas Penal Code. Students then use that knowledge to effectively negotiate a plea agreement as both a prosecutor and a defense attorney on both the misdemeanor level and felony level of case prosecution, specifically focusing on Texas law. Prerequisite: LAW 8341.

LAW 6360 - Labor Law

Credits: 3

Provides a detailed study of the National Labor Relations Act and its interpretation by the National Labor Relations Board and federal courts. Covers the rights and duties of individuals and institutions in the labor-relations context, as well as concerted activity, including strikes, boycotts, and picketing.

LAW 6361 - Technology, Innovation, and Law - Designing Legal Apps

Credits: 3

Exposes students to the varied uses of computer technologies in the practice of law. Familiarizes students with various innovative software platforms that are being adopted in law practice to enhance access to justice, capture legal expertise, interface with clients, manage litigation and transactional processes, and increase the efficiency and quality of legal services. Introduces students to justice/social justice issues through readings and guest speakers. Students learn teamwork, an understanding of the relationship among the rules and doctrines that apply within a particular legal regime, and visual literacy skills. Students work in small teams for a law school clinical program or a legal service organization to develop a platform, application, or automated system that increases access to justice and/or improves the effectiveness of legal representation. Culminates in an app design competition, which is judged by outside experts in the field. The goal is that, by the end of the semester, each team will have built a functional app that is adopted by the legal clinic or legal service organization and put into use for the organization or its clients.

LAW 6362 - Selected Topics in Gender Law

Credits: 3

Edited writing seminar that covers selected topics in gender law. Topics may vary by term and may include women and violence, reproductive rights, workplace equality, intersectionality, educational equity, and women in the justice system.

LAW 6364 - Legal Research and Writing for International LL.M. Students

Credits: 3

Introduction to the general principles of U.S. law research, legal analysis, and objective writing. Successful completion of this course enables students to recognize and distinguish primary and secondary levels of authority; locate, read, and understand rules of law available in constitutions, judicial opinions, and statutes; demonstrate the ability to update all types of legal authority, including the process of Shepardizing; demonstrate the ability to recognize and use acceptable citation forms for legal authority; and complete legal research/writing assignments to explain the law pertaining to a legal question.

LAW 6365 - Legislation and Regulation

Credits: 3

Examines the lawmaking function of legislatures and agencies, as well as their interaction with the courts. Drawing on examples from a variety of substantive areas, the course covers the legislative process, statutory interpretation, administrative processes, various forms of agency action, and judicial review of agency decisions.

LAW 6366 - Constitutional Law I

Credits: 3

Examines methods of constitutional interpretation, the role of judicial review, federal power, separation of powers, federalism, and justiciability.

LAW 6367 - Contracts I

Credits: 3

History and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 6371 - Civil Procedure I

Credits: 3

Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 6378 - Oil and Gas

Credits: 3

Ownership in oil and gas, correlative rights and duties in a common reservoir, instruments conveying mineral interests, partition, and pooling and unitization. Special emphasis on the rights and duties of the oil and gas lessee and lessor in leasing transactions.

LAW 6379 - Products Liability

Credits: 3

Covers the concept of recovery for injuries caused by products, the problems associated with hazard identification, and the process of evaluation of risk. Surveys civil actions for harm resulting from defective and dangerous products. Also, government regulation on dangerous and defective products, and current and pending legislation dealing with injuries and remedies in specific areas.

LAW 6380 - Texas Land Titles

Credits: 3

Law of Texas land titles, with a title examination practice skills component. Also, recording acts, bona fide purchaser, conveyancing, title standards, land descriptions, adverse possession, and title insurance.

LAW 6381 - Property II

Credits: 3

Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 6382 - Animal Law

Credits: 3

Introduces the field of animal law, a dynamic and emerging area of the law. Not an animal rights course. Surveys the historical origins of the legal status of animals and examines the common law and statutory foundations upon which it operates. Also, traditional legal disciplines such as constitutional law, contracts, and torts through the lens of animal interests. Explores the often-controversial moral, ethical, and public policy considerations faced when balancing the legal interests of humans and nonhumans. Covers current laws affecting animals at the local, state, and federal levels.

LAW 6383 - Patent Law

Credits: 3

An introduction to patent law. Analyzes the goals and costs of the patent law system. Studies substantive and procedural aspects of obtaining patents from the U.S. Patent and Trademark Office and enforcing patents through licensing and litigation. Covers patentability, validity, enforceability, claim construction, infringement, and remedies. Does not require a technical background as a prerequisite for the course.

LAW 6384 - Energy and Natural Resources Law

Credits: 3

This introduction to energy law surveys the legal and policy issues raised by the major sources of energy, while emphasizing environmental and natural resources issues. Significant attention is devoted to hot topics in energy law, including BP's 2010 Gulf of Mexico oil spill, the natural gas drilling boom, nuclear energy concerns following the March 2011 earthquake in Japan, and climate change issues.

LAW 6389 - Sale of Goods Transaction

Credits: 3

An introductory survey of the law of sales under the Uniform Commercial Code, with particular emphasis on Article 2. Also, contract formation, parol evidence rule, statute of frauds, risk of loss, receipt and inspection, acceptance, revocation, warranties, remedies of buyer and seller, remedy disclaimers and limitations, documentary transactions, and consumer protection.

LAW 6390 - Constitutional Criminal Procedure: Adjudication

Credits: 3

Examines constitutional issues (e.g., custody and release pending trial, preliminary hearings, the grand jury, joinder and severance, discovery, plea bargaining, trial procedures, double jeopardy, sentencing, and postconviction remedies) that may arise during the postinvestigation stage of a criminal case. Students taking this course may not take LAW 6320 Constitutional Criminal Procedure: Survey.

LAW 6392 - Patent Law and Institutional Choice

Credits: 3

Explores the institutional structure of the U.S. patent system and the roles of the different institutions: the U.S. Patent and Trademark Office; federal district courts and juries; the U.S. Court of Appeals for the Federal Circuit; and the U.S. Supreme Court. Covers critiques of this structure and these institutions, with a particular emphasis on critiques of the Federal Circuit. Compares and contrasts the U.S. institutional structure with the structure of the patent systems of other countries and regions of the world. Corequisite: LAW 7262 Patent Litigation or LAW 6284 Patent Prosecution or professor's permission.

LAW 6394 - Business Enterprise for LLMs

Credits: 3

A survey of American business laws for international graduate students. Selected topics may be drawn, from year to year, from the laws of agency, partnership, corporation, securities, antitrust, bankruptcy, and business taxation. Taught from the perspective of assisting non-U.S. trained lawyers to draw comparative and practical lessons. Enrollment is limited to international graduate students not trained in U.S. law.

LAW 6395 - Texas Matrimonial Property

Credits: 3

The Texas law of marital property; its characterization as separate or community property; its management and liability; and its division on dissolution of marriage by annulment, divorce, or death of a spouse, with special attention to the family home and other exempt property.

LAW 6396 - Energy Transport and Trade

Credits: 3

Focuses on complex and emerging issues in energy trade and transport law. Explores the physical and legal forces that shape energy transport markets in oil, coal, natural gas, and other electricity. Examines how energy transport projects, such as oil and gas pipelines, liquefied natural gas facilities, export terminals, and power lines, are

authorized by regulators and given the power of eminent domain. Scrutinizes supply chain standards for energy projects that favor energy sources based on how they were produced in other jurisdictions, favoring fuels designated as clean or renewable. Also examines legal limits on energy trade restrictions between states and between countries. Students analyze and discuss important recent energy transport legal decisions and scholarship. Students are expected to submit comments and questions on each week's scholarship, occasionally present to the class, and engage in class discussion.

LAW 6397 - Trademark and Business Torts

Credits: 3

An examination into common law and statutory remedies for a variety of trade practices denominated "unfair," including misappropriation, the right of publicity, and trade secret protection; trademarks; copyrights; deceptive advertising; and issues of federal preemption. Also, the role of the Federal Trade Commission with respect to unfair and deceptive practices, with emphasis on its regulation of advertising.

LAW 6399 - Federal Taxpayers Clinic Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7443 Federal Taxpayers Clinic.

LAW 6401 - Introduction to the Uniform Commercial Code

Credits: 4

Emphasis on the U.C.C.'s general principles and secured transactions, commercial paper, and bank collections. Students enrolled in the course may enroll in LAW 9301 -Negotiable Instruments and Payment Systems and LAW 6389 Sale of Goods Transaction but may not enroll in LAW 7325 Secured Transactions.

LAW 6402 - Small Business and Trademark Clinic

Credits: 4

The Small Business Clinic provides free legal services to new and existing small businesses and nonprofit organizations that cannot afford to pay legal fees. The clinic provides students real-word training and experience in the transactional practice of law. Student lawyers advise clients in the startup phase of their businesses, form and advise nonprofit organizations, assist in preparing necessary legal documents, and learn ways to assist clients involved in transactional business law. In the Trademark Clinic, which is part of the Small Business Clinic and a member of the USPTO Law School Clinic program, student lawyers gain specific experience in advising clients about basic trademark matters as well as experience in drafting, filing, and handling trademark applications with the USPTO. Prerequisites: LAW 6420 Business Enterprise. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 6403 - Torts

Credits: 4

Civil liability arising from breach of common law and statutory duties as distinguished from duties created by contract, including coverage of intentional wrongs, negligence, and product liability. Discusses the methods and process of the American legal system, with attention paid to legislation and the common law.

LAW 6404 - Property

Credits: 4

Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent

estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 6405 - Civil Procedure

Credits: 4

Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 6420 - Business Enterprise

Credits: 4

Basic business law course that begins with an emphasis on the closely held business, including 1) general principles of the law of agency and 2) general and limited partnerships: formation, control, liabilities, property, dissolution, and disposition of business, as well as internal and external relations of partners. Also, limited liability companies and corporations: formation, control, and allocation concerns; duties, liabilities, and rights of management and shareholders or members; dispute resolution devices; and fundamentals of capitalization and financing (including basic securities financing and securities law concerns, particularly respecting the private exempt offering). The second portion of the course emphasizes the widely owned business, including general corporate governance and capitalization problems such as preferred stock and debt securities structuring, corporate distributions and repurchases, and fundamental corporate changes. Also, analysis of mergers and acquisitions. Depending on available time, may focus on the impact of federal securities laws on the corporate governance structure, including discussion of ongoing public disclosure requirements, proxy regulations, and insider trading restrictions and liabilities. This transaction-oriented course stresses planning and problem-solving and includes interdisciplinary use of basic notions of taxation, accounting, and finance. Special attention is given to modern statutory trends.

LAW 6423 - Economic Analysis of Law

Credits: 4

Introduces the economic analysis of legal rules and institutions. Examines the efficiency paradigm in some detail, and then analyzes basic common law and criminal law doctrines from an economic perspective. Seeks to develop a facility in the application of economic reasoning to legal questions, and to impart a sense of the limitations of the economic approach. Does not presuppose extensive familiarity with economics but some background is essential (i.e., at least an introductory course in microeconomics and preferably also some exposure to intermediate-level microeconomics or price theory).

LAW 6430 - Constitutional Criminal Procedure

Credits: 4

A survey of criminal procedure, including topics such as investigation, right to counsel, bail, discovery, trial procedure, sentencing, double jeopardy, and postconviction challenges. This course is intended for the nonspecialist. Students taking this course may not take LAW 6309 Constitutional Criminal Procedure: Investigation or LAW 6390 Constitutional Criminal Procedure: Adjudication.

LAW 6460 - Income Taxation

Credits: 4

Introduction to the federal income tax system; analysis of Internal Revenue Code, Treasury Regulations, rulings, and case law; and consideration of income, deductions, credits, assignment of income, and accounting periods and methods.

LAW 6495 - Trusts and Estates

Credits: 4

A general survey of the law relating to family wealth transmission, taking into account transfers within the probate system - wills and intestate succession - and transfers outside it, with special attention to trusts. Topics include the legal definition of family relationships; formalities required for execution and revocation of wills and other donative documents; mental capacity and volition; drafting pitfalls, postexecution events, and difficulties of interpretation; legal protections offered to a decedent's spouse and children; will substitutes such as life insurance, pension plans, and rights of survivorship; planning for incapacity and other changes in circumstances; obligations and powers of fiduciaries; rights of creditors and beneficiaries; trust creation, supervision, modification, duration, and termination; charitable purposes; and the impact of tax policy on estate planning.

LAW 7100 – advanced Legal Research: Texas

Credits: 1

Expands on research skills and materials explored in the first-year legal research course, with a focus on Texas specific resources. Topics for the class include sources for Texas case law, statutory, and regulatory research; secondary sources and practitioners' materials specific to Texas; understanding and using Texas legislative histories; local law including local court rules and municipal law; and locating non-legal information relevant to the practice of law, e.g. statistical data. Prerequisites: Law 8375 Legal Research, Writing, and Advocacy I and LAW 8376 Legal Research, Writing, and Advocacy II.

LAW 7122 - Comparative Law II

Credits: 1

Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcribed as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7141 - Criminal Litigation Clinic

Credits: 1

LAW 7142 - Anatomy of a Deal

Credits: 1

Discusses how the various legal doctrines students learn in different courses impact a business transaction, and how a business transaction requires teamwork and project management from its early stages through closing and integration of the business. Explores these and other related questions through a series of readings and a review of actual transactions, and culminates in an exercise where students are broken into teams to draft and negotiate agreements addressing specific fact situations.

LAW 7157 - Civil Clinic Deputy

Credits: 1

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7180 - Moot Court Competition

Credits: 1

Participation as a member of an appellate advocacy team representing the Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 7183 - Mock Trial Competition

Credits: 1

Participation as a member of a mock trial team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 7201 - Entertainment Law

Credits: 2

An overview of the entertainment business and its fundamental legal and financial issues. Includes the role of attorneys and agents, personal and intellectual property rights, motion picture production and distribution, television rights and procedures, literary publishing, and music publishing and sound recordings. Particular emphasis is placed on technological developments and contract negotiation.

LAW 7203 - Criminal Procedure in the Digital Age

Credits: 2

Examines how law enforcement officers use new technology in combating crime and how the law regulates the use of such technology. Can constitutional language that pre-dates the discovery of electricity and the invention of the telephone, the computer, and the internet adequately address questions raised by big data policing, mass surveillance, and cross-border cyber-investigations? How can longstanding legal doctrines be adapted to meet the challenges of the digital age? How should the law balance individual interests in privacy and dignity against interests in security and efficiency? Should such matters be regulated through legislation or through case law?

LAW 7204 - Advanced Corporate Taxation

Credits: 2

Taxation of corporate reorganizations and carry-over of tax attributes.

LAW 7205 - White-Collar Crime

Credits: 2

Advanced criminal law course that covers the substantive law of federal white-collar crime, including conspiracy, mail fraud, RICO, public corruption, money laundering, financial institution fraud, tax fraud, and environmental crime. Also, issues of corporate and executive criminal liability and parallel civil and criminal proceedings.

LAW 7206 - Trials at the Patent Office

Credits: 2

Provides an advanced look into the adversarial proceedings conducted before the Patent Trial and Appeal Board (PTAB) at the U.S. Patent and Trademark Office. Focuses on the practical aspects of inter partes review (IPR), post-grant review (PGR), and covered business method (CBM) review, and examines the strategies and interplay of these proceedings with patent litigation in federal courts. Students conduct a case study of an actual IPR from initial filing to the Federal Circuit, review PTAB rules and orders, draft pleadings, conduct mock oral hearings, and analyze the groundbreaking (and often contradictory) rulings in this relatively new area of law.

LAW 7207 - Federal Tax Procedure I

Credits: 2

Preparation and trial of tax cases in the federal courts, representation of a taxpayer before the Internal Revenue Service, administrative powers and procedures of the Internal Revenue Service, criminal violations of the Internal Revenue Code, and accumulations of supporting evidence for a tax plan.

LAW 7208 - Drafting Oil and Gas Contracts

Credits: 2

Drafting effective and clear oil and gas contracts; reviewing basic components and building blocks of contracts; translating the business deal into an oil and gas contract; proposing solutions for problems encountered by counsel in the oil and gas industry. Prerequisites or corequisites: LAW 6378 Oil and Gas Law, LAW 6228/LAW 7369 Oil and Gas Contracts, or LAW 6313 International Petroleum Transactions.

LAW 7209 - Employment Law: Addressing Social Change in the Work Place

Credits: 2

Examines different strategies lawyers use to effectuate social change in the workplace. Students learn strategies that are used in challenging and advancing employment law, including advocating for or against legislation; individual and class litigation; and changes to private company work policies. Specific strategies used in combating historical workplace discrimination (e.g. race, gender, sexual orientation) are put in a social context. In addition to studying strategies used in the past, this course critically assesses contemporary workplace issues and how best to address them. Topics will include sexual harassment and the "me too" movement, salary and criminal history questions, employee drug testing in light of the changing landscape of marijuana laws, family leave, organized labor, and more.

LAW 7216 - International Tax I

Credits: 2

A basic course for U.S. and international students focusing on foreign citizens, residents, and business entities conducting business or investment in the United States - so-called inbound transactions.

LAW 7222 - Comparative Law II

Credits: 2

Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcribed as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7224 - Commercial Real Estate Seminar

Credits: 2

A practice-oriented study of documentation of and due diligence in the transfer, leasing, and finance of commercial real estate. Includes exercises in negotiation; title review; and drafting of documents, letters, and memoranda.

LAW 7227 - Tax Accounting

Credits: 2

Timing of income and deductions for federal income tax purposes, including accounting periods, the cash receipts and disbursements and accrual methods, installment sales, interest income and deductions, time value of money

provisions, depreciation, and recapture. Prerequisite: LAW 6460/LAW 8360 Income Taxation. Required for LL.M. (taxation) candidates.

LAW 7231 - International Franchising Law

Credits: 2

Addresses topics to consider in internationalizing a franchise, both economically and legally. Each class period is an in-depth look at a step in the internationalization process or at a major area of consideration before going global. Special attention is paid to the European Union and major emerging markets such as Eastern Europe, the Middle East, China, South America, India, and Asia. Includes structuring the franchise, tax, trade, intellectual property, mergers and acquisitions, and dispute resolution. Recommended course for those considering franchise law or international business as international franchising is the next big wave in the global economy, and a trend that will continue well past the foreseeable future.

LAW 7233 - Law and Medicine: Malpractice

Credits: 2

An examination of the legal and economic aspects of medical malpractice, including elements of the prima facie case, defenses, and problems of proof. From time to time, the course also focuses on the potential liability of the individual practitioner and of health care institutions; tort reform legislation; the structure of insurance markets; negligent nondisclosure risks and treatment alternatives; forensic medicine and the use of medical and scientific evidence in the courtroom; and legal and ethical aspects of the professional-patient relationship.

LAW 7235 - Corporate Finance and Acquisitions

Credits: 2

Provides a basis for resolving the typical valuation questions that arise in the corporate acquisition context. Critically assesses the basic concepts of financial theory, including discounting, diversification, portfolio theory, the capital asset pricing model, and the Black-Scholes option pricing model. Examines certain issues arising in the corporate acquisition context that involve valuation questions, including the scope of application of the de facto merger and successor liability doctrines, appraisal rights, and the fairness of freeze-out transactions. Does not consider issues arising under federal securities law. A background in economics or finance is strongly recommended. Prerequisite: LAW 6420 Business Enterprise.

LAW 7239 - Texas Criminal Procedure

Credits: 2

A study of the Texas Code of Criminal Procedure and its implementation in the Texas courts from the point of arrest through the appellate stage of the proceedings.

LAW 7241 - Criminal Litigation Clinic

Credits: 2

LAW 7255 - International Tax II

Credits: 2

A basic course for U.S. and international students focusing on U.S. citizens, residents, and business entities conducting business or investment outside the United States - so-called outbound transactions.

LAW 7257 - Civil Clinic Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are

selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7262 - Patent Litigation

Credits: 2

A study of issues related to enforcement and defense of patent rights in federal court. Focuses on strategies and best practices related to patent litigation. Covers selected topics related to jurisdiction and forum, complaints and answers, local patent rules, infringement and invalidity contentions, fact and expert discovery, technology tutorials, claim construction briefs and presentations, summary judgment briefs and presentations, trial practice, and post-trial and appeal briefing and procedures. Prerequisite: LAW 6280/LAW 6383 Patent Law.

LAW 7273 - Sports Law

Credits: 2

A study of the legal and business structure of professional and amateur sports, including an overview of the development of the professional sports industry and an examination of the basic agreements controlling professional sports. Also, representation of professional athletes, the role of labor unions in professional sports, sports league governance and decision-making, sports media issues, and amateur athletic associations. Consideration is given to the various constituencies within professional and amateur sports, the extent to which they have different interests, and the legal framework within which they seek to advance those interests.

LAW 7276 - Securities Litigation and Enforcement

Credits: 2

A comprehensive study of public and private actions under the Securities Act of 1933, the Securities Exchange Act of 1934, and the Investment Advisors Act of 1940. Special attention is paid to the implication of causes of action; the elements of each cause; vicarious liability; the liability of attorneys, accountants, and directors; and the peculiarities of civil procedure as applied to securities litigation and damages. Also examines nondamage actions, including SEC enforcement proceedings, criminal actions, contempt proceedings, and state actions. Papers required. Prerequisite: LAW 6420 Business Enterprise.

LAW 7277 - Business Enterprise for Master of Laws Students

Credits: 2

A survey of American business laws for international graduate students. Selected topics may be drawn, from year to year, from the laws of agency, partnership, corporation, securities, antitrust, bankruptcy, and business taxation. Taught from the perspective of assisting non-U.S. trained lawyers to draw comparative and practical lessons. Enrollment is limited to international graduate students not trained in U.S. law.

LAW 7284 - Tax and Fiscal Policy

Credits: 2

The interaction between budgetary demands and revenue policy; equity and fairness of taxation; the effect of taxation on business activity; and social, political, and economic implications of the tax structure. Prerequisites: LAW 6460, LAW 8360. Required for LL.M. (taxation) candidates.

LAW 7285 - Negotiations

Credits: 2

Introduces legal negotiation theory and practice, and prepares students to engage as lawyers in the negotiation process. Covers all major areas of negotiation theory (e.g., interest-based, cooperative-competitive, aggressive-competitive). Uses practical skills exercises to explore the various contrasting approaches to negotiation, which allows the student to determine the style and approach that best fits his/her personality in the context of legal

conflicts likely to be encountered after law school. Provides the fundamental skills, knowledge, and actual experience in real negotiations so the future lawyer can further develop and hone negotiation skills through continuing practice and experience after conclusion of the course.

LAW 7290 - Taxation of Deferred Compensation

Credits: 2

Income, estate, and gift tax law relating to various deferred compensation plans, including profit sharing, stock bonus, and pension plans; qualified and nonqualified stock options; deferred compensation contract; and restricted property. Considers corporate, securities, labor, and community property law where appropriate. Prerequisites: LAW 6460/LAW 8360 Income Taxation and LAW 6220/LAW 7336 Corporate Taxation.

LAW 7291 - Taxation of Property Dispositions

Credits: 2

A survey of property transaction taxation including realization events, amount realized, basis rules, nonrecognition exchanges, losses, characterization rules, debt and security transactions, and mortgaged property transactions.

LAW 7293 - Perspectives of the American Legal System

Credits: 2

Provides international graduate students with an introduction to the U.S. legal system, integrated with an optional tutorial component. Examines the nature of the U.S. judicial system, the common law system of case law development, and trial and appellate processes (in part through a study of selected tort cases). Presents a special segment on U.S. constitutional law issues, and explores the interrelationship of law and U.S. society. Attempts to develop basic U.S. legal writing, research, and exam-taking skills. Enrollment is limited to and required of international graduate students not trained in U.S. law, except with special permission of the Graduate Committee.

LAW 7294 - Tax Practice and Professional Responsibility

Credits: 2

Incorporates federal tax research and writing, as well as the parameters of professional responsibility, in the context of the three main aspects of federal tax practice: planning, reporting, and representation in controversies.

Prerequisites: LAW 7350 Professional Responsibility. Limited J.D. enrollment. Required for LL.M. (taxation) candidates.

LAW 7301 - Civil Litigation: The Decline and Demise of Jury Trials in Civil Cases

Credits: 3

Examines the background and the recent history of jury trial practice in state and federal courts in the United States. Topics include the Constitutional right to jury trial in civil cases in federal court cases in the United States; a comparative analysis of the rights to jury trials in selected American states including Texas; the influence and impact of the adoption and amendment of the federal Rules of Civil Procedure on jury trial rights and practices in federal courts in the United States; the impact of the adoption and amendment of the Texas Rules of Civil Procedure on jury trial rights and practices; the impact of arbitration rights and practices on civil jury practice; and the impact of alternative dispute resolution standards and practices on civil practice in Texas courts. Prerequisites: LAW 7385 Texas Pretrial Procedure, LAW 7386 Texas Trial and Appellate Procedure, or permission of the professor.

LAW 7302 - International Tax I

Credits: 3

A basic course for U.S. and international students focusing on foreign citizens, residents, and business entities conducting business or investment in the United States - so-called inbound transactions.

LAW 7308 - Civil Rights Litigation

Credits: 3

A survey of federal legislation protecting the individual against governmental and private interference with constitutional and statutory rights, which may include those pertaining to employment, personal security, housing, and voting, among others.

LAW 7311 - Copyright

Credits: 3

A detailed study of the 1976 Copyright Act as well as other means of obtaining legal protection for literary, musical, and artistic works, including unfair competition, tort, and implied contract.

LAW 7315 - International Business and Financial Transactions

Credits: 3

A basic course for U.S. and international students on fundamental legal problems encountered in international business transactions (e.g., international sales, licensing, and foreign direct investments) and in international financial arrangements (e.g., international letters of credit, syndicated loans, project financing, and Eurobond offerings and securitizations), along with selective issues facing the multinational enterprise. Particularly beneficial as a foundation course for the student desiring to pursue the international law area or for the student desiring only a survey of the area.

LAW 7319 - International Economic Law and Development

Credits: 3

Foundation course that enhances the understanding of financial, monetary, trade, and investment law and regulations. Also, related economic development theories and policies in their current global setting, particularly as they directly impact 80 percent of the world population (i.e., the developing world). Against the constantly changing background of economic policymaking, examines economic and legal interaction among industrialized states, developing countries, international economic institutions (e.g., U.N. economic functions, IMF, and World Bank Group) and regional economic institutions (e.g., in Latin America and Africa), and private actors (e.g., multinational corporations, international commercial financial institutions, and nongovernment organizations). Provides an overview of the legal and institutional foundations of the evolving global international economic order. Particular attention is given to the issues of sustainable economic development, stable financial systems, and alleviation of poverty in developing and emerging countries. May cover issues such as the basic legal principles and doctrines governing international economic organizations, official development assistance, the U.N. Millennium Goals, the Washington Consensus versus the Monterrey Consensus, the WTO Doha Agenda for developing countries, South-South and North-South regional economic integration efforts, sovereign debt reduction and rescheduling, privatization development programs, development of appropriate economic legal and judicial infrastructures for development, and post-conflict economic reconstruction. The course should be of particular importance for domestic and international students seeking an international legal practice with private firms, international and regional bodies, and domestic government and private bodies dealing with the international arena.

LAW 7320 - Law and Medicine: Health Care

Credits: 3

LAW 7321 - Comparative Law I

Credits: 3

The purposes and methods of comparative law and an introduction to legal systems other than the common law, including sources of law, structure of legal rules, substantive law, procedure, and courts and legal professions.

LAW 7322 - Comparative Law II

Credits: 3

Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcribed as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7325 - Secured Transactions

Credits: 3

An introductory survey of the law governing security interests in personal property, with particular emphasis on Article 9 of the Uniform Commercial Code and the Bankruptcy Code.

LAW 7326 - Real Estate Transactions

Credits: 3

Transfer, finance, and development of real property; the real estate sales contract; the duties and remedies of sellers, purchasers, and brokers; conveyancing; title protection, including recording laws, the mechanics of title search, clearing titles, and title insurance; real estate finance, including mortgages and federal programs; and condominiums, cooperatives, and shopping centers. Some emphasis on Texas law.

LAW 7329 - Jurisprudence I

Credits: 3

A survey of major theories of legal philosophy.

LAW 7330 - Law and Medicine: Bioethics

Credits: 3

Focuses on the interplay between bioethics and law in the context of topics such as human reproduction, death and dying, and human experimentation.

LAW 7333 - First Amendment and Freedom of Speech

Credits: 3

Examines constitutional issues and interpretation under the First Amendment, with a focus on the freedom of speech and of the press, as well as the establishment and free exercise of religion.

LAW 7334 - Perspective on Counter Terrorism

Credits: 3

Takes an insistently interdisciplinary and occasionally comparative approach to explore legal issues in America's war on terror, including but not limited to following: Acts of terrorism committed against the state by non-state actors are not new, but from a lawyer's point of view, what is new about the states repertoire of responses to them? What are the constants and what are the variables that influence a state's recognition, definition, and reaction to real or perceived threats to the state's core responsibility for domestic security? By what standards should state action be assessed? What role should law and lawyers play during such extraordinary times? Readings are drawn from familiar legal sources and from works of history, the social sciences, and literature.

LAW 7336 - Corporate Taxation

Credits: 3

The formation of corporations, corporate capital structure, earnings and profits, dividends, distributions, redemptions, partial liquidations and complete liquidations, and Subchapter S corporations.

LAW 7337 - Selected Topics in Intellectual Property

Credits: 3

The course is designed to allow students to develop their own research projects in the field of intellectual property. Student discussion of their research will be combined with discussion of current topics of litigation and legislation in the field, including patent reform, international intellectual property harmonization, digital rights management, and competition issues in intellectual property.

LAW 7341 - Criminal Litigation Clinic

Credits: 3

LAW 7342 - Federal Taxpayers Clinic

Credits: 3

Clinical instruction in federal tax practice emphasizing the representation of taxpayers before the Internal Revenue Service and the Tax Court. Classroom instruction in interviewing techniques and counseling is integrated with interviewing prospective clients and with the ultimate representation of taxpayers before the Internal Revenue Service and before the Tax Court. Prerequisite: LAW 6460 or LAW 8360 Income Taxation.

LAW 7344 - Employment Discrimination

Credits: 3

Examination of the federal law regulating discrimination in employment. The primary emphasis is upon Title VII of the Civil Rights Act of 1964 (discrimination on the basis of race, sex, religion, and national origin), the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act, and federal requirements of affirmative action imposed upon government contractors, but other civil rights statutes and the National Labor Relations Act will be treated as they bear upon the subject.

LAW 7350 - Professional Responsibility

Credits: 3

An analysis of principles and rules governing the conduct of lawyers. Includes the client-lawyer relationship, competence, confidentiality, loyalty, the roles of lawyers as counselors and advocates, public service, advertising, admission to practice, and professional discipline.

LAW 7352 - Estate Gift and Income Tax

Credits: 3

LAW 7354 - Sentencing and the Death Penalty

Credits: 3

An examination of the role of sentencing in the criminal justice system, contrasting sentencing models and ranges of authority. Includes study of alternatives to incarceration in light of criminal justice philosophies, scarce resources, and political support. Exploration of the decision-making process, the use of sentencing guidelines, and habeas corpus. Also includes examination of the death penalty from historical and contemporary perspectives, justifications for it, evolution of constitutional standards for its imposition, review of empirical data on deterrent effect and demographic distribution of death sentences, modes of execution, access to review of sentences, and state and federal relations.

LAW 7356 - International Crimes

Credits: 3

Focuses on the origins, development, and growth of international crimes. Examines the juridical bases and processes by which objectionable or offensive conduct is transformed into an international crime. Also, identifies the attributes and characteristics of international crimes, and explores the practical and doctrinal problems relating to the regulation, prevention, control, and suppression of this genre of crimes.

LAW 7357 - Civil Clinic Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7358 - Criminal Litigation Clinic Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 7361 - Women and the Law

Credits: 3

Explores the topic of gender equality as reflected in constitutional law and in various bodies of federal and state statutory law. Using different theories of equality, it covers such matters as modern equal protection jurisprudence; sex discrimination in employment and education; reproductive rights; domestic violence; sex work; and women in the legal profession.

LAW 7369 - Oil and Gas Contracts

Credits: 3

A survey of basic oil and gas contracts used in exploration and production operations in the United States and internationally, and the problems and legal issues that they present. Includes lease addenda, assignments, support agreements, farmout agreements, operating agreements, gas contracts and balancing agreements, division orders, and technical agreements. Drafting solutions and alternatives are explored. Oil and Gas may be completed beforehand or taken simultaneously.

LAW 7370 - Regulation of Hazardous Substances

Credits: 3

Issues relating to regulation of the use and disposal of hazardous substances. Deals largely with federal regulation of the disposal of hazardous wastes under the Resource Conservation and Recovery Act and the remediation of hazardous substances under the Comprehensive Environmental Response Compensation and Liability Act. Includes analysis of the impact of these statutes on business decisions relating to property transactions, corporate structure, bankruptcy, and insurance. Also, addresses basic science and/or policy issues relating to the control of substances with uncertain effects on human health and the environment.

LAW 7373 - Critical Race Theory

Credits: 3

This seminar rigorously examines the theoretical and case law analyses made by scholars of critical race theory.

Topics include the emergence of critical race theory as an area of legal scholarship; the relationships among critical race theory, feminist legal theory, and critical legal studies; colorblind constitutional theory and affirmative action doctrine; discriminatory intent and antidiscrimination jurisprudence; race and criminal justice; race and education policy; the intersection of racism and other sources of oppression such as sexism and heterosexism; and the role of law as a means of eradicating racial inequality. Satisfies the edited writing requirement.

LAW 7375 - Securities Regulation

Credits: 3

A study of the securities laws (primarily federal but also state, especially Texas) and of the activities and industry they govern. The principal emphasis is on the regulation of issuance, sale, resale, and purchase of securities, and on the disclosure requirements generated by the registration, reporting, proxy, tender, and antifraud provisions. Other important subjects are civil liability (express and implied), government enforcement, exemptions from registration (especially private placements), insider trading, and the meaning of "security." Also treated are the functions of the SEC and of state securities administrators. Broker-dealer and market regulation may be covered if time permits.

LAW 7376 - Securities Litigation and Enforcement

Credits: 3

A comprehensive study of public and private actions under the Securities Act of 1933, the Securities Exchange Act of 1934, and the Investment Advisors Act of 1940. Special attention is paid to the implication of causes of action; the elements of each cause; vicarious liability; the liability of attorneys, accountants, and directors; and the peculiarities of civil procedure as applied to securities litigation and damages. Also, examines nondamage actions, including SEC enforcement proceedings, criminal actions, contempt proceedings, and state actions. Papers required. Prerequisite: LAW 6420 Business Enterprise.

LAW 7378 - Civil Rights Seminar

Credits: 3

Advanced civil procedure course that critically examines the policy issues underlying various procedural issues. Topics may include the nature of the adversary system, the history of procedural reform, personal jurisdiction, subject matter jurisdiction, controlling nonmeritorious claims, discovery, class actions, managerial judging, judicial discretion, judicial selection, jury trial, alternative dispute resolution, and comparative civil procedure. Satisfies the edited writing requirement.

LAW 7383 - Selected Problems in Antitrust

Credits: 3

Seminar in antitrust law that considers topics not covered nor emphasized in the basic antitrust course. Content may vary but could include private antitrust enforcement, patent law and antitrust, antitrust exemptions and immunities, and extraterritoriality and foreign antitrust law. Satisfies the edited writing requirement. Prerequisites: All first-year courses and LAW 7388 Antitrust Law, or permission of instructor.

LAW 7385 - Texas Pretrial Procedure

Credits: 3

Texas civil procedure prior to trial, including establishing the attorney-client relation, the prelitigation aspects of civil controversies, jurisdiction, service of process, pleading, joinder of parties and claims, venue, res judicata and related principles, discovery, summary judgment practice, and settlement.

LAW 7386 - Texas Trial and Appellate Procedure

Credits: 3

Texas civil procedure from the commencement of trial through appeal, including selection of the jury, presentation

of the case, motions for instructed verdict, preparation of the jury charge, motions for judgment notwithstanding the verdict and for new trial, rendition of judgment, and perfection and prosecution of civil appeals through the courts of appeals and Texas Supreme Court.

LAW 7388 - Antitrust Law

Credits: 3

A survey of the federal antitrust laws as they relate to mergers, monopolization, and price discriminations, and horizontal and vertical restraints of trade, including price fixing, refusals to deal, territorial and product divisions, tie-ins, exclusive dealing, resale price maintenance, and customer restrictions. Also, enforcement and the private treble damage remedy, including the concepts of antitrust standing and antitrust injury.

LAW 7389 - Legislation

Credits: 3

A study of the products of the legislative process: the place of statutes in relation to decisional law in historical perspective, types of legislation, and the component parts of statutes. Special emphasis is placed upon statutory interpretation as an essential lawyering skill.

LAW 7391 - Torts I

Credits: 3

Civil liability arising from breach of common law and statutory duties as distinguished from duties created by contract, including coverage of intentional wrongs, negligence, and product liability. Also, the methods and process of the American legal system, with attention paid to legislation and common law.

LAW 7392 - Partnership Taxation

Credits: 3

The formation of partnerships, taxation of partnership income, special allocations, elective basis adjustments, distributions, liquidations, retirements, transfers of partnership interests, and family partnerships. Prerequisites: LAW 6460/LAW 8360 Income Taxation.

LAW 7400 - Criminal Litigation Clinic

Credits: 4

A practice-based period of study involving representation of indigent clients in Dallas County criminal courts. Classroom instruction and skills training are integrated with actual casework.

LAW 7401 - Actual Innocence Clinic

Credits: 4

The investigation or litigation of actual innocence claims by persons convicted of serious crimes involves unique and highly challenging legal issues. Students assist in a wide range of postconviction case investigation activities, including any or all of the following: locating and reviewing original trial records, searching for any identifying remaining evidence, analyzing cases for viability, submitting evidence for additional testing, interviewing potential witnesses, communicating with clients, meeting face-to-face at least once with clients in the county jail or the assigned prison unit, interacting with assigned personnel from the District Attorney's Office, and identifying and communicating with potential experts. Also, drafting briefs, motions, and proposed findings of fact and conclusions of law.

LAW 7420 - Law and Medicine: Health Care

Credits: 4

An examination of the application of law and legal process to the resolution of problems and the development of

policies relating to health and health care services. The course is intended to develop an understanding of the social, business, policy, and ethical implications of legal rules and procedures, as well as an understanding of how the law shapes the financing, organization, and delivery of health care in America. Topics usually include tax, antitrust, insurance, and tort law; medical and hospital licensure and accreditation; Medicare and Medicaid; and state and federal health care regulation.

LAW 7443 - Federal Taxpayers Clinic

Credits: 4

Clinical instruction in federal tax practice emphasizing the representation of taxpayers before the Internal Revenue Service and the Tax Court. Classroom instruction in interviewing techniques and counseling is integrated with interviewing prospective clients and with the ultimate representation of taxpayers before the Internal Revenue Service and before the Tax Court. Prerequisite: LAW 6460 or LAW 8360 Income Taxation.

LAW 7459 - Civil Clinic

Credits: 4

Develops lawyering skills and the analytical methods used to develop those skills. Clinic students represent indigent clients in actual cases. Topics include interviewing; counseling; case planning; and drafting of pleadings, motions, and memoranda. Also, fact investigation and discovery, negotiation, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Employs a combination of teaching methods, including one-on-one case supervision, classroom instruction, simulations, and videotaped exercises. A third of the students in the clinic represent resident aliens facing deportation proceedings in the Immigration Clinic. Prerequisites: Completion of 45 credit hours and good academic standing.

LAW 7496 - Trial Advocacy

Credits: 4

Limited enrollment. An intensive course in trial tactics, techniques, and advocacy, with a focus on the practice of the separate components of a trial: direct examination, objections, cross-examination, rehabilitative devices, expert witness examination, jury selection, opening statements, and closing arguments. At the end of the term, each student acts as co-counsel in a full trial. Videotape recording is used for critiquing student performance throughout the term. Prerequisite: LAW 8355 or LAW 8455 Evidence.

LAW 7541 - Criminal Litigation Clinic

Credits: 5

LAW 7559 - Civil Clinic

Credits: 5

Develops lawyering skills and the analytic methods used to develop those skills. Clinic students represent indigent clients in actual cases. Topics include interviewing; counseling; case planning; and drafting of pleadings, motions, and memoranda. Also, fact investigation and discovery, negotiation, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Employs a combination of teaching methods, including one-on-one case supervision, classroom instruction, simulations, and videotaped exercises. A third of the students in the clinic represent resident aliens facing deportation proceedings in the Immigration Clinic. Prerequisites: Completion of 45 credit hours and good academic standing.

LAW 7560 - Child Advocacy Clinic

Credits: 5

The W.W. Caruth, Jr. Child Advocacy Clinic at Dedman School of Law represents abused and neglected children in Dallas County. The clinic is appointed by the juvenile district courts to serve as guardian and/or attorney ad litem for

children. Student attorneys, under the supervision of the clinic director, are responsible for determining the best interests of the children and for representing the children's voice in court. Prerequisite or corequisite: LAW 8355 or LAW 8455 Evidence.

LAW 7561 - Consumer Advocacy Project

Credits: 5

Students work with area consumers to assist in resolving a variety of disputes such as deceptive trade practices, credit matters, and debt collection. Student representation generally includes intake, analysis, and evaluation for informal dispute resolution or advice for consumer self-help. Students advise and counsel a client and may evaluate disputes for possible litigation and referral, as appropriate, to local attorneys or to the SMU Civil Clinic. In addition, students may engage in advocacy and research on behalf of client groups, and organize and present community outreach education programs. The project specializes in representing Spanish-speaking consumers from initial intake through informal or formal mediation. Accordingly, when necessary, students work with consumers with the aid of an interpreter. Students need not be fluent in Spanish to enroll. Prerequisites: Completion of 44 credit hours and good academic standing.

LAW 7641 - Criminal Litigation Clinic

Credits: 6

A practice-based period of study involving representation of indigent clients in Dallas County criminal courts. Classroom instruction and skills training are integrated with actual casework. Corequisite: LAW 8455 Evidence. LAW 7350 Professional Responsibility and LAW 7239 Texas Criminal Procedure are recommended.

LAW 7642 - Crimes Against Women Clinic

Credits: 6

Students enrolled in the Hunter Legal Center provide representation to survivors of gender-based harms, including domestic violence, sexual assault, and human trafficking. Student attorneys participate in a range of lawyering activities: client screening, individual client representation (in matters such as obtaining orders of protection, family law, humanitarian immigration claims, and postconviction relief), and representation of institutional clients seeking long-term solutions to the problem of violence against women. Work on actual cases, in combination with faculty supervision sessions and the clinic seminar, allows students to hone a wide range of lawyering skills, both practical and analytical. Prerequisites: Completion of 44 hours and good academic standing. Corequisite: LAW 7350 Professional Responsibility. Recommended: LAW 8455 Evidence and LAW 6347 Family Law.

LAW 7643 - Family Law Clinic

Credits: 6

Under the supervision of an experienced clinical faculty member, student attorneys in the VanSickle Family Law Clinic represent and provide counsel to low-income clients in matters of family law such as divorce, child custody, possession and access, paternity, modifications, enforcement actions, child and spousal support, and adoption. Through client representation and the clinic seminar, student attorneys have the opportunity to engage in the performance of fundamental lawyering skills necessary for competent representation and zealous advocacy. These skills include interviewing and counseling clients, negotiating, developing and analyzing facts, strategically planning cases, resolving conflicts and making decisions, applying motion and trial practice, drafting legal pleadings and ancillary documents, organizing and managing legal work, utilizing cultural competency, collaborating, and performing self-evaluations. Student attorneys also collaborate with community-based organizations to provide limited consulting to pro se litigants at organized community legal clinics located in a low-income, culturally diverse area of Dallas. Prerequisite: Completion of 44 hours and good academic standing. Corequisite: LAW 7350 Professional Responsibility.

LAW 7644 - Civil Clinic

Credits: 6

Develops lawyering skills and the analytic methods used to develop those skills. Clinic students represent indigent clients in actual cases. Topics include interviewing; counseling; case planning; and drafting of pleadings, motions, and memoranda. Also, fact investigation and discovery, negotiation, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Employs a combination of teaching methods, including one-on-one case supervision, classroom instruction, simulations, and videotaped exercises. A third of the students in the clinic represent resident aliens facing deportation proceedings in the Immigration Clinic. Prerequisites: Completion of 45 credit hours and good academic standing.

LAW 8137 - Federal Judicial Externship

Credits: 1

Provides opportunities to work in the chambers of the U.S. District Court judges, U.S. Magistrate judges, and U.S. Bankruptcy judges in the Northern District of Texas, Dallas, and Fort Worth divisions. From time to time, students may also have the opportunity to work with federal judges in the Eastern District of Texas, Plano Division, and the United States Court of Appeals for the Fifth Circuit. Students are paired with an individual judge and work approximately 10-15 hours per week under that judge's supervision for one term, for a total of at least 120 hours. Also includes a judicial externship that meets for at least 14 hours (50-minute hours). Students successfully completing the externship and class receive 3 credit hours (based on 2 credit hours for the externship itself and 1 credit hour for the classroom component). Primary activities are research, drafting bench memos, and drafting opinions as well as observing conferences, motion hearings, and evidentiary hearings. Students occasionally have the opportunity to prepare short articles for publication. The teacher of the classroom component also serves as faculty supervisor for the externships, while the judges serve as field supervisors.

LAW 8157 - Criminal Litigation Clinic Deputy

Credits: 1

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 8202 - Small-Business Clinic

Credits: 2

Provides hands-on experience representing small-business and nonprofit organization clients in a wide variety of business and legal issues. Student attorneys assist in a range of lawyering activities such as advising clients in the startup of their business, assisting in the preparation of necessary legal documents, forming and advising nonprofit organizations, and dealing with clients' issues that involve transactional business law. For many students, this is their first time to practice law and have an experience dealing with clients. Prerequisite: LAW 6420 Business Enterprise and LAW 8203 Counseling the Small-Business Owner.

LAW 8203 - Forming and Operating Closely Held Businesses

Credits: 2

This how-to course focuses on forming and representing small businesses and nonprofit organizations. Includes advice regarding selection of a client, understanding the client's goals, what choice of entity to recommend to the client, entity creation by drafting various documents such as certificates of formation for profit and nonprofit corporations and limited liability companies, bylaws, noncompetition agreements, nondisclosure agreements, employment agreements, and other documents that relate to a small business. Students draft various documents throughout the course. Prerequisite: LAW 6420 Business Enterprise.

LAW 8204 - Trial Techniques

Credits: 2

Introductory trial techniques course that offers a unique opportunity to learn fundamental trial skills against the backdrop of studying real trials. For example, through the study of video footage and trial transcripts, students examine trial techniques as they were executed in the O.J. Simpson civil and criminal trials and the Timothy McVeigh trial. Students get to study one of the greatest opening statements ever given: the prosecution's opening in the McVeigh trial. Likewise, students view unforgettable video footage of the execution of specific trial techniques in the Simpson criminal trial. Such footage includes F. Lee Bailey's cross-examination of Mark Fuhrman, Christopher Darden's direct examination of a key witness, and Johnnie Cochran's closing argument. The course is taught by Assistant U.S. Attorney Shane Read, who is also the author of the trial advocacy textbook "Winning at Trial." Grades are based on student performances throughout the term (i.e., opening statement, direct examination, cross-examination, and closing argument) and class participation. Preclusions: This course is an alternative to LAW 7394 Trial Advocacy for students who are interested in a trial skills class but who do not have time to devote the 4 hours required for the full course. There is nevertheless substantial overlap, such as opening statement, direct examination, cross-examination, and closing argument. However, in addition to the subjects covered in this class, LAW 7394 includes voir dire, impeachment, the introduction and utilization of exhibits, and a final full jury trial downtown. Students who have taken LAW 7394 may not take this class, and students who take this class may not take LAW 7394. Prerequisite: LAW 8355 or LAW 8455 Evidence.

LAW 8205 - The Role of the General Counsel

Credits: 2

Explores the expanding role of in-house counsel. Provides a broad yet comprehensive overview of the practice areas and corporate situations that require legal assistance and the responsibilities of in-house counsel. Invited general counsels, senior managing attorneys of major corporations, and outside counsel occasionally join class discussions on substantive issues in their particular practice areas and provide practical information on topics such as working with business people and managing outside counsel.

LAW 8208 - Private Equity and Hedge Fund Law and Related Finance

Credits: 2

An ever-growing portion of investment capital is being controlled by private funds (i.e., hedge funds, equity funds, real estate funds, and hybrid funds). It is important for lawyers to understand how law affects both the investment and legal aspects of the private fund marketplace. Uses a mixture of cases, lectures, and guest speakers to study each component of the private fund world and how law, from both an investment and a legal perspective, affects the private fund community. Looks at the financial analysis behind these funds and how law affects such decisions, and focuses on the legal structure and regulatory environment of private funds. The course primarily takes the viewpoint of the private fund manager versus the perspective of the investing community. A general description of the investment community of private funds (i.e., high net worth individuals, university endowments, and corporate pension funds) are discussed in light of how those investors affect the decisions with respect to investing and legal structure of the private fund. Also looks at the structures under which investment funds raise capital and the internal management challenges faced by the managers, in relation to limited partners, entrepreneurs, investment bankers, regulators, and the company. Examines investment structures from the seed, or angel, financing stage up to the sale, or IPO, of the company. Focuses on the various components of the private fund community, the role of law at private funds from an investment perspective, the role of law at private funds from a legal perspective, and a comparison of private funds to their public fund/company counterparts from an investment and from a legal perspective. This survey course is designed to provide an overview of the private fund community from a legal and investment perspective. Accounting, finance, legal, and tax issues are discussed at a very high level in order to provide a broad general overview.

LAW 8209 - Law and Medicine: Bioethics

Credits: 2

The course focuses on the interplay between bioethics and law in the context of topics such as human reproduction, death and dying, and human experimentation.

LAW 8212 - Law Practice Management

Credits: 2

The law practice environment is changing dramatically. This course teaches students how to recognize, react to, and take advantage of such changes. Moreover, it teaches the management and ethical sensitivity concepts that are fundamental to success as a practicing lawyer. Although theory is not overlooked, the course is designed as a skills class, giving students the opportunity to make practical application to the principles they learn.

LAW 8214 - Employment Discrimination

Credits: 2

Examination of the federal law regulating discrimination in employment. The primary emphasis is upon Title VII of the Civil Rights Act of 1964 (discrimination on the basis of race, sex, religion, and national origin), the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act, and federal requirements of affirmative action imposed upon government contractors, but other civil rights statutes and the National Labor Relations Act will be treated as they bear upon the subject.

LAW 8218 - Regulation and Deregulation

Credits: 2

Economic, social, and public safety regulation in the U.S. is pervasive, directly affecting the economy, business operations, and individual liberties. This course analyzes the policy rationale and legal bases for regulation, application of regulation to various industries (e.g., financial services, transportation, electric utilities, telecommunications, cable and/or broadcast media, and natural gas pipelines), constitutional limitations on regulation, basic features of rate regulation, and evolving justifications for deregulation or alternative regulation in markets that have become increasingly competitive. A key objective is to analyze the public policy justifying regulatory constraints on American commerce.

LAW 8219 - International Economic Law and Development

Credits: 2

LAW 8222 - Advanced Contracts: Drafting

Credits: 2

Provides the practical skills necessary to draft effective and clear business contracts. Students gain real-world skills of benefit to a transactional lawyer or litigator. The focus is not especially theoretical, as was the case with the first-year contracts course. The purpose is to train students how to translate the terms of a client's business deal into a contract that advances the client's interest without being so one-sided that it is unacceptable to the other side. Students prepare and submit drafting exercises each week; many are ungraded, but several larger drafting projects are graded.

LAW 8223 - Small-Business Clinic Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Pass/fail or graded, at the option of the professor.

LAW 8224 - Texas Land Titles

Credits: 2

Law of Texas land titles, with a title examination practice skills component. Also, recording acts, bona fide purchaser, conveyancing, title standards, land descriptions, adverse possession, and title insurance.

LAW 8230 - International Law Review

Credits: 2

Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer" and "NAFTA: Law and Business Review of the Americas." Students must be selected for participation before they may register. Available only for J.D. students.

LAW 8252 - Estate, Gift, and Income Tax

Credits: 2

Consideration of the kinds of transfers that attract the estate and gift tax, the generation-skipping tax, and income taxation of estates and trusts.

LAW 8257 - Criminal Litigation Clinic Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 8258 - Immigration Law

Credits: 2

An analysis of the Immigration and Nationality Act and relevant regulations with respect to the immigration of aliens, the substantive and procedural aspects of deportation, and exclusion proceedings. A review of nationality law with respect to citizenship and expatriation. Special problems of refugees in the U.S. may be considered.

LAW 8262 - Animal Law

Credits: 2

Introduces the field of animal law, a dynamic and emerging area of the law. Not an animal rights course. Surveys the historical origins of the legal status of animals and examines the common law and statutory foundations upon which it operates. Also, traditional legal disciplines such as constitutional law, contracts, and torts through the lens of animal interests. Explores the often-controversial moral, ethical, and public policy considerations faced when balancing the legal interests of humans and nonhumans. Covers current laws affecting animals at the local, state, and federal levels.

LAW 8270 - Lawyering and Ethics for the Business Attorney

Credits: 2

Examines the role of the corporate lawyer in counseling and litigation settings. Subjects addressed include the role of the lawyer in the close corporation, client fraud dilemmas, conflicts of interest, internal corporate investigations, litigating with the SEC, the role of inside counsel, business relationships with clients, and related party transactions.

LAW 8271 - Civil Procedure II

Credits: 2

Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including

consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 8281 - Chapter 11 Reorganization

Credits: 2

In-depth study of corporate reorganization under Chapter 11 of the Bankruptcy Code.

LAW 8282 - Property I

Credits: 2

Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 8290 - Contracts I

Credits: 2

History and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 8292 - Torts II

Credits: 2

Civil liability arising from breach of common law and statutory duties as distinguished from duties created by contract, including coverage of intentional wrongs, negligence, and product liability. Discusses the methods and process of the American legal system, with attention paid to legislation and the common law.

LAW 8293 - Social Media Law

Credits: 2

This course provides a comprehensive look at how social media is affecting the legal system. Using actual trial and appellate level cases, the course examines the many ways in which information from sites like Facebook, MySpace, and Twitter is being utilized in everything from criminal and family law matters to personal, employment, and commercial litigation nationwide. In addition to analyzing discoverability and evidentiary issues involving social media content, the course will look at how traditional notions in such areas as duty, jurisdiction, and legal ethics are impacted by such new technology. Topics like the implications of social media use by judges and jurors will also be explored, along with the ways in which social media use has affected attorney marketing practices. As it considers social media's impact on the evolving legal landscape, the course will also examine constitutional concerns raised by social networking's rapid spread, including privacy and First Amendment concerns.

LAW 8302 - Children and the Law

Credits: 3

Focuses on three interrelated questions involving the legal relationships among the child, parent, and state. First, who decides on behalf of the child? Second, how does law allocate decisional power and responsibility for children in our society? Finally, what voice should law give to children in situations where their rights and/or interests are affected? These questions are explored in the context of the following topics: parental rights to raise their children; constitutional rights of children (e.g., privacy and free speech); child abuse and neglect (civil and criminal); termination of parental rights; foster care and adoption; and medical decision-making. Some emphasis is placed on

examining the practical considerations of providing legal representation to children, particularly in cases involving child abuse and neglect.

LAW 8305 - Intellectual Property Licensing Law

Credits: 3

Focuses on how holders of intellectual property assets exploit and retain their rights in the realm of licensing. Also, the legal and business issues relating to licensing of intellectual property, including trademarks, patents, copyrights, trade secrets, software, and information database assets. Explores the rights and duties of the license parties, negotiation of the terms and clauses of the license agreement for each form of intellectual property, misuse and antitrust constraints on licensing, and management and enforcement of the license. Examines university technology transfer, government procurement licensing, third party rights in the license, and international licensing. Considers open licensing practices as seen in open source software and the Creative Commons. Hands-on and practical course with many drafting assignments and a take-home exam.

LAW 8306 - Law and Science

Credits: 3

Edited writing seminar. Examines the various interactions of science and law in both civil and criminal contexts. Students read about and discuss how science aids in achieving just results, some new problems that science poses in the legal arena, and the importance of understanding science in practicing law. Topics include the importance of DNA, fingerprint, and statistical evidence; how scientific understanding affects notions of liability and culpability; the protection of research subjects; and bioethics, cloning, and nanotechnology.

LAW 8308 - History of Anglo-American Legal Institutions

Credits: 3

Examines the development of the Anglo-American system of civil and criminal justice from the Medieval Period to the present day. Topics may include the origins and evolution of the common-law jury, the emergence of rules of procedure and evidence, and the changing roles of judges and attorneys.

LAW 8311 - Constitutional Law II

Credits: 3

A study of individual rights, including such areas as equal protection of the laws and due process of law, with particular emphasis on issues of racial discrimination, gender discrimination, and the right to privacy. Depending on the professor, may also include freedom of speech and freedom of religion.

LAW 8312 - International and Foreign Legal Research

Credits: 3

Provides the basic knowledge and skills needed to conduct competent international and foreign legal research, including methods to find and evaluate international and foreign legal materials using both electronic and print resources. Expands on and reinforces the basic legal research skills taught in the first-year legal research and writing course. Students become skilled in researching various international and foreign legal sources and in using research techniques through practical application in assignments and class exercises. Students need to bring their own laptop computer to class.

LAW 8318 - Seminar on Extraterritorial Jurisdiction

Credits: 3

The proliferation of legal regimes purporting to govern the same activities presents opportunities and conundrums for lawyers dealing with a wide variety of cutting-edge U.S. and/or international law issues that span civil and criminal divides (e.g., free speech on the Internet and intellectual property rights; the geographic reach of antitrust

and securities laws; and laws designed to combat terrorism, child sex tourism, piracy, and international human rights violations like torture and genocide). Requires students to write a substantial research paper of publishable quality. The first part of the seminar explores recent cases and scholarship related to extraterritorial jurisdiction in order to raise the students' awareness of the theoretical and doctrinal issues involved and to develop the students' ability to evaluate and critique legal scholarship. In the second part of the seminar, students discuss their research proposals and works-in-progress in light of substantive and methodological insights gained from the first part of the seminar.

LAW 8319 - International Economic Law and Development

Credits: 3

Foundation course that enhances the understanding of financial, monetary, trade, and investment law and regulations. Also, related economic development theories and policies in their current global setting, particularly as they directly impact 80 percent of the world population (i.e., the developing world). Against the constantly changing background of economic policymaking, examines economic and legal interaction among industrialized states, developing countries, international economic institutions (e.g., U.N. economic functions, IMF, and World Bank Group) and regional economic institutions (e.g., in Latin America and Africa), and private actors (e.g., multinational corporations, international commercial financial institutions, and nongovernment organizations). Provides an overview of the legal and institutional foundations of the evolving global international economic order. Particular attention is given to the issues of sustainable economic development, stable financial systems, and alleviation of poverty in developing and emerging countries. May cover issues such as the basic legal principles and doctrines governing international economic organizations, official development assistance, the U.N. Millennium Goals, the Washington Consensus versus the Monterrey Consensus, the WTO Doha Agenda for developing countries, South-South and North-South regional economic integration efforts, sovereign debt reduction and rescheduling, privatization development programs, development of appropriate economic legal and judicial infrastructures for development, and postconflict economic reconstruction. The course should be of particular importance for domestic and international students seeking an international legal practice with private firms, international and regional bodies, and domestic government and private bodies dealing with the international arena.

LAW 8323 - Small-Business Clinic Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Pass/fail or graded, at the option of the professor.

LAW 8330 - International Law Review

Credits: 3

Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer" and "NAFTA: Law and Business Review of the Americas." Students must be selected for participation before they may register. Available only for J.D. students.

LAW 8341 - Criminal Law

Credits: 3

Origins and sources of the criminal law and general principles of criminal law, including actus reus, mens rea, and causation. May cover the elements of some specific crimes such as homicide and/or theft offenses, and some conditions of exculpation such as justification and insanity.

LAW 8343 - Civil Litigation: Critical Issues and Policies in Civil Procedure

Credits: 3

An edited writing seminar that focuses on the policy issues underlying civil procedure. Students read classic and contemporary literature regarding the procedure system, and use the tools provided by this overview to craft an original analysis of a contemporary controversy facing courts and legislatures. Readings include topics such as access to justice, the vanishing trial, the roles of judges and juries, the insights of empirical research, aggregate litigation, and comparative civil procedure.

LAW 8346 - Food and Drug Law

Credits: 3

Examines how the Food and Drug Administration regulates food, drugs, medical devices, and biotechnology. The FDA is the oldest consumer protection agency in the United States, and it regulates a significant portion of the U.S. economy. Addresses the history and scope of the FDA's authority, how the agency has evolved to deal with modern developments in the biosciences, and emerging public health and safety issues such as bioterrorism and advances in genetic research. Students learn theories and study examples of risk regulation, statutory interpretation, interagency cooperation, public participation, and agency policymaking. Also, the FDA's relationships with Congress, the executive branch, and the industries it regulates.

LAW 8355 - Evidence

Credits: 3

Principles governing the admission and exclusion of evidence, including functions of judge and jury, examination and competency of witnesses, demonstrative evidence, the hearsay rule and its exceptions, burdens of proof and presumptions, privileges, and judicial notice.

LAW 8360 - Income Taxation

Credits: 3

Introduction to the federal income tax system; analysis of Internal Revenue Code, Treasury Regulations, rulings, and case law; and consideration of income, deductions, credits, assignment of income, and accounting periods and methods.

LAW 8375 - Legal Research, Writing, and Advocacy I

Credits: 3

Students meet in small groups and integrate instruction in research, analysis, and writing as well as instruction in advocacy skills such as brief writing, oral argument, and negotiation. Uses simulated interviewing and negotiation exercises, group discussions, and writing exercises to teach these skills. In the fall, emphasizes research skills and legal analysis; focuses writing instruction on organization and synthesis; and requires students to write an objective legal memorandum containing a well-reasoned, clearly written analysis of several legal issues, substantiated by legal authority in correct citation form. In the spring, involves research and analysis that are more advanced and focuses on persuasive writing. Grades each term are based in large part on one research and writing project.

LAW 8376 - Legal Research, Writing, and Advocacy II

Credits: 3

Students meet in small groups and integrate instruction in research, analysis, and writing as well as instruction in advocacy skills such as brief writing, oral argument, and negotiation. Uses simulated interviewing and negotiation exercises, group discussions, and writing exercises to teach these skills. In the fall, emphasizes research skills and legal analysis; focuses writing instruction on organization and synthesis; and requires students to write an objective legal memorandum containing a well-reasoned, clearly written analysis of several legal issues, substantiated by legal

authority in correct citation form. In the spring, involves research and analysis that are more advanced and focuses on persuasive writing. Grades each term are based in large part on one research and writing project.

LAW 8390 - Contracts II

Credits: 3

The history and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 8395 - Trusts and Estates

Credits: 3

A general survey of the law relating to family wealth transmission, taking into account transfers within the probate system - wills and intestate succession - and transfers outside it, with special attention to trusts. Topics include the legal definition of family relationships; formalities required for execution and revocation of wills and other donative documents; mental capacity and volition; drafting pitfalls, post execution events, and difficulties of interpretation; legal protections offered to a decedent's spouse and children; will substitutes such as life insurance, pension plans, and rights of survivorship; planning for incapacity and other changes in circumstances; obligations and powers of fiduciaries; rights of creditors and beneficiaries; trust creation, supervision, modification, duration, and termination; charitable purposes; and the impact of tax policy on estate planning.

LAW 8455 - Evidence

Credits: 4

Principles governing the admission and exclusion of evidence, including functions of judge and jury, examination and competency of witnesses, demonstrative evidence, the hearsay rule and its exceptions, burdens of proof and presumptions, privileges, and judicial notice.

LAW 8601 - Legal Externship

Credits: 6

Offers an opportunity to earn credit through various externship programs under the supervision of a faculty member. Students work a designated number of hours each week, without compensation, at specified legal offices. Each student must fulfill the requirements established for the program.

LAW 9001 - Legal Practical Training Internship

Credits: 0

LAW 9100 - Legal Practical Training Internship

Credits: 1

Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 9115 - Science and Technology Law Review

Credits: 1

Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9157 - Consumer Advocacy Project Deputy

Credits: 1

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

LAW 9201 - Employee Benefits and Erisa Litigation

Credits: 2

A study of the evolution, theory, and structure of employment-related benefit law. Covers social, economic, and political considerations and their influence on federal labor and tax law in the area of employee benefits, with emphasis on the labor provisions of the Employee Retirement Income Security Act of 1974. Also, the balancing of authority among several federal agencies in the regulation of employee retirement and medical benefit plans and the interpretation and application of federal statutory law.

LAW 9211 - Alternative Dispute Resolution

Credits: 2

An examination and analysis of materials and skills used in dispute resolution other than litigation. Emphasizes the theory and practice of negotiation, mediation, arbitration, and mini-trials, with examples and problem simulations drawn from various fields of law.

LAW 9215 - Science and Technology Law Review

Credits: 2

Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9257 - Consumer Advocacy Project Deputy

Credits: 2

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

LAW 9305 - Remedies: Law of Damages and Restitution

Credits: 3

A functional analysis of standards, rules, and devices applicable generally to the trial of various types of commercial claims, including the standards of value, certainty, and avoidable consequences. Also, the concepts of interest, expenses of litigation, and exemplary damages. Detailed consideration is given to all types of commercial remedies, both at law and in equity, that result in a money judgment.

LAW 9315 - Science and Technology Law Review

Credits: 3

Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9357 - Consumer Advocacy Project Deputy

Credits: 3

Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

Dedman School of Law: Student Code of Professional Responsibility

Preamble

The law is a learned profession that demands from its members standards of honesty and integrity, and these standards are far higher than those imposed on society as a whole. A dishonest attorney is a menace to the profession and to society. Because there is no reason to believe that dishonest students will become honest attorneys, insistence on the highest ethical standards must begin in law school. This Student Code of Professional Responsibility is dedicated to that end.

The code is designed to assure that each student can be evaluated on his or her own merits, free from the unfairness of competing with students who attempt to enhance their own efforts unfairly. This code describes the obligations of students, faculty and administrators; the composition and jurisdiction of the honor council; and the procedures to be followed in determining whether a student has violated the code and the sanctions that may be imposed. Although law students are subject to this Student Code of Professional Responsibility, as students of Southern Methodist University, they are also subject to the University Student Code of Conduct to the extent that the latter is not inconsistent with this code. (See the University publication *SMU Policies for Community Life*.)

Although the failure to report one's own act or another student's act that may constitute a violation of this code is not itself a violation of this code, it is the sense of the Dedman School of Law community that a student should report conduct that he or she reasonably suspects does constitute a violation.

Section I. Definitions

- A. **Assistant Dean** – the assistant dean for student affairs or that person to whom the dean has delegated the functions of that office
- B. **Chair** – that faculty member serving as the chair of the honor council (See Section II A3 in the Student Code.)
- C. **Code** – the Dedman School of Law at Southern Methodist University Student Code of Professional Responsibility
- D. **Complaint** – the formal charging document submitted to the council by the investigating committee when it finds probable cause to bring a reported violation to a hearing (See Section VIII F in the Student Code.)
- E. **Council** – the honor council (See Section II in the Student Code.)
- F. **Days** – calendar days
- G. **Dean** – the dean of the Dedman School of Law
- H. **Defense Counsel** – the individual who, either by the accused student's selection or by appointment, shall represent the accused student during an investigation, hearing or appeal (See Section IX A in the Student Code.)
- I. **Instructor** – any person, regardless of rank or title, who teaches law students at the School of Law
- J. **Investigating Committee** – the committee appointed by the dean to investigate possible violations of the code (See Section IV B13 and Section VIII F. in the Student Code.)
- K. **Knowingly** – A person acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to the circumstances surrounding such conduct, when he or she is aware of the nature of such conduct or that such circumstances exist. A person also acts knowingly, or with knowledge, with respect to a result of his or her conduct, when that person is aware that the conduct is reasonably certain to cause that result.
- L. **Law School** – the Dedman School of Law at Southern Methodist University

- M. **Negligence** – A person acts negligently with respect to circumstances surrounding his or her conduct or the result of that conduct when he or she ought to be aware of a substantial and unjustifiable risk that the circumstances exist or the result will occur.
- N. **Purposefully** – A person acts purposefully, or with purpose with respect to an act or to a result, when it is his or her intention, conscious object or desire to engage in the act or to cause the result.
- O. **Recklessly** – A person acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the result of that conduct, when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.
- P. **Report of an Alleged Violation** – a report to the assistant dean of a possible violation of the code (See Section VII in the Student Code.)
- Q. **School Prosecutor** – the member of the investigating committee chosen by that committee to prosecute the accused student at the hearing and any possible appeal (See Section VIII F and Section IX E in the Student Code.)
- R. **Student** – any person who is, or has been, enrolled at the Southern Methodist University Dedman School of Law
- S. **Transactional Immunity** – immunity that bars prosecution under this code of the immunized person for any activity mentioned in the immunized testimony
- T. **Use Immunity** – immunity that bars the admission of the immunized testimony, and any evidence derived therefrom, and the same from being used against the immunized person, at any hearing before the honor council

Section II. The Honor Council

- A. The honor council shall consist of six members.
 - 1. Three of the members shall be students. Under rules promulgated by the Student Bar Association, the student body shall elect the three student members and one alternate at the time the Student Bar Association representatives are elected. Student members shall serve one-year terms. If, for any reason, a student member cannot complete his or her term, attend a particular hearing or vote on a particular question (for example, whether to decline jurisdiction over a matter), the alternate shall complete such term, attend the hearing or vote, as the circumstances may require.
 - 2. Three of the members shall be law faculty members appointed by the dean of the Law School with the advice of the faculty executive committee. The dean also shall appoint an alternate faculty member. The dean shall not appoint an assistant or senior associate dean or himself or herself to the council. Faculty members shall serve three-year staggered terms, so that no two faculty members will have the same number of years remaining in their terms of appointment. If, for any reason, a faculty member cannot complete his or her term, attend a particular hearing or vote on a particular question (for example, whether to decline jurisdiction over a matter), the alternate shall complete the unexpired term, attend the hearing or vote, as the circumstances require.
 - 3. The faculty member who is serving in the last year of his or her term on the council shall be the chair. The chair's term shall be for one year. If, at any time, the chair is unavailable to perform chair duties, the faculty member on the council with the next longest tenure shall act as the chair.
- B. The council shall have jurisdiction over any student conduct that is prohibited by this code. A student's conduct is not subject to this code unless it has occurred while the student is enrolled at or was seeking admission to the Law School. For good cause, the council may decline or postpone asserting jurisdiction over the conduct of a student. For example, any of the following may constitute good cause for declining or postponing jurisdiction: 1) the fact that such conduct is being or has been handled by federal, state or local authorities, 2) the conduct is only a *de minimis* violation of this code, 3) the conduct in question is not sufficiently related to Law School matters, or 4) assuming the allegation to be true, the conduct does not evidence a lack of honesty, integrity or trustworthiness on the part of the student.

Section III. Limitations

The council may not exercise jurisdiction over student conduct unless a complaint is filed within one year of graduation, withdrawal or dismissal of the student from the Law School; however, this limitation shall not apply to conduct involving either serious academic misconduct, such as plagiarism or cheating, or serious misrepresentation with respect to the student's application for enrollment in the Law School.

Section IV. Standards of Conduct

A. Prohibited Conduct: Generally

The following student conduct shall constitute a violation of the code:

1. Any conduct pertaining to academic or other University matters that evidences fraud, deceit, dishonesty or an intent to obtain unfair advantage over other students or that interferes unreasonably with the rights of other students, and
2. Any conduct that violates University regulations not inconsistent with this code, and
3. Any criminal act that raises serious doubts about the accused student's honesty, integrity or fitness to practice law.

B. Prohibited Conduct: Nonexclusive Examples

To assist students in understanding their responsibilities under the code, the following is a nonexclusive list of examples of conduct pertaining to academic or other University matters that violate this code:

1. A student shall not commit plagiarism. Plagiarism is appropriating another's words, ideas or modes of analysis and representing them in writing as one's own. Whenever a student submits written work as his or her own, the student shall not use the words of another verbatim without presenting them as quoted material and citing the source. If the words of another are paraphrased, there must be a clear attribution of the source. If the student uses another's ideas, concepts or modes of analysis, there must be a clear accompanying attribution of the source.
2. A student shall not invade the security maintained for the preparation and storage of examinations. If a student learns that the security maintained for the preparation and storage of examinations has been compromised, he or she shall notify the instructor immediately.
3. A student shall not take an examination for another nor permit another to take an examination for him or her.
4. While taking an examination, a student shall neither possess nor refer to any material (such as books, notebooks, outlines, papers or notes) not authorized by the instructor for use during the examination.
5. A student shall follow all instructions concerning the administration of examinations.
6. In connection with an examination or an academic assignment, a student shall neither give, receive nor obtain information or help in any form not authorized by the instructor or the person administering the examination or assignment.
7. A student who is taking or has taken an examination shall not discuss any part of that examination with another student who is taking the examination or will be taking a deferred examination or with anyone else when such discussion is likely to endanger the security of the examination questions.
8. While taking an examination, a student shall neither converse nor communicate with any person other than the person(s) administering the examination, except as permitted by the administrator(s) of the examination.
9. A student shall not submit to any instructor or Law School organization any written work (or part thereof) prepared, submitted or used by him or her for any other purpose (such as, by way of example, work prepared for or submitted in another course or work prepared for a law journal, clinic, law firm, government agency or other organization) or prepared by another, except upon

specific disclosure of the facts and receipt of permission from the instructor or organization to whom the work is submitted.

10. A student shall not take or copy material (such as personal items, books, notebooks, outlines, papers or notes) belonging to another student without the consent of the latter.
 11. A student shall not make a false statement to a Law School instructor, administrator or organization or to the honor council or an investigating committee.
 12. A person shall not refuse to cooperate with the honor council or an investigating committee constituted under this code, except that a student who is being investigated or who is charged shall not be obliged to provide oral or written testimony without a grant of use or transactional immunity.
 13. Unless authorized by this code or required by law or court order, no member of the Law School faculty, administration, honor council or an investigating committee shall disclose information concerning the identity of the accused, the accuser or witnesses without the express permission of the council or committee. Students who are questioned by a member of the faculty, administration, honor council or investigating committee about a suspected code violation by another student shall not disclose to anyone else information concerning the identity of the accused, the accuser or witnesses learned during the questioning without the express permission of the council or committee.
 14. With respect to the Law School library or other University library, a student shall not: (a) mark, tear, mutilate or destroy library material, (b) hide, misshelve or misfile library material, (c) remove library material from the library without complying with library regulations or (d) otherwise fail to comply with library regulations.
 15. A student violates this code by conspiring, soliciting, attempting or agreeing to commit, assist or facilitate the commission of any violation of this code.
 16. A student shall comply with any requirement imposed upon him or her by the honor council as a sanction under this code.
 17. A student shall not engage in any act that materially disrupts a class, meeting or other function of the Law School so as to interfere unreasonably with the rights of other students in the pursuit of their education.
 18. Purposefully engaging in racial, ethnic, religious or sexual harassment of a student interferes with the rights of that student; accordingly, such conduct violates this code.
 19. A student shall not knowingly make a false allegation of a violation of this code.
 20. A student shall not use computer information systems for non-Law School related activities (such as employment outside of the Law School) without authorization or for assignments, projects or coursework in which use of such systems is prohibited.
- C. Before a student may be found to have violated this code, there must be clear and convincing evidence that the accused committed the act or acts constituting the violation and that the accused did so purposefully, knowingly, recklessly or negligently.
- D. Extenuating circumstances or good motives (such as, by way of example, pressure from school or outside work, family obligations or to help a friend) are no defense to a violation of the code but may be relevant to the determination of sanction.
- E. It is not a defense to charges of violating this code for a student to claim he or she has not received, read or understood this code or is otherwise ignorant of its provisions. A student is held to have notice of this code by enrolling in the Law School. (See Section II C4 in the Student Code.) A copy of the code will be distributed to each entering first-year student, placed on file in the Law School library and made available from the Law School's Office of Academic Services.

Section V. Sanctions

- A. Sanctions for violations of this code may include but are not limited to one or more of the following:

1. Public or private admonition, warning, reprimand or censure.
 2. Counseling.
 3. Additional academic work.
 4. A requirement that a student take extra credit hours.
 5. Public or University service.
 6. Suspension or loss of specific Law School benefits, privileges, memberships and/or honors, including financial aid and scholarships.
 7. Fines.
 8. Compensation for or replacement of any damaged or destroyed property.
 9. Recording of findings in the student's Law School file for any length of time.
 10. Probation, with or without conditions.
 11. Suspension for a period not longer than two years.
 12. Expulsion.
 13. Recommendation of a lowered grade.
 14. Recommendation to the board of trustees that an awarded degree be withdrawn.
 15. Request to the dean that he or she take other appropriate action.
- B. The honor council has no authority to determine or change a student's grade based upon the student's conduct in connection with a course or other graded academic activity.
- C. Notwithstanding the provisions of this section, any official student organization may suspend, expel (with or without retroactive effect) or terminate any membership or honors accorded a member found to have violated this code.

Section VI. Responsibilities of Faculty and Administration

- A. By the second meeting of a course, each instructor shall identify with precision the materials (if any) that the students may use during the instructor's examination and shall describe the condition (for example, annotated or unannotated) in which those materials may be used. However, if an instructor does not identify the materials usable during the final examination and their condition, students must assume that the examination in that course is "closed book," that is that no materials will be permitted to be used by students during the final examination. In order to eliminate ambiguity or uncertainty, the instructor shall answer any student question concerning those materials and shall communicate that same information to all students in the course.
- B. Each instructor shall include the instructions described in paragraph A in the written instructions accompanying the examination.
- C. Each instructor shall exercise caution in preparing, administering and discussing an examination to ensure that no student receives an unfair advantage.
- D. Each instructor and member of the Law School staff shall report to the assistant dean for student affairs any student conduct that is reasonably believed to constitute a violation of this code.
- E. It is the responsibility of the dean, or his or her delegate, to supervise the imposition of any sanction directed by the council or modified by any appeal.

Section VII. Report of an Alleged Violation

- A. If a person wishes to initiate a disciplinary proceeding against a student for violating this code, the person must report the matter to the assistant dean for student affairs. The report of the suspected code violation may be either written or oral. Such report may not be made anonymously; however, confidentiality relating to the identity of the accuser shall be maintained, subject to the provisions of Section VIII C, E and Section IX B, K, L and M. If the assistant dean is not available to receive the report, then the suspected violation must be reported to the senior associate dean for academic affairs or to the instructor, if any, whose course is affected by the conduct. An anonymous report will not be sufficient to initiate an investigatory or disciplinary proceeding under this code.

- B. If the report of the suspected violation is made orally, the person who initiated the report must submit a brief written report of the facts surrounding the suspected violation to the assistant dean, who shall in turn deliver the written report to the chair of the honor council or the investigating committee, if one has been constituted.
- C. The assistant dean for student affairs, upon receiving a report and after consultation with the chair of the council, may determine that no violation of the code has occurred even if the allegation is assumed to be true.

Section VIII. Investigation of Violations

- A. Upon receipt of a report of a suspected code violation, the assistant dean for student affairs, associate dean for academic affairs or instructor shall promptly notify the chair of the honor council of the allegations contained in the report, including the names of the accused student(s) and the person(s) making the allegation. Upon receiving this report, the chair shall promptly inform the members of the council of the substance of the report and the identity of the members of the Law School community allegedly involved in the incident.
- B. A meeting to determine whether to decline or postpone asserting jurisdiction shall be held if requested by at least two members of the council. The council may not decline or postpone taking jurisdiction of a matter unless at least four members of the council and/or their alternates if any members are not available vote to decline or postpone taking jurisdiction.
- C. If the council elects to decline or postpone asserting jurisdiction, the council shall submit a written report to the dean giving its reasons. The council may publish its decision, but in doing so, no information identifying the accused or the accuser shall be revealed. The council's election not to take jurisdiction of a matter for any reason shall not prevent the dean from taking whatever administrative action against the student he or she deems appropriate. This report may include a recommendation that the dean take administrative action against the student or consider the incident when deciding whether to recommend the student for the award of a degree or other purpose. Whenever the council's report includes a recommendation of action by the dean against the student, a copy of the report shall be sent to the student.
- D. If the council does not decline or postpone asserting jurisdiction over the matter, the chair shall promptly notify the assistant dean for student affairs of that fact and whether it recommends that the matter be resolved through nonbinding summary disposition as set forth in the Section XIV of this code.
 - 1. Upon the assistant dean's receipt of notice that summary disposition is recommended, the matter shall proceed as set forth in Section XIV below.
 - 2. Upon receipt of such notice that the council does not decline or postpone asserting jurisdiction over the matter, or that the council does not recommend the matter for summary disposition, the assistant dean for student affairs shall promptly notify the accused student of the allegation and that an investigation will begin and shall furnish the student with a copy of this code. Where a report of a suspected code violation accusing a currently enrolled student is received by the council at a time when it appears that the investigation and hearing before the council, if any, could not be completed at least two weeks before the end of classes, the chair of the council may direct the assistant dean to postpone notification until after the accused student has completed his or her examinations.
- E. The assistant dean shall notify the accused student that an investigation is to be initiated and shall also notify the dean, but such notice to the dean shall not disclose the identity of the accused, the accuser or the nature of the alleged violation. The dean shall promptly appoint an investigating committee consisting of two faculty members and one student. The associate and assistant deans and members of the council shall not be appointed to the investigating committee.
- F. Duties of the Investigating Committee
 - 1. Except for good cause shown, the investigating committee shall complete its investigation of the alleged violation within 30 days of its formation.

2. The committee shall have the power to question persons having pertinent information, examine any pertinent material and question an accused student if he or she is willing to speak. If the committee questions a student whom the committee reasonably believes has committed a code violation, it shall advise the student: (a) of his or her right not to speak, (b) that what the student says can be used against the student, (c) that the student has the right to consult an attorney or other representative before answering any questions and (d) that the student has the right to have that representative present during the questioning. At the request of the investigating committee, the chair of the honor council shall have the authority to subpoena Law School instructors, staff and students to appear as witnesses before the investigating committee or the council and to grant use or transactional immunity to a witness or to an accused student if he or she is not willing to speak to the committee.
3. Upon completion of its investigation, the investigating committee shall determine whether probable cause exists to believe that a student has violated this code. A finding of probable cause must be supported by at least two members of the committee. The committee shall promptly report its determination, whether affirmative or negative, to the chair of the honor council, to the accused student and to the person(s) who reported the alleged violation of the code. A complaint issued by the committee shall be sent to the chair of the honor council.
4. If the investigating committee determines that a complaint shall be filed, the committee shall also give to the accused student the following information in writing:
 - a. A copy of the complaint, which shall be a plain, concise and definite written statement of the essential facts of the violation(s) charged, citing the specific provision(s) of this code that the accused student is alleged to have violated.
 - b. The identity of known witnesses, a general description of what each is expected to testify about, their written statements, if any, and either copies or a description of any physical evidence that may be used at the hearing; all written reports concerning the alleged violation, if any, submitted to the assistant dean for student affairs or other member of the staff, faculty or administration.
 - c. The names of the honor council members.
 - d. A statement that the student may be assisted by an attorney or other adviser of the student's choice. (See Section IX A in the Student Code.)
 - e. A statement that the student has a right to review any information gathered by the investigating committee during the investigation, other than the work product of the investigating committee.
5. The investigating committee shall not enter into any agreement with the accused student whereby the committee agrees not to bring before the honor council any violations for which probable cause has been found or which commits the honor council to any finding or sanction. The committee must present all such violations to the council for a hearing by filing a complaint as provided by this code. The accused may admit guilt by testifying on the record before the council that he or she committed the alleged act(s) and by waiving a hearing before the council on the question of guilt. Upon receiving such an admission of guilt, the council shall proceed by hearing to determine the appropriate sanction.
6. The investigating committee shall appoint one of its members to act as school prosecutor in presenting the evidence against the accused student during the hearing and any appeal.
7. Notwithstanding that the investigating committee has issued a complaint, it shall be the duty of the school prosecutor to continue to gather other evidence relevant to the determination of guilt or innocence of the accused and to present it to the council at the hearing on the complaint. Any such evidence shall be disclosed to the accused student as soon as possible after it has been obtained.

Section IX. Hearing

- A. Upon receiving a complaint from the investigating committee, the chair of the council shall convene a hearing before the honor council. Before and during the hearing, and through any appeals within the University, the accused student shall be entitled to representation by or assistance from a retained attorney or anyone else who is the student's choice and who agrees to represent or assist the student. If the student wishes to be represented by an attorney and is able to demonstrate to the satisfaction of the assistant dean for student affairs that he or she is financially unable to retain an attorney, the assistant dean shall arrange for a law faculty member or other attorney to represent the student without cost. It is the sense of the Law School community that the law faculty should provide pro bono representation to such accused students.
- B. The hearing shall be attended by the council, school prosecutor, the remaining members of the investigating committee (if they so desire), the accused student and the student's representative, if any. Witnesses may also attend unless exclusion is requested by any party. This section is subject to the following provisions:
 1. The council may proceed with no fewer than two faculty and two student members present.
 2. No later than one day before the hearing, the accused student may request that the chair allow other people to attend; if the chair grants that request, the chair may also open the hearing to people other than those requested by the accused student.
 3. A request to open the hearing shall not preclude the council, by majority vote of those present, from closing the hearing during the testimony of any witness who may be extraordinarily embarrassed by public testimony.
- C. The chair shall rule on all motions and objections and may be overruled only by a majority of the council present.
- D. The council may consider only evidence made part of the record at the hearing. It shall not be bound by rules of evidence. All relevant evidence shall be admissible if it is not manifestly unreliable. Hearsay evidence may be admissible, but it shall be accorded only such weight as it is entitled under the circumstances. Proof of conviction of a crime shall be prima facie evidence that the person committed the offense of which he or she was convicted and of any facts necessary for that finding of guilt. The council, by majority vote, may grant use or transactional immunity to any witness. The council may subpoena any Law School instructor, staff or student to appear as a witness.
- E. Normally, the council shall hear evidence regarding the question of guilt before hearing evidence regarding sanctions. The school prosecutor shall initiate the presentation of evidence. The accused student (or his or her defense counsel) may then offer evidence relevant to the charge(s). After the presentation of evidence regarding guilt, the council shall meet in camera to decide the question of guilt. Upon reaching a decision, it shall reconvene before the parties and announce its decision. If it finds the accused guilty, it shall then give the parties the opportunity to present evidence, if any, relevant to sanctions. At that time, the student shall have the option either to proceed first or to follow the prosecutor. The prosecutor shall present all aggravating and mitigating evidence in his or her possession and may recommend particular sanctions. After hearing this evidence, the council shall again meet in camera to decide the question of sanctions. Upon reaching a decision, the council shall reconvene before the parties and impose sanctions, if any.
- F. The council, the school prosecutor and the student (or his or her defense counsel) may question any witness. However, the accused student shall not be required to testify, and no adverse inferences shall be drawn from the accused student's decision not to testify.
- G. The school prosecutor and the accused student (or defense counsel) may make opening and concluding statements. However, an accused student who has chosen not to testify may not make a statement to the council unless the student allows questions from council members and the school prosecutor.
- H. The hearing shall be recorded by means of stenographic or audio or videotape recording.
- I. The council may not find the accused student guilty of any code violation not charged in the complaint. After the hearing begins, the complaint may be amended over the accused's objection, provided the accused is not thereby prejudiced in his or her defense. A continuance of the hearing may be granted to avoid such

prejudice. The school prosecutor shall bear the burden of proving the alleged violation(s) by clear and convincing evidence. A 2/3 vote of the council members present shall be necessary for a finding of guilt and the imposition of any sanction, except that expulsion or a recommendation that an awarded degree be withdrawn shall each require unanimity.

- J. After the hearing is concluded, the chair or the council shall prepare a written report detailing the evidence considered, the reasons for its decision and any sanction(s) imposed. Concurring and dissenting members may prepare reports explaining their positions. Copies of the reports shall be given to the accused and to the dean.
- K. At the conclusion of a case, including an appeal, if any, the council shall publish the results of its decision (as amended by any appeal). The council may publish the decision in any way it considers appropriate. Factors it might consider include, by way of examples, the relevancy of publicity as to the sanction or the informational value of the decision to the Law School community. In publicizing its decision, the council shall not publish the name of any participant, except that in exceptional circumstances the council may reveal the name of the student found guilty of the violation(s). Beginning with the effective date of this code, all published decisions shall be maintained on reserve in the library.
- L. Regardless of the decision on the merits, the council shall keep a permanent record of the evidence presented at the hearing, the report(s) and the opinion(s) of the council, if any, and any other information it decides should be retained. Such record may be referred to later by the council for whatever purpose it considers relevant, but the council shall not reveal the names of the accuser or the witnesses. At any time after three years from the conclusion of an appeal, the council may destroy any record of the matter other than its written report(s) and the opinion(s) of the dean, if any. When no complaint is filed because the allegation is deemed without merit, the conduct is *de minimis* or the evidence is deemed insufficient, the council shall nevertheless keep a record of the allegation, the reason(s) for nonaction, the name of the student whose conduct was under investigation and the names of the accuser and/or the witness(es) for three years, after which time such record shall be destroyed. Subject to paragraph K, neither the contents nor the existence of any record referred to in this paragraph may be disclosed except 1) when required by law or order of court, 2) when required by the dean or 3) when the concerned student has signed a written waiver of confidentiality.
- M. At the end of each chair's tenure, the chair shall transfer all case files to the dean's office, and the dean shall transfer them to the next chair. Such transfers shall be made without breach of the confidentiality of the files.

Section X. Appeal of Adjudications of Academic Dishonesty

- A. A student who is adjudged guilty by the honor council of a violation of this code concerning a matter of academic dishonesty, an attempt to gain an unfair advantage over other law students or an unreasonable interference with the rights of other students may appeal such finding or any sanction imposed to the dean of the Law School. A student who admits the truth of the complaint may challenge the council's jurisdiction and the sanction on appeal. Normally, the filing of a notice of appeal shall automatically stay the execution of all sanctions imposed by the council on the student filing the notice; however, the dean shall have authority to order that some or all of the sanction(s) be executed during the pendency of the appeal. Notwithstanding any further appeal by the student to the president of the University, all unexecuted sanctions upheld by the dean shall be executed following the dean's determination of the appeal.
- B. Notice of intent to appeal must be given to the dean and the chair of the council. The notice of appeal shall be in writing and shall contain the reasons for the appeal. Upon receipt of the notice of appeal, the chair shall transmit its response(s) and the record of the hearing to the dean.
- C. If, following the council's decision, the student discovers new information relevant to the merits or the sanction, the student may ask the council to reconsider its decision or may ask the dean to consider such new information along with the record of the hearing. The dean may remand to the council for consideration of the new information. If the student discovers new information after the dean has decided

the appeal, the student may ask the dean to reconsider his or her decision. If the dean decides not to change that decision, he or she shall give the reason(s) for not doing so to the student in writing. The student may then appeal the dean's decision to the president of the University.

- D. Normally, the dean's appellate review will be based on the record of the hearing and any written submissions. However, the dean may choose to hear oral argument by the student or by the defense counsel and by the school prosecutor.
- E. The dean may affirm, reverse, remand or modify the decision of the council, or the dean may dismiss the complaint. If the dean concludes that the decision of the council is factually correct and that its sanction is appropriate, the dean shall affirm. The dean may dismiss the complaint only if he or she concludes that the council lacked jurisdiction or that its determination was not supported by the greater weight of the evidence. The dean may reduce the sanction if he or she believes that the sanction is inappropriate but may not increase the sanction. If the matter is remanded, the council shall reconvene to reconsider the case.
- F. The dean shall prepare an opinion explaining the reasons for the decision. A copy of that opinion shall be given to the student and to the council, and the council shall keep a copy as part of its permanent record. Except as to sanctions, the decision of the dean with respect to the student's guilt or innocence shall be final.
- G. After the dean's decision, the student may ask the president of the University to modify the sanction(s), but not the finding of guilt. The president may consider any information he or she considers pertinent, including the report(s) of the council and the opinion(s) of the dean. The president may not increase the sanction.

Section XI. Appeal of Adjudications of Nonacademic Violations

A student who is adjudged guilty by the honor council of conduct that does not involve academic misconduct, an attempt to gain unfair academic advantage over other law students or an unreasonable interference with the rights of other students may appeal the determination of the council to the University Judicial Council according to the University procedures for the appeal of Level II hearing boards. (See the University publication *SMU Policies for Community Life*.)

Section XII. Notification

Whenever this code requires notification and does not otherwise specify the manner by which such notification shall be accomplished, the following methods are proper:

- A. Verbal notification, either in person or by telephone, with written confirmation sent by regular mail or
- B. Written notification sent by email to the recipient's Law School email address or to the last non-Law School email address provided to the Law School by the recipient or by registered or certified mail to the last local address provided to the Law School by the recipient or, if the Law School is not in session, to the last home address provided to the Law School by the recipient.

Section XIII. Timeliness of Proceedings

- A. All actions taken pursuant to duties imposed by this code shall be accomplished in a timely manner. The specific time guidelines are the following:
 - 1. The assistant dean for student affairs shall bring a report of a suspected code violation to the attention of the chair of the council within four days of receiving it.
 - 2. The chair of the council shall bring the substance of a report of a suspected violation to the attention of the council within four days of receiving notice from the assistant dean.
 - 3. The honor council shall determine whether to assert, decline or postpone taking jurisdiction of a reported matter within seven days of the receipt by the chair of the reported violation.
 - 4. The council's determination to decline or postpone asserting jurisdiction shall be reported to the dean in writing within 14 days of the determination.

5. The council's determination to assert jurisdiction, if such a determination is made, or the chair's determination to initiate an investigation of a reported code violation shall be reported to the office of the assistant dean for student affairs and to the accused student within four days of the determination.
 6. The dean of the Law School shall appoint an investigating committee within 14 days of the receipt by the assistant dean for student affairs of a report of a suspected code violation from the council chair.
 7. The investigating committee shall reach a determination regarding the reported code violation within 30 days of its appointment.
 8. The investigating committee shall report its determination of whether to file a complaint to the chair of the honor council, to the accused student and to the person or persons initiating the report of the suspected violation within four days of reaching its determination.
 9. The investigating committee shall give to the accused student the information specified in Section VIII F4, a–f of the Student Code, within seven days of the notification to the student that a complaint will issue.
 10. The honor council shall convene to hear a complaint within 21 days of receipt of the complaint by the chair.
 11. The chair's written report of the council's determination(s) and its summary of the evidence shall be submitted to the dean within seven days of the termination of the hearing.
 12. A student's written notice of an intent to appeal an honor council determination must be received by the dean's office within seven days of that determination.
 13. Except for the notice of appeal, deadlines for written submissions to the dean from any party relating to a matter on appeal will be set by the dean.
 14. The dean shall decide the appeal within 30 days of the date the dean's office receives the notification of an intent to appeal.
 15. A student's written appeal of a sanction shall be submitted to the office of the president of the University within 14 days of the student's receipt of the dean's determination.
 16. This code imposes no period of time within which the president of the University must decide an appeal.
- B. In computing any period of time prescribed or allowed by this code, the day of the act or event from which the designated period of time begins to run shall not be included.
 - C. The accused may waive time periods imposed by this code on others. Noncooperation by the accused is a basis for the suspension of time requirements imposed by the code. The honor council, by majority vote, and the dean shall have the authority to extend time limits imposed upon the accused.
 - D. Failure by Law School personnel to abide by the time requirements of this code without the accused's consent may be grounds for dismissal of the complaint or mitigation of sanctions only if a substantial delay has been caused and the accused has suffered prejudice thereby.

Section XIV. Nonbinding Summary Disposition

- A. Upon receiving notice that the council recommends the matter for summary disposition, the assistant dean for student affairs shall promptly notify the accused student of the allegation and the council's recommendation and shall furnish the student with a copy of this code. Notification by the assistant dean shall also include the following information:
 1. The matter may proceed in accordance with this Section XIV only upon the written consent of the accused student and the reporting party.
 2. The student may be assisted by an attorney or other representative in the process.
 3. The consent of any party participating in summary disposition may be revoked at any time prior to the delivery to the dean of the report prepared by the Honor Council chair as described in Paragraph F of this Section XIV.

- B. The assistant dean shall also promptly notify the reporting party of the council's recommendation that the matter proceed in accordance with Section XIV and that it may do so only upon the consent of the accused student and the reporting party.
- C. Within 5 days of receiving notice from the assistant dean in accordance with Paragraphs A and B of this Section, the reporting party and the student shall notify, in writing, the assistant dean of their decision to consent or not to consent to proceeding with summary disposition. The assistant dean shall promptly inform the chair of the Honor Council of the parties' decisions.
- D. If either of the parties notify the assistant dean that they do not consent to summary disposition, the assistant dean shall promptly inform the chair of the Honor Council of that fact and the matter shall proceed as otherwise provided under the code with the appointment of an investigating committee.
- E. Upon receiving the parties' written consent to summary disposition, the assistant dean in consultation with the chair of the Honor Council shall inform the parties of a recommended sanction. If the parties reach an agreement regarding a proposed sanction, they shall provide written notification of their agreement and its substance to the assistant dean who shall immediately notify the chair of the Honor Council of the agreement. If the parties are unable to reach an agreement regarding a proposed sanction within 5 days, they shall notify the assistant dean and may obtain an additional 5 days to reach an agreement, with the approval of the chair of the Honor Council. If they are unable to reach an agreement within 10 days after receiving the notice of proposed sanctions, they must provide written notice to the chair of the Honor Council, and the matter shall promptly proceed as otherwise provided under the code with the appointing of an Investigating Committee.
- F. Upon receiving notice that the parties reached an agreement regarding a summary disposition, the chair of the Honor Council shall prepare a written report adopting the parties' agreement, detailing the reported violation and the nature of the summary disposition, including a description of any sanctions agreed upon and imposed. The chair shall provide copies of the report to the student and to the dean. The council shall publish its report and maintain a record of it in accordance with Section IX. K. and Section IX. L. of this code.

Submitted by a joint student-faculty committee

Approved by referendum of students of the School of Law April 19, 1990

Adopted by the faculty of the School of Law May 15, 1990

Revised May 4, 2015

Dedman School of Law: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Scholarships

A limited number of awards of full and partial tuition and fees are made annually to entering first-year students. The Law School endeavors to use the available funds to attract students who will enhance the Dedman School of Law with their academic achievement and potential (relying primarily on undergraduate grade point averages and Law School Admission Test scores) and life experiences. Unless otherwise specified in the award letter, these grants are renewed for subsequent years provided the student remains in good standing. Scholarships are applied to courses taken during fall and spring terms at Dedman School of Law.

James Elliot Bower Memorial Scholarship

Selection of James Elliot Bower Memorial scholars is made on the basis of academic proficiency, extracurricular achievement and financial need.

The Charles and Peggy Galvin Endowment Fund

This fund was established in 1979 by multiple donors in honor of Charles and Peggy Galvin. The endowment provides support for a full-tuition scholarship based on merit.

The Sarah T. Hughes Diversity Law Fellowship

The Dallas Bar Foundation funds one or more full-tuition scholarships annually to enable men and women from minority groups to obtain a legal education at Dedman School of Law and subsequently enter the legal profession. The fellowship is awarded initially to entering full-time students for one year and is renewable for the second and third years of study as long as the student remains in good standing. Applicants must complete a separate scholarship application and be accepted for admission to Dedman School of Law by the regular decision deadline.

The Hutchison Endowed Scholarship Program Fund

In 1984, Mr. and Mrs. William L. Hutchison, Sr., created this endowment to fund full-tuition scholarships with the following objectives: 1) to foster and encourage excellence in legal study so that students selected by the school for an award from the endowment income may become competent, able and respected members of the legal profession and/or the business community and 2) to develop in such students the highest sense of duty to community and nation in accordance with the Constitution of the United States. To accomplish these objectives, the school shall employ the following criteria in making scholarship awards: 1) Entering students selected as Hutchison Scholars shall have a superior undergraduate academic record and shall have a high sense of duty and commitment to the community and the nation. 2) A Hutchison Scholar must be a full-time student of the Dedman School of Law each term and must maintain a cumulative average in the upper third of his or her Dedman School of Law class. 3) A Hutchison Scholar shall attend classes regularly, abide by the rules and procedures of the school and maintain a cooperative, friendly attitude and relationship with school administrators, professors and other students.

The Thomas W. Luce, III Centennial Dedman Law Scholars Program Fund

Thomas W. Luce, III Centennial Dedman Law Scholars was established in 2015 by Sarah and Ross Perot, Jr. Recipients of this full-tuition scholarship will be selected based upon academic excellence, demonstrated leadership ability and financial need.

Cary Maguire Ethics Scholarship

Cary M. Maguire created this endowment in 2001 for entering first-year law students who have demonstrated concern and interest in ethical behavior in law. The Cary Maguire Ethics Scholar selection process is based on the law school application and the recipient must write a paper on a topic related to ethical issues in the legal profession during his or her second year.

Rupert and Lillian Radford Scholarship Fund

The Rupert Radford Estate endowed this scholarship fund to aid worthy full-time students at the Dedman School of Law who have high financial need.

The Robert Hickman Smellage, Sr. Memorial Fund

In 1984, the estate of Oda Elizabeth Smellage created this endowment for worthy students at the Dedman School of Law or for students who have graduated from a law school and are enrolled in a postgraduate law program or course of study at the Dedman School of Law.

The Sohmen Endowed Scholarship Fund and The Sohmen Chinese Scholars Program Endowment

These scholarships were endowed by the Sohmen Foundation and Dr. Helmut Sohmen to provide awards for not fewer than four students from mainland China or Hong Kong who are in the one-year LL.M. program and have demonstrated high academic achievement. The scholarships include full tuition, fees and a supplemental living stipend. Students must evidence their commitment to return to China immediately (within seven months) following graduation from the program.

The Hatton W. Sumners Foundation Scholarship Program

Endowed in 1979 by the Hatton W. Sumners Foundation, the scholarships, which cover the cost of full tuition, fees, books and a living stipend, are awarded each year to qualified entering students who are residents of or who attended colleges or universities in Texas, Louisiana, Oklahoma, New Mexico, Arkansas, Kansas, Nebraska and Missouri. Applicants must complete a separate scholarship application and be accepted for admission to the Dedman

School of Law by the regular decision deadline (to be admitted by February 15, an applicant must have a complete application on file no later than January 15.).

The James Cleo Thompson, Sr. Endowed Scholarship Fund

Mr. and Mrs. James Cleo Thompson, Jr., and Mrs. James Cleo Thompson, Sr., created this endowment in 1984. James Cleo Thompson, Sr. Scholars are students who show high academic performance in their undergraduate education and demonstrate valuable traits as community citizens, including service in leadership positions, experience in the workplace, and volunteer commitment to the community.

Endowed Scholarships

The Dedman School of Law awards varying amounts of tuition and fee support from the following endowments that are established through gifts or bequests from graduates and other supporters.

- The Nelda Sánchez Adamson Endowed Scholarship Fund
- The Akin, Gump, Strauss, Hauer & Feld Council for Excellence Scholarship Endowment Fund
- The Elizabeth and Louis Altman Endowed Scholarship Fund
- Anonymous Law School Endowment
- The Webster Atwell Scholarship Endowment Fund
- Baker & Botts Council for Excellence Scholarship Endowment Fund
- Dennis Barger Memorial Scholarship
- The Michael C. Barrett Endowed Scholarship Fund
- The Bennett Scholarship for International Studies
- The Nancy L. Benoit Memorial Scholarship Endowment Fund
- William K. Berenson Endowed Scholarship
- James Elliot Bower Memorial Scholarship
- The James Bozzell Endowed Memorial Scholarship Fund
- The Eugene and Juanita Brady Endowed Scholarship Fund
- The Frank and Debbie Branson Trial Advocacy Scholarship
- Dan Burney Law Students Scholarship
- The Cain Denius Endowed Scholarship Fund
- The R.W. Calloway Scholarship Endowment Fund
- The Class of 1986 Teresa Jenkins Carson Memorial Scholarship Endowment
- Clovis G. Chappell Endowment
- Citigroup Foundation Law Scholarship
- The Tom C. Clark Scholarship Fund
- The Frances Spears Cloyd Endowed
- Rosser J. Coke Scholarship
- Dallas Lawyers' Auxiliary Endowed Scholarship Fund
- The J. Carlisle DeHay, Jr. Endowed Scholarship in Law
- Israel Dreeben Scholarship
- The Easterwood Foundation
- The Ray and Kay Bailey Hutchison Scholarship Endowment Fund
- The Hutchison Endowed Scholarship Program Fund
- The Jackson Walker, L.L.P. Endowed Scholarship Fund
- Jackson & Walker Council for Excellence Scholarship Endowment Fund
- Johnson & Swanson Council for Excellence Scholarship Endowment Fund
- The Jones Day Endowed Scholarship Fund
- Jones, Day, Reavis & Pogue Council for Excellence Scholarship Endowment Fund

- The John Leddy Jones Memorial Scholarships
- Journal of Air Law and Commerce Fund
- K&L Gates Council for Excellence Scholarship Endowment Fund
- The K&L Gates Endowed Scholarship Fund
- The Locke Liddell & Sapp Endowment Fund
- The Thomas W. Luce, III Centennial Dedman Law Scholars Program Fund
- Cary Maguire Ethics Scholarship
- E. Eugene Mason Endowed Scholarship Fund
- Joseph P. McKnight Memorial Scholarship
- The Alfred E. McLane Endowed Scholarship Fund
- Tom and Rosemary Medders Law Scholarship Fund
- Marvin and Mollyann R. Menaker Endowment Fund
- The Britton D. Monts Endowed Scholarship Fund
- Annie Morris Law Scholarship
- Alfred P. Murrah Memorial Scholarship
- The James L. Noel, Jr. Endowed Scholarship Fund
- The Dean Charles Shirley Potts Scholarship Endowment Fund
- Maurice E. Purnell Endowed Scholarship Fund
- Rupert and Lillian Radford Scholarship Fund
- The Rain, Harrell, Emery, Young & Doke Council for Excellence Scholarship Endowment Fund
- Joy and Ralph Ellis Scholarship
- The Bess and Ted Enloe Endowed Scholarship Fund
- The Armine C. Ernst Endowed Scholarship Fund
- The Favrot and Hartwell Endowed Scholarship Fund
- The Henry R. and Rose S. Feld and Morton H. and Hortense Sanger Endowed Scholarship Fund
- Donald C. Fitch, Jr. Endowed Scholarship
- The Charles and Peggy Galvin Endowment Fund
- The Judge Dean Gandy Endowed Scholarship Fund
- Gardere & Wynne Council for Excellence Scholarship Endowment Fund
- The Larry D. George Endowed Scholarship Fund
- Gibbs Memorial Scholarship Fund
- Arthur I. and Jeannette M. Ginsburg Scholarship
- Hawkins Golden Law Scholarship
- The J. Roscoe Golden Memorial Endowed Law Scholarship
- The Hall Family Endowed Scholarship in Law
- W. R. Harris, Sr. Memorial Scholarship
- The Linda Wertheimer Hart and Milledge A. Hart III Endowment for the School of Law
- James Hartnett Scholarship Endowment Fund
- Haynes and Boone Council for Excellence Scholarship Endowment Fund
- Will T. Henry Endowment
- Wilson W. Herndon Memorial Fund
- Justice John and Lena Hickman Scholarship Fund
- The John Howie Family Scholarship Endowment Fund
- The Richard M. Hull Endowed Service Scholarship
- The William A. Hunter Memorial Scholarship Fund
- The Homer B. Reynolds III Endowed Scholarship Fund
- The Dean John W. Riehm Endowed Memorial Scholarship Fund
- William J. Rochelle, Jr. Scholarship Endowment Fund
- Professor Roy R. Ray Scholarship

- The Martin Samuelsohn Endowed Scholarship
- The Richard L. Scott Family Scholarship Endowment Fund
- The John T. Sharpe Scholarship Endowment Fund
- The Robert Hickman Smellage, Sr. Memorial Fund
- The Edward R. & Jo Anne M. Smith Endowment Fund
- Wm. Elliott and Mildred Smith Scholarship
- The Sohmen Chinese Scholars Program Endowment
- The Sohmen Endowed Scholarship Fund
- Fred S. Stradley Memorial Scholarship
- Strasburger & Price Council for Excellence Scholarship Endowment Fund
- Carl W. Summers, Jr., Endowment Fund
- The Hatton W. Sumners Foundation Scholarship Program
- The Louis Szep Endowed Memorial Fund
- Thompson & Knight Council for Excellence Scholarship Endowment Fund
- The Thompson & Knight Endowed Scholarship Fund
- The James Cleo Thompson, Sr. Endowed Scholarship Fund
- The John J. Tigert VI Endowed Memorial Scholarship Fund
- Vial, Hamilton, Koch & Knox Council for Excellence Scholarship Endowment Fund
- The Vinson & Elkins Endowed Scholarship Fund
- The Vinson & Elkins Endowed Scholarship Fund – 2002
- W.A. Rhea Scholarship Fund
- James L. and Catherine Nolan Walsh Scholarship Fund
- James L. Walsh, Jr. for the Support of the Law School
- Meade Whitaker Law Scholarship
- Winstead PC Council for Excellence Scholarship Endowment Fund
- The Robert A. Wooldridge Endowed Scholarship Fund

Dedman School of Law: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

Each "credit hour" awarded generally reflects work over a 15 week period, including a period for exam review. It is the law school policy that each "credit hour" awarded reflects an amount of work equivalent to approximately 1) 50 minutes of direct faculty instruction or examination and 2) 120 minutes of out-of-class student work including study, preparation of assignments, review, or other course related activities. Seminar courses, clinics, externships and other courses involving substantial out-of-class required activities may have fewer minutes of direct faculty instruction per credit hour. The senior associate dean for academic affairs will periodically review faculty and adjunct syllabuses to assess compliance with this policy.

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

Per ABA Standard 310, the Law School requires that for every credit hour, the student will be do an amount of work that approximates 42.5 hours of in and out of class work. Often for course-based work, that will take the form of one hour of classroom or direct faculty instruction and two hours of out-of-class work per week for fifteen weeks, including the final exam. In calculating the time required, fifty minutes suffices for one "hour" of classroom or

direct faculty instruction, but an "hour" for out-of-class student work is sixty minutes. Other credit-awarded work requires at least an equivalent amount of work.

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

Information about transfer credit is found in this catalog in the Courses Outside the Dedman School of Law section and in the Grades and Credits section under Credit for Work Completed at Other Schools.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Dedman School of Law Calendar. Students must seek the professor's permission to drop a class. Students have until noon of the last day of instruction to drop a class and receive a grade of *W*. The specific deadline is listed in the Dedman School of Law Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Self-Service. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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 Dedman School of Law 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.

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 obtain approval from the assistant dean for student affairs. The assistant dean will then submit the form to the school's Registrar's Office. 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 tenth class day of the fall or spring semester as listed on the Dedman School of Law 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of W in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals

can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith 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 assistant dean for student affairs to decide how to deal with the interruption in their studies.

Transfer Coursework

Policies for transfer credit are found in this catalog in the Courses Outside the Dedman School of Law section and in the Enrollment and Academic Records section under Credit for Work Completed at Other Schools.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

Dedman School of Law Policies and Procedures

Visiting Students

To be a visiting student at the Dedman School of Law, an applicant must be in good standing at an accredited law school and have permission to visit. Students who meet these requirements will be admitted so long as space is available. Visiting student applicants must submit a visitor application via LSAC's application service, a dean's letter of good standing and permission to visit, a statement articulating the reasons for wanting to visit the Dedman School of Law and a \$75 nonrefundable application fee.

Nondegree Enrollment and Auditors

Nondegree Enrollment

An attorney holding a valid U.S. license to practice law or a graduate of an American Bar Association-approved law school may enroll for credit in a course at the Dedman School of Law, though not seeking a degree, on a space-available basis with the permission of the instructor. A nondegree enrollee must participate in class and complete all work required of degree students in the course. A grade will be awarded and placed on a transcript. Applicable tuition and fees must be paid at enrollment. Credit earned in this category cannot be applied to a Dedman School of Law degree program. Information on course availability can be obtained through the school's Registrar's Office.

Auditors

An attorney holding a valid U.S. license to practice law or a graduate of an American Bar Association-approved law school may audit a course at the Dedman School of Law on a space-available basis with the consent of the instructor. The instructor will determine the extent, if any, of permitted participation in class discussion. An auditor may not submit a research paper, sit for an exam or receive academic credit. Audited courses are not recorded or placed on a transcript. An auditor must pay the applicable per hour tuition and fees in full prior to attendance. Information on course availability can be obtained through the school's Registrar's Office. In special circumstances and with the consent of the instructor, the assistant dean for student affairs and the senior associate dean for academic affairs, other students may be permitted to audit a course in accordance with the above requirements and any other requirements imposed by the instructor, the assistant dean for student affairs or the associate dean for academic affairs.

Enrollment

Enrollment Periods

The times for enrollment are announced by the Dedman School of Law Registrar's Office. Students who fail to enroll during the announced enrollment period will be charged a late enrollment fee.

Minimum and Maximum Hours

Generally, except for those students enrolled for a reduced course load, first-year students are required to take 16 hours in the fall term and 16 hours in the spring term. Beyond the first year, a student normally will take no fewer than 12 and no more than 17 hours in a regular term and no more than eight hours in the May term, Summer term, and August term combined. Students may take more than 16 hours in a regular term only with permission of the assistant dean for student affairs. Under no circumstances will a student enrolled be permitted to take more than 17 hours in a regular term.

Adding and Dropping a Course

A student may add or drop a course during the periods set forth in the Dedman School of Law Calendar.

Dropping a Course: Grading – A student may withdraw from a course at any time with the permission of the instructor. Students enrolled in required first-year courses (found in this catalog under The Curriculum) must also obtain the permission of the assistant dean for student affairs to withdraw from a course. If the student withdraws from a course before noon on the last day of classes, the student will ordinarily receive no grade for the course. If a student withdraws from a course after noon on the last day of classes, the student will ordinarily receive a failing grade for the course.

Withdrawal From the Dedman School of Law

Withdrawal – Withdrawal means the student's enrollment is canceled and the student is no longer enrolled for any classes. If a student is enrolled for only one course, dropping this course constitutes withdrawal from the Dedman School of Law and is subject to the penalties. The student must contact the Dedman School of Law Registrar's Office in writing to withdraw. The effective date of the withdrawal is the date the Student Petition for Withdrawal is processed in the Registrar's Office. This date is the date used for credit or refund purposes. Information on the consequences of withdrawal on grading and readmission is found under The Juris Doctor Program in the Withdrawal, Re-entry and Readmission section.

Credit or Refund – A credit or refund will be issued if notification is received prior to the close of the business day according to the following schedules:

<i>Effective Date</i>	<i>Fall and Spring Terms</i>
Prior to first day of term	100%
1st–5th day of term	90%
6th–10th day of term	50%
11th–15th day of term	25%
16th–20th day of term	10%
After the 20th day of term	0%

<i>Effective Date</i>	<i>Summer Term</i>
Prior to first day of term	100%

1st–2nd day of term	50%
After the 2nd day of term	0%

Classroom Work, Attendance and Examinations

Classroom Work and Assignments

Students are expected to prepare all assignments and to participate in classroom discussions. The instructor may exclude a student from a course for poor classroom performance, for failure to meet attendance requirements, for improper conduct in the classroom or for failure to prepare assignments. In such cases, the student will receive a failing grade in the course.

Attendance

Regular and punctual class attendance is necessary to satisfy residence and class hours requirements.

Rescheduling of Examinations

The assistant dean for student affairs may reschedule a student's examination in the event of an emergency. Two or more examinations in close time proximity do not constitute an emergency.

Use of Word Laptop Computers on Examinations

The use of laptop computers during examinations, using specially provided software, is allowed subject to any restrictions imposed by the instructor.

Accommodations in the Classroom and on Examinations

If a student is requesting academic accommodations for a disability, he or she must first contact the Disability Accommodations and Success Strategies Office (DASS) at the Altshuler Learning Enhancement Center to verify the disability and to establish eligibility for accommodations. Once registered with DASS, the student must then provide the letter of accommodation to the Dedman School of Law's assistant dean for student affairs to put accommodations in place at the law school. Reasonable accommodations will be offered to students with disabilities, upon request.

Grades and Credits

Methods of Grading

Students enrolled in the Dedman School of Law receive letter grades:

A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
C +	2.3
C	2.0
C -	1.7

D	1.0
F	0.0

Minimum Passing Grade

The minimum passing grade is D or 1.0, and an average grade of C or 2.0 is necessary for graduation. Detailed information is found in this catalog under The Juris Doctor Program in the section Requirements for Degree: Hours and Grades.

Incompletes

A student may receive a grade of *I* (Incomplete) if, for some justifiable reason acceptable to the instructor, the student has been unable to complete the requirements of the course. The maximum period of time allowed to clear the grade of *I* (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. If no alternative grade is provided, the grade of *F* will be recorded.

The grade of *I* is not given in lieu of a grade of *F* (Fail), *W* (Withdrew) or other grade, each of which is prescribed for other specific circumstances. The grade of *I* does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list.

The senior associate dean for academics may, with the instructor's permission, waive the 12-month time period of this policy under extraordinary circumstances.

Method of Computing Averages

The grade in a course will be weighted by the credit hours in the course. The computation will include marks from all courses in which the student has taken the final examination or received a final grade, regardless of whether credit in a particular course is necessary to meet the requirements for graduation. When a course is repeated, both grades will be used in the computation. A course may not be repeated if the student has previously received credit for the course. Only Dedman School of Law courses will be used in the computation.

Credit for Work Completed at Other Schools

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.

Dedman School of Law will not grant credit for any coursework completed prior to a student's matriculation in a J.D. program at an American Bar Association-approved or Association of American Law Schools-approved law school. While enrolled at the Dedman School of Law, students may earn up to eight credit hours at other ABA-approved law schools outside the Dallas-Fort Worth area during the summer. Students interested in this option must make application through the school's Registrar's Office to the assistant dean for student affairs and may be charged an administrative fee.

In extraordinary circumstances, a student may be granted permission to attend another law school for his or her final term or year of law school while still receiving an SMU degree. Permission to apply to another school must be obtained through the school's Registrar's Office from the assistant dean for student affairs. Permission will not be granted without evidence of compelling personal circumstances that require a student's relocation. The Dedman School of Law reserves the right to designate the schools to which a student may apply, to approve the courses taken

at the other law school, to limit the number of students to whom permission is granted and to charge an administrative fee.

The school will consider student applications to study abroad at internationally recognized law programs. Each student's application will be considered on a case-by-case basis and must meet all the requirements of the ABA criteria, with particular emphasis on the need for the student's proposed course of study abroad to further his or her legitimate academic or career objectives.

Residence

Six residence credits are required for graduation. One residence credit will be given for each term in which the student passes at least 12 credit hours. Three-quarters of a residence credit will be given for passing nine to 11 credit hours. One-half of a residence credit will be given for passing six to eight credit hours. One-quarter of a residence credit will be given for passing three to five credit hours. One-half of a residence credit will be given for successfully completing five credit hours at the Oxford Summer Program. Credits taken in the May term, Summer term, and August term will be combined for residence credit purposes.

Student Employment

The full-time study of law is designed to require substantially all of the student's time during the academic year. Excessive employment may lead to academic disappointment or failure. Hence, the Dedman School of Law encourages full-time law students to limit outside employment to no more than 20 hours per week. First-year students should not work at all, but if employment is absolutely necessary, they should limit their hours to 10 per week.

Withdrawal From the Dedman School of Law

In Good Standing. A student may voluntarily withdraw in good standing from the Dedman School of Law before noon on the last day of classes in a term or summer session. In this event, no credit will be given. A student who is failing a course, either because of academic work or because of poor performance at the time of withdrawing from school, will receive either a failing grade or no grade, at the discretion of the instructor. Additional information is found in this catalog under Enrollment and Academic Records.

Additional information is found under Withdrawal From the University.

Re-entry or Readmission

Students Who Left in Good Standing

Re-entry. Students who withdraw while in good standing after completing at least one term in this law school may re-enter to continue their studies without re-examination of their entrance credentials if such re-entry is approved by the assistant dean for student affairs and re-entry occurs within 24 calendar months after the date of withdrawal. Students who have completed only the first term at the Dedman School of Law may re-enter only in the spring term. The 24-calendar-month deadline for re-entry is extended by any time spent after withdrawal in active U.S. military service.

Readmission. Students who withdraw and do not meet the requirements for re-entry may apply to the admissions committee for readmission. If readmission is granted, these students must meet the graduation requirements in effect at the date of readmission.

Academic Probation, Dismissal, and Readmission or Re-entry (Dismissed Students)

In this section, "term" includes the summer session. Information on the method of computing grade averages is found in this catalog under Enrollment and Academic Services.

Dismissal After the First Term

Dismissal After the First Term. A student whose overall grade average at the end of the first term at the Dedman School of Law is less than 1.0 is automatically dismissed.

Dismissal After Two or More Terms. A student whose overall grade average at the end of two or more terms is less than 1.8 is automatically dismissed.

Probation

A student whose overall grade average at the end of any term at Dedman School of Law is 1.8 or more but less than 2.0 shall be on probation.

A student who is placed on probation is automatically dismissed unless at the end of the next term the student's overall grade average is 2.0 or more or unless the student obtains a grade average for that term of 2.3 or more.

Re-entry and Readmission of Dismissed Students

Re-entry. A student who is dismissed for unsatisfactory academic performance may petition the admissions committee for re-entry. Petitions for re-entry are granted only in extraordinary circumstances. A petition for re-entry, if granted, permits a student to continue his or her legal education at the point he or she was dismissed. A copy of the re-entry guidelines established by the admissions committee is available from the Dedman School of Law Registrar's Office and on the Academic's page of the Dedman School of Law website.

Readmission. A student who is dismissed for unsatisfactory academic performance may petition the admissions committee for readmission. Petitions for readmission are granted only in extraordinary circumstances. A petition for readmission, if granted, permits a student to begin his or her legal education from the beginning. A copy of the readmission guidelines established by the admissions committee is available from the Dedman School of Law Registrar's Office and on the Academics page of the Dedman School of Law website.

Mandatory Academic Counseling

A student with a cumulative GPA below 2.7 is required to consult with the assistant dean for student affairs or the director of academic success prior to each fall, spring and summer enrollment regarding the student's proposed schedule. The assistant dean for student affairs or the director of academic success may require the student to enroll each term in up to three courses that are tested on the Texas bar examination.

Academic Success Program

The Academic Success Program (ASP) provides skills training and support for students at all stages of their law school education. The program is focused on helping students maximize their potential for learning the law while acquiring effective study skills as well as aiding students in developing their ability to perform legal analysis.

Degree Requirements

Residence

Six residence credits are required for graduation. Detailed information is found under The Juris Doctor Program in the Enrollment and Academic Records section. Information on the requirements concerning attendance at other law schools is found under The Juris Doctor Program in the Admission With Advanced Standing section and in the Visiting Students section.

Hours and Grades

Candidates must earn 87 credit hours of credit (with grades of D or 1.0 or higher) with an overall average grade of C or 2.0 or more. All credit hours of credit must be earned at this school, except for students admitted with advanced standing and students approved to study at other law schools. All students must earn a minimum of 58 credit hours

of credit at this school. Additional information is found in this catalog in the section Enrollment and Academic Records.

Courses

The following requirements must be fulfilled: LAW 6405 - Civil Procedure; LAW 6366 - Constitutional Law I; LAW 8311 - Constitutional Law II; LAW 8290 - Contracts I; LAW 8390 - Contracts II; LAW 8341 - Criminal Law; LAW 8375 - Legal Research, Writing, and Advocacy I; LAW 8376 - Legal Research, Writing, and Advocacy II; LAW 6404 - Property; LAW 6403 - Torts; LAW 7350 - Professional Responsibility; an edited writing seminar; the general writing requirement; and the experiential learning requirement. If a student fails to receive a minimum passing grade in a required course, the student must repeat the course the next time it is offered.

Public Service Requirement

All students must complete a minimum of 30 hours of law-related public service to be eligible to graduate. Students may perform this service after they have completed two semesters of law study. All such service must be performed at an approved service placement. The Dedman School of Law's Public Service program director is charged with arranging for approved public service placements for students. Public service used to fulfill this requirement cannot be compensated work nor can it be work for which academic credit or student organization points are awarded.

Time Limit

All requirements must be met in the Dedman School of Law, or another approved law school, within 60 months or five years from commencing law school. In computing the period, any time during which the candidate was in active U.S. military service shall be excluded.

Effects of Changes in Requirements

A student must meet the residence and grade requirements in effect at the time that the student enters. The student will not be affected by later changes in these requirements. Other requirements may be changed from time to time with such applicability as the faculty determines.

Waivers

Waivers of requirements may, for good cause, be granted by the assistant dean for student affairs. Requests should be made in writing, with all relevant information and reasons, to the assistant dean for student affairs.

Honors

The Order of the Coif is a national law-school scholastic honor society. Not more than 10 percent of all graduates during the academic year may be elected to membership by vote of the faculty.

Candidates for the J.D. degree having superior grades may by vote of the faculty be awarded the degree cum laude, magna cum laude or summa cum laude. The average grade shall be based on work done in this school only, but, to receive the degree with honors, a transfer from another law school must have at least an average grade of B in law courses at the school previously attended. The minimum grade averages for honors are cum laude – 3.2, magna cum laude – 3.6 and summa cum laude – 3.8.

Grade Appeals

1. The award of a grade is a matter solely within the academic discretion of the faculty member. A student who believes that the assigned grade is incorrect must first discuss the matter with the faculty member who awarded the grade.
2. A faculty member may change a grade that has been submitted to and recorded by the Dedman School of Law registrar only for reasons of mathematical error. A faculty member who wishes to change a grade for reasons of mathematical error shall submit the proposed change along with a brief statement of the reasons

for the change to the senior associate dean for academic affairs, who shall approve all grade changes for mathematical error and report them to the Dedman School of Law registrar.

3. A faculty member who wishes to change a grade for reasons other than mathematical error must seek the permission of the faculty, which grants such requests only in extraordinary circumstances.
4. If the faculty member decides not to seek a grade change, the student may petition the senior associate dean for academic affairs for a review of the faculty member's decision. The senior associate dean may not change a grade, even with the consent of the faculty member who awarded it. If, after discussion of the matter with the senior associate dean, the faculty member decides to seek a grade change, he or she may proceed as described in paragraph 2 or 3, as appropriate. The senior associate dean will then report the faculty member's decision to the student.
5. If, after discussion of the matter with the senior associate dean, the faculty member decides not to pursue a grade change, the student may petition the dean for a review of the faculty member's decision. The dean may proceed as he or she deems appropriate. The dean may not ask another person to review the grade without the permission of the faculty member who awarded it. The dean may not change a grade even with the consent of the faculty member who awarded it. The dean may bring the matter before the faculty. However, the faculty may not change the grade without the consent of the faculty member who awarded it. If, upon reconsideration, the faculty member decides that the grade was not accurately determined mathematically or is incorrect for any other reason, he or she may proceed as described in paragraph 2 or 3, as appropriate.
6. If there is evidence of unethical or incompetent behavior on the part of a faculty member in the award of a grade, the dean or faculty may refer the matter to the Committee on Ethics and Tenure of the Faculty Senate, with a request that the committee may recommend to the dean or faculty whatever action it considers appropriate. The faculty may change a grade without a faculty member's consent only upon the recommendation of the Committee on Ethics and Tenure of the Faculty Senate.
7. Should the student be convinced that his or her complaint has not been fairly decided by the dean or the faculty, he or she may bring the matter to the attention of the provost. The provost may proceed, as he or she deems appropriate. However, the provost may not ask another person to review the grade without the permission of the faculty member who awarded the grade. The final authority in matters of academic judgment in the determination of a grade rests with the individual faculty member.
8. A student who wishes to institute a grade appeal must file a formal appeal request in writing with the senior associate dean for academic affairs no later than 60 days after the grade in question is posted to the student's transcript. No grade appeals will be considered unless this written appeal is delivered within this 60-day period.
9. These provisions are the sole rules that govern the Dedman School of Law course grade appeals at Southern Methodist University.

Courses Outside the Dedman School of Law

Graduate-level courses that are offered in other graduate or professional schools of the University and are relevant to the student's program may be taken with approval of the assistant dean for student affairs, who shall also determine Dedman School of Law credit equivalents to be awarded for such study. Except with respect to students in joint degree programs, no more than six hours may be awarded toward Dedman School of Law hours required for graduation. Additional information is available from the school's Registrar's Office.

Courses at Other Law Schools

Information about transfers from other law schools is found in this catalog under The Juris Doctor Program in the section Admission With Advanced Standing. After entry into the Dedman School of Law, summer courses in other law schools may be taken for transfer of credits with prior approval of the assistant dean for student affairs. Transfer credits may be earned in regular terms only in extraordinary circumstances of demonstrated special need. Detailed

information is found under Enrollment and Academic Records. Additional information is available from the school's Registrar's Office.

Dedman School of Law: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

- **Career Express Drop-in Hours.** The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.
- **Counseling Appointments.** The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self understanding, goal creation and career strategies.
- **Peer Mentors.** Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.
- **Career Development Ambassadors.** CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.
- **Experiential Learning.** Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:
 - **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.
 - **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
 - **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
 - **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.
- **Employer Events.** Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200

extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

- **Fitness.** SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.
- **Intramural Sports.** Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.
- **Club Sports.** Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.
- **Aquatics.** SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.
- **Outdoor Adventures.** SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.
- **Mustang Band.** Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.
- **Spirit Squads.** The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

- **Intercollegiate Athletics.** SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social

Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the two years means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Lyle School of Engineering

Academic Calendar

Academic Year 2018-2019

www.smu.edu/registrar/academic_calendar.asp

This calendar includes a listing of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology, Dedman School of Law, the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development, and Research and Graduate Studies have different calendars.

Fall Term 2018

April 10–27, Tuesday–Friday: Enrollment for fall 2018 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. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 18, Saturday: Residence halls officially open at 9:00 a.m.

August 19, Sunday: Opening Convocation, McFarlin Auditorium.

August 20, Monday: First day of classes.

August 24, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in December.

August 31, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record (**withdrawal refund schedule applies**). See Bursar's website for more information.

September 3, Monday: Labor Day. University offices closed.

September 5, Wednesday: Last day to declare pass/fail or no credit grading options. Last day to request an excused absence for the observance of a religious holiday.

September 25, Tuesday: Early intervention grades due for first-year undergraduate students.

September 28-29, Friday-Saturday: Family Weekend.

October 8-9, Monday-Tuesday: Fall Break.

October 10, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 21, Sunday: Midterm grades due for first-year and sophomore students.

October 29, 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 2, Friday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

November 2-3, Friday-Saturday: Homecoming Weekend.

November 5–23, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

November 8, Thursday: Last day for December graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

November 12, Monday: Students should file for May graduation. The last day to file is January 25, 2019.

November 20, Tuesday: Last day to withdraw from the University.

November 21, Wednesday: No classes.

November 22–23, Thursday–Friday: Thanksgiving holiday. University offices closed.

November 28–December 3, Wednesday–Monday: No final examinations or unscheduled tests and papers.

November 29, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 3, Monday: Last day of classes.

December 4-5, Tuesday-Wednesday: Reading days.

December 6-12, Thursday–Wednesday: Examinations. (No examinations scheduled for Sunday).

December 13, Thursday: Residence halls close at 10:00 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).

December 14, Friday: December Rotunda Recessional.

December 15, Saturday: December Commencement Convocation. Official close of term and conferral of degrees.

December 24 - January 1, Monday - Tuesday: University closed.

December 25, Tuesday: Christmas Day.

January Intersession 2019

Some areas of instruction offer selected courses during the January intersession, December 13-January 16.

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

Dallas Jan Term 2019

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Official close of the term and conferral of degrees.

Jan Term at SMU-in-Taos 2019

January 4, Friday: Wellness student travel/arrival.

January 6, Sunday: Regular session travel/arrival.

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Travel Day. Official close of the term and conferral of degrees.

January 17, Thursday: Unofficial Taos Travel.

Spring Term 2019

November 5–January 25, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

January 10, Thursday: Residence halls officially open at 9:00 a.m. for new students.

January (TBA): Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

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

January 18, Friday: First day of classes.

January 21, Monday: Martin Luther King, Jr. Day. University offices closed.

January 25, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in May.

February 1, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record ([withdrawal refund schedule applies](#)). See Bursar's website for more information.

February 5, Tuesday: Last day to declare pass/fail or no credit grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 25, Monday: Early intervention grades due for first-year undergraduate students.

March 13, Wednesday: Last day for continuing undergraduate students to change their majors before April enrollment.

March 11-17, Monday-Sunday: Spring Break.

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

April 2, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 8-26, Monday–Friday: Enrollment for summer 2019 and fall 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

April 9, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

April 12, Friday: Last Day for May graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

April 15, Monday: Honors Convocation, 5:30 p.m.

April 19, Friday: Good Friday. University offices closed.

April 21, Sunday: Easter Sunday.

April 24, Wednesday: Students should file for August or December graduation. Last day to file for August graduation is June 6. Last day to file for December graduation is the last day to enroll for fall 2019.

April 26, Friday: Last day to withdraw from the University.

May 1–6, Wednesday–Monday: No final examinations or unscheduled tests and papers.

May 2, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 6, Monday: Last day of classes.

May 7, Tuesday: Reading Day.

May 8–14, Wednesday–Tuesday: Examinations (No examinations scheduled for Sunday).

May 15, Wednesday: Residence halls officially close for non-graduating students.

May 17, Friday: Baccalaureate.

May 18, Saturday: Commencement Convocation. Official close of term and conferral of degrees.

May 19, Sunday: Residence halls officially close for graduating seniors.

May Intersession 2019

Some areas of instruction may offer a limited number of selected courses during the May Intersession, May 16 – May 31. Each May Intersession course may have unique start and end dates within the May 16 – May 31 term to accommodate the particular needs of the course.

Dallas May Term 2019

Classes meet four hours per day, Monday through Friday.

May 16, Thursday: First day of classes.

May 16, Thursday: Last day to add/enroll and to declare pass/fail or no credit grading options.

May 27, Monday: Memorial Day. University offices closed.

May 28, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

May Term at SMU-in-Taos 2019

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

May 15, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 16, Thursday: First day of classes.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

June 1, Saturday: Travel Day.

Summer Term 2019

The summer term consists of three primary sessions: first session (June), second session (July) 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 Perkins School of Theology.

Full Summer Session

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 6, Thursday: Last day to enroll, add courses or drop courses without grade record. Last day to file for August graduation.

June 12, Wednesday: Last day to declare pass/fail or no credit grading options.

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

July 18, Thursday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 25, Thursday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

First Session (June)

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 4, Tuesday: Last day to enroll, add courses or drop courses without grade record.

June 6, Thursday: Last day to declare pass/fail or no credit grading options. Last day to file for August graduation.

June 25, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 26, Wednesday: Last day to withdraw from the University.

July 2, Tuesday: Last day of classes, including examinations.

June A (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 3, Monday: First day of classes.

June 3, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 12, Wednesday: Last day to drop/withdraw from the University (grade of W).

June 17, Monday: Last day of classes, including examinations.

June B (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 18, Tuesday: First day of classes.

June 18, Tuesday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W).

July 2, Tuesday: Last day of classes, including examinations.

Summer I Session at SMU-in-Taos

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

(Regular Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 18, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 20, Thursday: Last day of classes, including examinations.

June 21, Friday: Departure of students.

(Field Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 2, Tuesday: Last day of classes, including examinations.

July 3, Wednesday: Departure of students.

Second Session (July)

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

June 6, Thursday: Last day to file for August graduation.

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

July 8, Monday: First day of classes.

July 9, Tuesday: Last day to enroll, add courses or drop without grade record.

July 11, Thursday: Last day to declare pass/fail or no credit grading options.

July 16, Monday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 29, Monday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

July A (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 8, Monday: First day of classes.

July 8, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

July 17, Wednesday: Last day to drop/withdraw from the University (grade of W).

July 22, Monday: Last day of classes, including examinations.

July B (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 23, Tuesday: First day of classes.

July 23, Tuesday Last day to add/enroll and to declare pass/fail or no credit grading options.

August 1, Thursday: Last day to drop/withdraw from the University (grade of W).

August 6, Tuesday: Last day of classes, including examinations.

August Term at SMU-in-Taos 2019

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

August 6, Tuesday: Travel day and arrival of students, 2-6 p.m.

August 7, Wednesday: First day of classes.

August 21, Wednesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

August 22, Thursday: Last day of classes, including examinations. Official close of term and conferral of degrees.

August 23, Friday: Travel Day.

Major Religious Holidays

(August 2018-August 2019)

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018

Dasera: October 19, 2018

Diwali: November 7, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al-Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an-Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al-Fitr: June 4-7, 2019

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

Lyle School of Engineering: General Information

The Bobby B. Lyle School of Engineering traces its roots to 1925, when the Technical Club of Dallas, a professional organization of practicing engineers, petitioned SMU to fulfill the need for an engineering school in the Southwest. The Lyle School of Engineering has grown to become a thriving school, with graduate programs in a variety of areas.

Corporate support for the engineering school has generated a remarkable array of equipment and laboratories. Recent additions include a microwave lab from General Dynamics and a robotics lab from General Electric. Additional laboratories are being developed with funds from AT&T and Southwestern Bell. The Dallas area's national prominence in high technology and research is a major benefit for the Lyle School of Engineering.

All programs of education and research in engineering and applied science are conducted through the Lyle School of Engineering. The school is organized into the following five departments: Civil and Environmental Engineering; Computer Science and Engineering; Electrical Engineering; Engineering Management, Information and Systems; and Mechanical Engineering.

Programs and Courses

All courses offered in the Lyle School of Engineering are identified by a two-, three- or four-letter prefix code, designating the general subject area of the course, followed by a four-digit number. The first digit specifies the approximate level of the course as follows: 7 – graduate and 8 – advanced graduate. The second digit denotes the credit hours associated with the course. The last two digits specify the course numbers. Thus, CSE 7320 denotes a course offered by the Department of Computer Science and Engineering at the (7) graduate level, having three credit hours and having the course number 20. The prefix codes are as follows:

CEE	Department of Civil and Environmental Engineering
CSE	Department of Computer Science and Engineering
DSIN	Multidisciplinary Programs
EE	Department of Electrical Engineering
EMIS	Department of Engineering Management, Information and Systems
ENGR	Multidisciplinary Programs
ME	Department of Mechanical Engineering
MSDS	Multidisciplinary Programs

Additional information is found under Interpretation of Course Numbers in the Enrollment Policies section of this catalog.

Degree Programs

The Lyle School of Engineering offers curricula leading to M.A., M.S., Doctor of Engineering and Ph.D. degrees. The M.A., M.S. and Ph.D. degrees generally are directed toward specific branches of engineering and applied science, whereas the curricula for the professional degree of Doctor of Engineering is directed toward professional practice based on a broad range of engineering fundamentals. All graduate programs are individually designed in

conference between the student and his or her supervisory committee. The following table shows the major areas in which students may major at the several graduate-degree levels:

Transcript		Degree or Diploma	
<i>Dept.</i>	<i>Major Area</i>	<i>Master</i>	<i>Doctor</i>
CEE	Civil Engineering	M.S.C.E.	
CEE	Civil and Environmental Engineering		Ph.D.
CEE	Environmental Engineering	M.S.Env.E.	
CEE	Sustainability and Development	M.A.	
CEE	Computer Engineering	M.S.Cp.E.	Ph.D.
CEE	Computer Science	M.S.	Ph.D.
CEE	Security Engineering	M.S.	
CEE	Software Engineering	M.S.	D.Engr.
EE	Electrical Engineering	M.S.E.E.	Ph.D.
EE	Telecommunications and Network Engineering	M.S.	
EMIS	Engineering Management	M.S.E.M.	D.Engr.
EMIS	Engineering Entrepreneurship	M.S.E.N.	
EMIS	Information Engineering and Management	M.S.I.E.M.	
EMIS	Operations Research	M.S.	Ph.D.
EMIS	Systems Engineering	M.S.	Ph.D.
ME	Mechanical Engineering	M.S.M.E.	Ph.D.
ME	Manufacturing Systems Management	M.S.	
Multiple	Applied Science	M.S.	Ph.D.
Multiple	Data Science	M.S.D.S.	
Multiple	Datacenter Systems Engineering	M.S.	
Multiple	Design and Innovation	M.A.	

Engineering education beyond the baccalaureate degree may have one or any combination of the following four objectives, some of which may relate only indirectly to a graduate degree:

1. **Upgrading:** Taking advanced work to raise the level of one's formal capabilities.

2. **Updating:** Keeping one's education current; for example, a person who received a B.S. degree 10 years ago may take coursework to make his or her formal education comparable to that of a person receiving a B.S. degree this year.
3. **Diversification:** Seeking to obtain formal education in another field, but not necessarily at a higher degree level.
4. **Maturing:** Adding new perspectives on one's own field without raising the academic level of the education.

Admission

Applicants who hold baccalaureate or higher degrees in engineering, mathematics or the sciences from a U.S. college or university accredited by a regional accrediting association, or who have completed an international degree that is equivalent to a U.S. bachelor's degree from a college or university of recognized standing, will be considered for admission to the Graduate Division of the Lyle School of Engineering for the purpose of pursuing work leading to an advanced degree in engineering or applied science. Each case is considered on an individual basis, and due to the wide variations in student education, past performance, age, experience and academic objective, individualized graduate-program requirements for each student may be anticipated.

Admission Requirements

Applicants for admission to the Graduate Division must have a minimum GPA of 3.000 on a 4.000 scale for all previous undergraduate and graduate studies. Three letters of recommendation are required for all doctoral applicants and for all applicants requesting financial aid. In addition, an official GRE graduate school admission test score is required in the following cases: 1) for master's applicants in civil engineering, computer engineering, computer science, electrical engineering, environmental engineering, and mechanical engineering programs; 2) for all doctoral applicants; and 3) for all applicants requesting financial aid.

Graduate students applying for admission to the Lyle School of Engineering are required to pay an appropriate application fee, which must accompany the application. Applications will not be considered unless the complete official transcripts of the applicant's prior undergraduate and graduate work are in the possession of the SMU Office of Admissions. The transcript is regarded as official only if it is received directly from the registrar of the institution in which the work was done, or if it is an original and authenticated transcript bearing the institutional seal. A statement of purpose is required.

Graduates from foreign countries who apply to Ph.D. programs are required to submit three letters of recommendation. A notarized financial certification form verifying sufficient assets in the form of savings accounts must be received prior to issuance of a student visa. All international students whose native language is not English and who have not graduated from an American university must submit a TOEFL English language proficiency test or its equivalent with a minimum score of 550 on the paper-based examination, 213 on the computer-based examination or 80 overall score on the Internet-based examination. A score of 6.5 or better is also acceptable on the IELTS English language proficiency test. For further information, students should write to TOEFL, PO Box 899, Princeton NJ 08541, U.S.A., or visit www.TOEFL.org.

Domestic students must apply and submit all requisite application materials by no later than July 1 for fall admission, November 15 for spring admission and April 15 for summer admission. *All international students* use the following dates: May 15 for fall admission, and September 1 for spring admission. Students apply for admission online at www.smu.edu/Lyle/ApplyNow.

Readmission of Students

Students who formerly attended SMU but who did not attend the immediately prior regular term or terms (not including the summer session) are considered readmission students and are required to file an application for readmission by the application deadline. If a student applies for readmission, all incomplete grades must be removed prior to readmission. The decision to re-admit or not re-admit is made by each department in consultation with the

Associate Dean. Additional information is found in under Lyle Graduate Programs Policies and Procedures in the Academic Records and General and Enrollment Standards section of this catalog.

Financial Aid

Graduate students who would like to be considered for financial aid must first be accepted for admission to the Lyle School of Engineering. For financial aid from the Lyle School of Engineering, contact the specific academic department. Requests for financial assistance from departments are reviewed during the admission process and applicants are notified at the time of admission if a department has awarded any financial assistance. For other sources of financial aid, students should apply to the Office of Financial Aid, SMU, PO Box 750196, Dallas TX 75275-0196. All applicants will be considered for Texas Tuition Equalization Grant eligibility. Additional information is found in the Financial Information section of this catalog.

Residence Hall Directorships

A limited number of residence hall directorships are offered to men and women graduate students. These positions offer room and board in a residence hall plus a monthly stipend. Students who have been admitted to the graduate school may request applications from the Office of Residence Life, Southern Methodist University, PO Box 750452, Dallas TX 75275-0452.

Scholarships

Scholarships are available for students whose scholastic attainments are outstanding. Holders of scholarships must maintain a grade average of *B*.

Graduate Assistantships

Graduate assistantships for teaching and research are available in the Lyle School of Engineering. These carry monthly pay and tuition benefits. The school also has a limited number of instructorships. Applications for these appointments should be submitted before March 1 to the individual department of interest.

Master of Science and Master of Arts Degrees

Admission to the Master's Program

Admission to the Graduate Division of the Lyle School of Engineering is a prerequisite to postbaccalaureate registration for any graduate course or to any program of graduate study. A student wishing to study for a master's degree may be admitted on either a regular or a conditional basis.

Regular Admission

After submission of a complete application, an applicant is evaluated for regular admission. Typically, the following requirements must be satisfied for regular admission:

- Completion of a bachelor's degree from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. bachelor's degree from a college or university of recognized standing. Each program has additional information on appropriate academic backgrounds required for admission into that program.
- A minimum GPA of 3.000 on a 4.000 scale for all previous undergraduate and graduate studies.
- Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of the appropriate application fee.

A score of 155 or higher (revised scale) on the quantitative portion of the GRE graduate school admission test score for the following programs:

Electrical Engineering
Mechanical Engineering

A score at the 90th percentile or higher on the quantitative portion of the GRE graduate school admission test for the following programs:

Computer Engineering
Computer Science

Other Ph.D. and DE programs may have specific GRE requirements. Please see those program descriptions for specific admission requirements.

Graduates from foreign countries are required to submit three letters of recommendation and a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency test score before being considered for admission, as follows:

- 550 – paper-based examination.
- 213 – computer-based examination.
- 80– Internet-based examination overall score

A score of 6.5 on the IELTS English language proficiency examination is acceptable in place of the above scores for the TOEFL examination.

Conditional Admission

An applicant may be offered admission to the Graduate Division on a conditional basis to ascertain his or her ability to successfully pursue graduate work. The necessity for such a conditional admission may arise when a student's undergraduate program, however high in quality, does not provide a completely adequate base on which to build the particular graduate program desired by the student. This may be due to a variety of reasons, of which the following are a few examples:

1. The undergraduate program may have been taken so many years ago that it differs from what is offered today.
2. The undergraduate degree may have been completed in a field other than that in which the master's degree is sought.
3. Despite strong evidence that the student possesses both the necessary qualities and the motivation to succeed in graduate study, his or her undergraduate record may have been undistinguished.
4. The student has not been awarded a bachelor's degree because he or she is currently enrolled in the final academic term.

A student who is admitted on a conditional basis may be required to take up to 12 credit hours of coursework beyond the minimum 30 credit hours required for the master's degree. Although a necessary part of the student's plan of study, such extra courses are admission requirements and cannot be counted in determining progress toward satisfaction of the minimum requirements for the master's degree. Because they provide a connecting path between the student's previous work and the graduate coursework, these extra courses are termed *articulation courses*. When the articulation coursework has been completed with an average grade of B (3.000 GPA) or better, the student's admission classification is changed from conditional to regular.

Degree Requirements

The minimum credit hour requirement for the master's degree in the Lyle School of Engineering is 30 credit hours beyond the baccalaureate, of which six credit hours may be in a thesis. Additional hours may be required depending on the student's background, objectives of the degree program and the demands of the discipline.

Any student whose articulation into engineering or whose objective will require more than 12 credit hours of articulation courses will be denied admission to the Graduate Division. Such students should enroll in additional undergraduate courses until these deficiencies are removed. The major department should be consulted for counseling information.

All Lyle School of Engineering coursework satisfying degree requirements must be in graduate courses numbered 7000 and above.

All work for the master's degree must be completed no later than seven years after matriculation.

Students must complete any required articulation courses with a minimum GPA of 3.000.

Admission to candidacy is automatically achieved when the student has obtained 12 credit hours with a minimum 3.000 GPA and that student has filed a degree plan. A student who fails to achieve this standard of performance may be required to take additional courses to satisfy the requirements of his or her degree plan and to bring his or her GPA to 3.000 or better or may be asked to discontinue graduate study.

All work attempted for the master's degree must be completed with an overall GPA of 3.000 or better. A grade of *D* obtained by a student will be figured into his or her overall GPA, but cannot be applied to his or her degree plan. Specific curricular requirements for Lyle master's degrees are detailed in departmental sections of this catalog.

Study Loads

The Graduate Division faculty expects its students to fully meet the rigorous demands of its program. For many students, this will mean a weekly time investment averaging at least three hours for each credit hour of graduate registration. This figure derives from experience that shows that each hour of class work generates two hours of homework. Each student should bear this in mind in working out a schedule of studies.

Students desiring special counseling concerning an appropriate study load should consult their faculty adviser or the director of the Graduate Division.

All international students are required to be full-time students, taking at least nine credit hours for each fall and spring term.

Part-time students are allowed to register for a maximum of six credit hours. Students are considered part-time if they hold a full-time job. Students who have a grade of Incomplete can register for a maximum of three credit hours until the incomplete grade is removed.

Articulation Course Requirements

A recent engineering graduate with an undergraduate GPA of approximately 3.000 or better and pursuing a master's program in the bachelor's degree field will have few, if any, problems articulating into the master's program.

Engineering graduate students have a wide range of preparatory education, industrial experience, age and academic objectives. It is often difficult to articulate these highly variable factors when determining educational programs in engineering. As a result, a plan of study often includes a series of specific courses that articulate an individual student's previous education and experience into an established educational program.

Students are required to complete these articulation courses, maintaining a minimum 3.000 GPA. The student who fails to achieve this record is automatically dropped from the graduate program, is not eligible to enroll in graduate courses and is denied the right to petition for readmission.

Students who maintain the requisite minimum 3.000 GPA in these courses may advance into the balance of their plan of study. As nearly as possible, these articulation courses should be completed before the courses in the balance of the plan of study are attempted.

Major Department Requirement

The program in the major field usually amounts to at least 18 credit hours and may vary with the discipline. These include basic curriculum core courses, plus electives in the particular area of interest to the student. In some disciplines, a thesis may be required. The courses are drawn from the various offerings of the department of the Lyle School of Engineering, as well as other departments of SMU outside the school. Specific requirements in the individual areas of concentration may be obtained from the appropriate department or the Graduate Division.

The Minor Requirement

Minor work must be in an area other than the major. This is usually associated with six to 12 credit hours of courses. In special cases, this requirement may be modified, but only with the approval of the faculty adviser, the curriculum chair and the associate dean.

Thesis Requirement

For the purposes of this section, Faculty Adviser (or Academic Adviser) is the person responsible for advising on the coursework to be taken and for setting up a Thesis Committee, if the thesis option is pursued. The Thesis Adviser is the person advising on the thesis research topic. The Thesis Committee Chair is the faculty member chairing the Thesis Committee and responsible for the quality of the thesis.

When a thesis is not required by a department, the student seeking a master's degree has the option of writing a thesis or of taking an equivalent number of credit hours of additional coursework.

The decision to choose the thesis option should be made by the student in consultation with the faculty adviser under the condition that a thesis adviser and a thesis committee chair can be identified and approved by the department chair and the associate dean. In some cases, a student may require a thesis adviser or a thesis committee chair other than the faculty adviser. The associate dean, with the advice of the major department chair, appoints the thesis adviser and the thesis committee chair.

All master's degree candidates who present a thesis in partial fulfillment of their degree requirements must pass a written and/or oral examination, administered by an examining committee recommended by the major department chair and appointed by the associate dean. The oral examination involves, largely, a defense of the thesis, although questions may be asked in areas that relate to the student's program of study. The examination committee should be made up of at least three members chaired by a tenured or tenure track faculty member from the candidate's major department. One of the committee members may be chosen from outside the major area to examine the student's general knowledge.

The thesis format must follow the University guidelines as indicated in the *Guidelines for Preparation of Theses and Dissertations*. After successful completion of the thesis defense, the thesis committee chair must sign the abstract original, and all the faculty members attending the final examination must sign the half-title page of the thesis. After the thesis has been checked and approved by the Lyle School of Engineering examiner, the thesis is uploaded to the SMU/UMI thesis submission website. One extra copy of the abstract signed by the committee chair and one copy of the original half-title page with signatures must be delivered to the office of the director of graduate student experience before the final examination period in a regular term and before examinations in a summer term.

An announcement of all scheduled examinations must be sent to the associate dean. Using the form provided for the purpose, the examining committee shall report in writing to the associate dean no later than one week before the time for conferring the degree whether all work has been completed in a satisfactory manner and whether, on the

basis of the final examination, the student is recommended for the desired degree. In no case may this examination be scheduled earlier than six months before the degree is to be conferred.

Faculty Adviser

The faculty adviser is appointed by the chair, subject to approval by the associate dean. It is the adviser's responsibility to review and eventually approve the student's specific plan of study, and to check on subsequent progress. It is the responsibility of the faculty adviser to secure approval of the plan of study by the Graduate Division and to arrange for the appointment of the thesis committee if there is a thesis.

Once the plan of study is approved, it becomes the curriculum for the student, and deviations are permitted only if the student obtains formal approval for the change from the faculty adviser, department chair and director of graduate studies. All such approved changes are incorporated into the student's plan of study and are placed on file in the office of the director of graduate studies.

Probation and Suspension

A student with a GPA lower than 3.000 will be placed on probation, and his or her record will be reviewed at the closing of each term. A student on probation for two terms can be placed on suspension only to be readmitted by special approval from the faculty adviser, department chair and associate dean. A student who does not meet his or her suspension conditions in the allotted time stated at the time of acceptance will be permanently suspended.

Transfer of Credits

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.

Generally, up to six credit hours of graduate courses may be transferred from an institution approved by the Graduate Division, provided that such courses 1) were completed in the five years prior to matriculation, 2) carried graduate credit, 3) earned grades of *B-* or higher and 4) were not used to meet the requirements of an undergraduate degree.

Grades of courses transferred for credit are neither recorded nor used in computing GPAs. Acceptance of transfer credit requires approval of the student's faculty adviser, department chair and the director of graduate studies.

The request to transfer credit must be made, using the appropriate forms, during the term of matriculation to the Graduate Division. Usually, this is done at the time the detailed plan of study is developed in consultation with the faculty adviser. The plan of study must be filed with the Graduate Division during the term of matriculation. Transfer of credit for courses that are taken at other institutions after matriculation into the Graduate Division in the Lyle School of Engineering is not normally permitted. Any deviations must be approved in writing by the adviser, department chair and the associate dean prior to such action and will be granted only under extenuating circumstances, as determined by each department.

Fast Second Master's Degree

Students who are currently enrolled in an SMU Lyle graduate program and who are seeking a new master's degree from SMU Lyle must take a minimum of 18 credit hours of Lyle graduate coursework for the new SMU Lyle master's degree, and these hours will not be applied toward another SMU graduate degree. In such cases, the master's degree will not be awarded until a minimum of 30 credit hours of graduate coursework has been completed at SMU.

Students who hold an SMU graduate degree and who are seeking a new master's degree from SMU Lyle must take a minimum of 18 credit hours of graduate coursework for the new master's degree, and these hours must not have been applied toward another SMU graduate degree.

The Accelerated Pathways Master's Degree Program

The Accelerated Pathways program permits undergraduate Lyle Engineering students to take some graduate courses while an undergraduate, which will count both toward B.A./B.S. and M.A./M.S. degrees. Up to nine (9) semester credit hours of graduate course work may be permitted to be taken as an undergraduate and be applied toward fulfilling the undergraduate degree requirements. In such cases, students may fulfill both Bachelor's and Master's degree requirements in as few as 21 semester credit hours beyond the B.A./B.S. coursework.

Furthermore, because the graduate work is spread over two or more academic years, students have a greater selection of courses in both their undergraduate and graduate studies and are able to complete a thesis, should they so desire. The student must work closely with his or her academic adviser to ensure that the requirements of the Accelerated Pathways program, the B.A./B.S. degree, and the M.A./M.S. degree all are met.

Requirements

For students admitted to the Accelerated Pathways program, up to nine (9) semester credit hours of graduate courses (7000-level and above) may be applied toward fulfilling the student's undergraduate program requirements. The student must complete a minimum of 21 semester credit hours of graduate course work at SMU beyond the undergraduate residency requirement to satisfy the graduate residency requirement. In addition, the accelerated pathways student is permitted to take additional graduate courses while an undergraduate, up to their eighth semester, that can be marked for graduate credit only. No graduate course work for graduate-only credit will be permitted after the eighth semester, although the students will be permitted to take dual-credit graduate courses (up to 9 hours) even beyond the eighth semester. Furthermore, the student must take at least one of the courses for the graduate degree while holding graduate status, i.e., after the student graduates with the undergraduate degree.

NOTE: Undergraduate students may take graduate courses only after they have reached senior status (90 or more earned credit hours).

Admission Requirements

For admission to the Accelerated Pathways program, the student must:

1. Be enrolled in an undergraduate program in the Lyle School of Engineering;
2. Have achieved junior-level status;
3. Apply no later than the semester before they finish their undergraduate studies;
4. Have an overall GPA of 3.000 or higher;
5. Upon request, provide three letters of recommendation, one from the student's academic adviser and two from other faculty members in the School of Engineering; and
6. Be accepted into the desired M.A./M.S. program

Bachelor's Degree Requirements

All undergraduate degree requirements must be satisfied, with up to 9 semester credit hours of graduate course work (7000 and above) applying toward the satisfaction of those requirements. It is important to note that the graduate courses must be taken at the 7000 level from the beginning, as no conversion from 5000 to 7000 will be permitted after the add/drop deadline in the semester the course is taken. The undergraduate adviser should be consulted on the appropriateness of the 7000 dual-counting courses for the undergraduate degree.

Master's Degree Requirements

To receive a master's degree under the Accelerated Pathways program, the student must have a cumulative GPA of 3.0 in the M.S. degree course work (including the graduate course work applied towards the undergraduate degree requirements), and satisfy all requirements for the master's degree. The master's degree requirements will be completed after the semester the student graduates with the bachelor's degree. The designated graduate adviser should be consulted when registering for any graduate courses, to make sure that these courses satisfy requirements of the master's degree pursued.

Graduate Cooperative Education Program

The graduate co-op program is an academic enrichment opportunity designed to give students the ability to apply their academic studies to real-world problems. Qualified students may apply to join this program and are eligible to enroll up to two terms of relevant professional work experience. The work experience must be related to the student's major area of study and is subject to these regulations:

1. Students are eligible to apply for graduate co-op only *after* completion of both a fall term and a spring term.
2. Students must be in good academic standing to be admitted to the co-op program with a minimum GPA of 3.000.
3. Students must secure their own co-op position.
4. Co-op positions must be full-time, and subsequent co-op positions must be with eligible employers.
5. Students may not quit co-op assignments in midterm to seek a position with a different employer.
6. All paperwork must be completed prior to the deadline:
 - a. SMU graduate co-op application (requires adviser, department chair and director's approval).
 - b. Legal agreement between SMU and employer (requires supervisor, Lyle dean and SMU provost approval).
 - c. Curricular practical training request form for international students. (CPT form requires adviser, department chair and director's approval.)
 - d. Offer letter from employer stating beginning and ending dates, salary per hour and job description on company letterhead and signed by supervisor. The letter must also indicate that the position is full-time (40 hours per week).
 - e. Application deadline: All co-op paperwork for the work term is due by the deadline set each term by the graduate co-op director, and the deadline is approximately eight business days before the start of the term. **Note:** The process to obtain an I-20 Certificate of Eligibility from English for Internationals takes five business days after the co-op paperwork has been completed.
7. The duration of the co-op work term must coincide with the SMU academic term.
8. Students must be enrolled in graduate co-op course ENGR 8199 while on co-op work assignments.
9. Students may take no more than three credit hours (one course) during a co-op work term, and only if the course is needed to graduate on time. The course may be taken on campus or by distance learning.
10. Students must complete a minimum of two, but no more than three, co-op work terms.
11. Students may complete only spring/summer or summer/fall back-to-back work terms. (Fall/spring and spring/fall back-to-back work terms are not allowed.)
12. Students must submit a report at the end of each work term, signed by the student's supervisor, academic adviser and department chair, no later than two weeks after the end of the co-op work term.
13. Students must read and become familiar with the graduate engineering co-op policy.

Nondegree Study

Nondegree studies are subject to the following:

1. A baccalaureate degree is required for admission.
2. Admission to nondegree study requires the consent of the program director who oversees the course(s) taken by the student.

3. Students who apply to the Lyle School of Engineering graduate programs after the deadline for admission may be offered the nondegree option to begin their studies.
4. Students applying for nondegree study must submit an application, an application fee of \$75 and an official transcript from the institution that conferred the student's baccalaureate degree.
5. Students may not take more than three courses on a nondegree status.
6. Students on a nondegree study plan may apply to study toward a graduate degree. All requirements for admission must be met. After a student is admitted, he or she may petition to transfer the nondegree courses subject to approval of the adviser, department chair and associate dean.

Tuition for nondegree students is the same as tuition for students who take the course toward a degree.

Off-Campus Distance Education

SMU, through its Lyle School of Engineering (Lyle), has supported distance education graduate programs for nearly 50 years. The Lyle Distance Education (DE) program is designed to provide qualified students a rewarding graduate education that fits their busy lifestyles. DE instruction has proven to be an effective education medium with advantages such as access to digital library resources and the ability to replay the lectures as many times as needed.

Lyle graduate course lectures are recorded "live" in one of the school's state-of-the-art studio classrooms. Our classroom recordings include the lecture and all dialogue in the class between the students and the professor. The recorded lectures are then posted to a Lyle server within 24 hours of the on-campus course. Subsequently, DE students download the lecture to their computer and watch it on-demand. Course handouts, syllabi and assignments are distributed by the department or via Canvas, SMU's learning management system. Graded coursework is returned as directed by the professor. DE students are encouraged to contact the instructor by email or telephone to ask questions and clarify points from the lecture. DE students are required to identify a proctor for all exams. Proctors are verified and vetted in accordance with SMU's academic standards and are required to agree and abide by the SMU Honor Code.

Lyle offers DE students the opportunity to complete master's degrees in professional and traditional engineering disciplines. Each of the programs is interdisciplinary in content and flexible in approach. The programs available via distance education are as follows:

Civil Engineering	Manufacturing Systems Management
Computer Engineering	Mechanical Engineering
Computer Science	Operations Research
Datacenter Systems Engineering	Security Engineering
Electrical Engineering	Software Engineering
Engineering Management	Sustainability and Development
Environmental Engineering	Systems Engineering
Information Engineering and Management	Telecommunications and Network Engineering

Note: Students should see specific program sections for the admission and curricular requirements for each program.

More information regarding Lyle off-campus distance education graduate programs can be obtained by visiting www.smu.edu/Lyle/Graduate/ProspectiveStudents/Lyle-Distance-Education-Program.

Doctor of Engineering Degrees

The objective of a Doctor of Engineering degree is to provide students with adequate preparation to meet doctoral standards in an applied science or engineering practice. Applied science, as a focus for a doctoral degree, refers to the study of advanced theory and its application to a practical problem in order to test and verify performance and limitations. A doctorate with focus on applied science requires a high level of expertise in the theoretical aspects of the relevant scientific principles and experience with the details of the implementation of this theory on realistic problems. Engineering practice, as a focus for a D.E. degree, is the study of the different aspects that play a role in the transfer of technology from its inception in research to the intended engineering environment. This requires a high level of expertise in 1) theoretical aspects of the relevant scientific principles, 2) solving the problems and understanding the details of the transfer and application of the technology and 3) economic issues.

A D.E. degree is distinguished from a Ph.D. degree in that a Ph.D. is expected to make a significant advance to scientific knowledge, whereas a D.E. is expected to make a contribution to science by studying its implementation and participating in the transformation of knowledge into technology. Currently, D.E. degrees are offered with majors in engineering management and software engineering.

Specific degree requirements for the D.E. with a major in software engineering are found in the Computer Science and Engineering Department section of this catalog. Specific degree requirements for the D.E. with a major in engineering management are found in the Engineering Management, Information and Systems Department section of this catalog.

Sequence of Events

The following events must occur in the process of obtaining a Doctor of Engineering degree. Some events may occur concurrently.

1. Acceptance into the program and assignment of an academic adviser.
2. Preparation of a formal degree plan (form labeled "Degree Plan – Doctor of Engineering") and creation of the supervisory committee ("Recommendation and Certification of Supervisory Committee").
3. Basic coursework and preliminary counseling examination (if required by the student's department).
4. Written qualifying examination.
5. Submission of written proposal for praxis project.
6. Oral qualifying examination and proposal presentation.
7. Admission to candidacy (form labeled "Admission to Candidacy").
8. Preparation of praxis.
9. Review of praxis by project supervisor and chair of committee.
10. Presentation and defense of praxis to the committee (form labeled "Report on Thesis or Dissertation and/or Final Examination").

Admissions Criteria

Persons with a B.S., or equivalent baccalaureate degree, and a master's degree may qualify for admission. The undergraduate degree must be in a technical or applied science area. This includes all engineering degrees as well as degrees in mathematics and applied sciences. The master's degree may be in a technical area or other areas such as business administration or economics. The degrees must be from U.S. colleges or universities accredited by regional accrediting associations, or be international degrees equivalent to a U.S. bachelor's and/or master's degrees from colleges and universities of recognized standing. Each program has additional information on appropriate academic backgrounds required for admission into that program.

Initial Advising

Upon acceptance into a D.E. program, the student is assigned an academic adviser. This adviser is a resident tenured or tenure-track faculty member in the student's home department. The selection of the adviser is an administrative

decision that may not necessarily be connected to the student's academic interests. At the outset, the student should identify whether the focus of the doctorate will be in applied science or in engineering practice. The adviser and the student will prepare a formal degree plan based on the student's academic background and declared interests and objectives. This plan of study should present clearly how past and proposed coursework will satisfy the requirements for the degree. It should also provide a term-by-term schedule for taking courses consistent with current course offering projections.

Total Academic Credit

The total credit hour requirement is 78–66 credit hours of graduate coursework and 12 credit hours devoted to the praxis project. Postbaccalaureate coursework from other institutions and other graduate degrees may be applied toward the degree requisites subject to approval of the supervisory committee. There must be a minimum of 36 credit hours of graduate coursework and a minimum of 12 credit hours of praxis project work, none of which have been nor can be applied to any other degree.

Residence Requirement

The term *residence requirement* refers to the minimum number of required academic credit hours a student must complete while properly enrolled at SMU. At least 18 of the 66 credit hours of coursework as well as the 12 credit hours devoted to the praxis must be taken in residence at SMU.

Recognition of Previous Postbaccalaureate Coursework

Graduate-level courses may be used to fulfill the course requirements for the degree. Any course assigned to a specific requirement must be approved by the supervisory committee.

Preliminary Counseling Examination

The preliminary counseling examination is designed to establish the academic strengths and weaknesses of the student. If required by the department, the individual department determines the format of the preliminary counseling examination. Depending on the results of the preliminary counseling examination, one of the following three actions is taken: 1) the student is allowed to take advanced courses for the degree, 2) the student is disallowed from further study at SMU or 3) remedial action in areas of academic weakness is recommended.

The Qualifying Examination

The qualifying examination marks the transition from preparation to execution of the doctoral research. Upon its successful completion, and the presentation of a research plan, the student is certified to proceed with the research directly related to the praxis. Beyond this point, the student is formally recognized as a doctoral candidate. Transition into candidacy occurs after the following three requirements are satisfied.

The Written Qualifying Examination

The written portion of the qualifying examination is composed of several tests. Members of the supervisory committee administer the tests. The supervisory committee has full discretion as to the choice of material and the format and style of the written exam. Usually, the tests are designed to measure knowledge in an area of expertise of an individual supervisory committee member or on a topic from a course taught by that member. Tests are commonly take-home exams over the course of a week or more. It is the responsibility of the student to inquire as to the nature and format of the tests and the availability of the supervisory committee members when scheduling the exam. When the student is ready to proceed with the written portion of the qualifying examination, and when all participating examiners have been consulted and have agreed on a schedule, the academic adviser issues a memorandum to all members of the supervisory committee formalizing the schedule for this portion of the exam.

The Written Research Proposal

A formal document describing in detail the proposed research project that constitutes the praxis must be submitted to the supervisory committee in time to be read prior to the oral presentation. This document outlines the responsibilities of the supervisory committee as well as presents a realistic plan and time schedule for the completion of the praxis.

The Oral Qualifying Examination and Proposal Presentation

The oral qualifying examination and the oral presentation of the research project proposal may be presented following the successful completion of the written examination and when the members of the supervisory committee have had time to review the written research proposal. The oral qualifying examination is a continuation of the written qualifying examination. At this time, the supervisory committee may proceed with an oral examination of the student. After this, the student presents the proposed praxis project. The student must be prepared to defend the proposal to the supervisory committee.

The Doctorate Praxis Project

Composition of the Supervisory Committee

The purpose of the supervisory committee is to supervise the student's praxis project. The supervisory committee is made up of at least five members. At least four members of the committee must be resident tenured or tenure-track faculty members at SMU, three of whom must be members of the student's home department. The chair of the committee must be a member of the resident tenured or tenure-track faculty of the Lyle School and a member of the student's home department; however, a different committee member may act as the praxis director. Other members of the supervisory committee may come from related areas such as engineering, business or economics. One committee member can be from outside the Lyle School of Engineering. The supervisory committee must be approved by the chair of the department and the associate dean, who is an ex officio member of the supervisory committee. The supervisory committee may be modified as the student progresses in the program. The supervisory committee may add members to include faculty members from other areas of specialization or cognizant members from industry who may contribute to the praxis.

The Project and Final Defense

As a culmination of a doctoral program, the student must perform a suitable engineering praxis (practical engineering study), including both a written report and an oral presentation of the results. The scope of the praxis may be broad or narrow and may involve engineering design, development or any other major category of engineering work, typically revolving around a well-defined project relevant to current engineering practice. Good scholarship, including recognition of both previous and current work in the subject area, is required. The praxis may be conducted on campus or at an industrial location. The proposal will 1) outline the general technical scope of the project, 2) state the economic and technical relevance of the work and 3) give a time schedule for accomplishing the project. It is expected that this proposal will be worked out in close consultation with the faculty member supervising the work and cognizant industry people when the project is to be conducted off campus. Once the project is set into motion, the student is expected to adhere to the time schedule and to keep the supervisory committee informed on a regular basis of progress made. The project may focus on a well-defined practical problem or on a more general theoretical development. If the focus is a practical problem, economic considerations must also be incorporated in the praxis. If the focus is more general, the supervisory committee will determine whether or not economic aspects will be required.

The Praxis Report

The praxis report is expected to be a mature and competent piece of writing. The praxis format must follow the University guidelines as indicated in the Guidelines for Preparation of Theses and Dissertations. Upon successful completion of the praxis defense, the abstract original must be signed by the praxis director, and the original half-

title page of the praxis must be signed by all the supervisory committee members attending the final examination. After the praxis has been checked and approved by the Lyle School of Engineering examiner, the praxis is uploaded electronically to the SMU/UMI Dissertation Publishing submission website. One extra copy of the abstract signed by the adviser and one copy of the original half-title page with signatures must be delivered to the director of Graduate Student Experience before the final examination period in a regular term and before examinations in a summer term.

Doctor of Philosophy Degrees

General requirements for a Ph.D. degree include the following components: 1) total academic credit, 2) residence requirements, 3) course requirements, 4) preliminary counseling examination, 5) qualifying examination, 6) admission to candidacy, 7) dissertation, 8) final examination and 9) supervisory committee. A student admitted to a doctoral program is expected to have been awarded a master's degree in the same or a closely related program or to earn such a master's degree during the course of the program. The following sections define and discuss these general requirements. Specific details about Ph.D. program requirements are found in the departmental sections of this catalog.

Total Academic Credit

The Lyle School of Engineering requires for a Ph.D. degree a *minimum* academic credit of 54 credit hours earned in coursework beyond the baccalaureate degree or 24 credit hours earned in coursework beyond a master's degree, in addition to 24 credit hours earned in dissertation work. There must be a minimum of 24 credit hours of graduate coursework and a minimum of 24 credit hours of dissertation work, none of which have been nor can be applied to any other degree. The student's supervisory committee determines the precise amount of course credit to be required, subject to the approval of the department chair and the associate dean. A student who is actively working on his or her dissertation must be enrolled in dissertation study each term until completion of all requirements for a Ph.D. degree.

Resident Requirement

The term *residence requirement* refers to the minimum number of required academic credit hours a student must complete while properly enrolled at SMU. The residence requirement is 30 credit hours of graduate credit, normally the last 30.

Time Limitations

A Ph.D. degree is given in recognition of the highest attainment in a specific field. It requires novel, high-quality research work recognized and accepted by other scholars in the field. Due to this need for timeliness, all requirements for a Ph.D. degree must be satisfied within five years after the date the qualifying examination is passed. If such period has expired without successful completion of a Ph.D. degree, the associate dean, in consultation with the thesis adviser and the department chair, may ask the student to retake the Ph.D. qualifying examination or may disallow the student from further study.

Preliminary Counseling Examination

Upon admission of each student into the program, the associate dean, on the recommendation of the department chair, appoints a faculty adviser. The faculty adviser is responsible for providing the student with advice on a proper plan of study on fundamental courses in the discipline to prepare for the preliminary counseling examination, which is designed to establish the academic strengths and weaknesses of the student. If required by the department, the individual department determines the format of the preliminary counseling examination. The background expected for this examination is similar to that of a master's level, and the final examination for the master's degree may substitute for this exam for students who complete master's degrees at SMU. Depending on the results of the preliminary counseling examination, one of the following three actions is taken: 1) the student is allowed to take

advanced courses for a Ph.D., 2) the student is disallowed from further study at SMU or 3) remedial action in areas of academic weakness is recommended.

Every student who is admitted to a Ph.D. program must form a supervisory committee with the approval of the dissertation director, the department chair and the associate dean. Because the chair of this committee normally will also be the student's dissertation director, the student should decide upon a general area of the dissertation before requesting the appointment of a supervisory committee. It is essential that the student do this quickly because there are no assurances that graduate work completed before the appointment of the committee will be accepted as part of a Ph.D. program.

Course Requirements

The minimum academic coursework of 54 credit hours should include a major as well as a minor area of investigation. The individual departments identify specific course requirements for these areas. As a general guideline, at least 12 credit hours are required for the minor, which should be in an area providing breadth as well as support to the major field of investigation.

For a Ph.D. program, qualifying examinations and the dissertation are paramount. Course requirements are identified to facilitate the student's training toward the qualifying examination. Of the 24 credit hours required in coursework beyond a master's degree, 12 credit hours must be taken at SMU. Generally, up to 12 credit hours of graduate courses may be transferred into a Ph.D. program from an institution approved by the Graduate Division, provided that such courses 1) were completed in the five years prior to matriculation, 2) were taken toward a Ph.D. degree and 3) received grades of *B-* or higher. The request to transfer credit must be made using appropriate forms during the term of matriculation to the Graduate Division. Grades of courses transferred for credit are neither recorded nor used in computing GPAs. Acceptance of transfer credit requires approval of the student's faculty adviser, department chair and the associate dean. Transfer of any credit for courses taken at other institutions after admission to SMU is not normally permitted.

Qualifying Examination Process

These examinations must be taken after the student has completed some of the advanced coursework in the major and minor fields of investigation.

Each department within the Lyle School of Engineering specifies the formats, schedules and areas for the qualifying examinations. The student should contact his or her department for these requirements.

This examination process is comprehensive in scope, covering the student's entire academic career, and includes the major and minor areas planned for the Ph.D. degree. It is conducted by the supervisory committee with the aid of faculty members drawn from the major and minor areas of concentration, and it consists of both written and oral parts. As part of the oral examination, the student will be required to discuss the proposed dissertation topic. This is desirable because a student's program of study should be supportive of his or her intended dissertation research. Successful performance on the examination results in a recommendation that the student be admitted to candidacy for a Ph.D. degree. The committee may believe that, while a student passed the major parts of the examination, his or her performance disclosed weaknesses requiring further coursework. The committee may then modify the student's plan of study to include specific additional courses before he or she may be recommended for admission to candidacy.

Should the student fail the examination process, the supervisory committee may recommend a re-examination, subject to approval by the department chair and the associate dean. The right of re-examination is not automatic; rather, it is a special privilege recommended in those cases in which the supervisory committee believes a student has the necessary potential but needs some additional preparation.

Admission to Candidacy

A graduate student does not become a candidate for a Ph.D. degree until the formal application for candidacy has been approved. Such admission requires the approval of the student's supervisory committee, the department chair and the associate dean. The approval is based upon 1) passing the qualifying examination, 2) the academic record of the student as attested by a 3.000 GPA or better (4.000 = A), 3) selection of a tentative title for the dissertation and 4) the student's overall fitness as judged by the supervisory committee. The formal application for candidacy should be submitted as soon as these four requirements have been met, as judged by the supervisory committee.

Dissertation Requirement

The dissertation format must follow the *Guidelines for Preparation of Theses and Dissertations*. Each student is also expected to submit articles for publication in reputable journals and conferences appropriate to the field of research.

The most clearly distinguishing characteristic of a program leading to a Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation is expected to be a mature and competent piece of writing and must make a significant and novel contribution to the engineering or applied science discipline. The work it reports may be basic scientific research, engineering research or creative design. The progress of the student toward a Ph.D. degree is monitored closely by the thesis adviser and the supervisory committee, with an annual report to the department chair. In the event a student is judged by the supervisory committee not to be making satisfactory progress, he or she will be placed on probation for one term, at the conclusion of which his or her progress will be reevaluated. Should the progress be found unsatisfactory, the student will be suspended.

Upon successful completion of the dissertation defense, the dissertation director must sign the abstract original, and all faculty members attending the final examination must sign the original half-title page of the dissertation. After the dissertation has been checked and approved by the Lyle School of Engineering examiner, the dissertation is uploaded electronically to the SMU/UMI Dissertation Publishing submission website. One extra copy of the abstract signed by the adviser and one copy of the original half-title page with signatures must be delivered to the director of Graduate Student Experience before the final examination period in a regular term and before examinations in a summer term.

Dissertation Research in Industrial Laboratories

Under special circumstances, some students may be permitted to undertake their dissertation in industrial laboratories in the Dallas-Fort Worth area or elsewhere. This situation may arise when the research requires special laboratory facilities that are not available at SMU but that are available elsewhere. Such an operation creates special problems for both the University and the company, particularly when the dissertation research is also the student's work assignment as an employee of the company. From the viewpoint of the school, the principal requirement is that the particular research on which the dissertation is to be based be undeniably the individual work of the student. The second requirement on which the school must stand is that the dissertation results be available for free dissemination via open publication, whatever those results may be.

To minimize difficulties arising out of these requirements, the Lyle School of Engineering has adopted the following regulations:

1. The chair of the student's supervisory committee must be a member of the resident tenured or tenure-track faculty of the school.
2. The student may register for dissertation-research credit only after appointment of a dissertation director by the department chair, subject to the approval of the associate dean.
3. The supervisory committee must approve the specific character of the work to be conducted, the conditions under which it is conducted and the time schedule for completion. It is expected that the supervisory committee shall have access to the student's experimental apparatus, and the chair of that committee shall

join with the dissertation director in meeting at intervals with the student at the scene of the research to evaluate the process and the conditions under which the research is carried out.

4. The dissertation director has the responsibility to ensure that the student's work is identifiably the student's own and that needed equipment belonging to SMU will not be diverted from the dissertation research by the company except in cases of extreme need.

Supervisory Committee

The membership of the supervisory committee is selected by the student in consultation with the dissertation director. After the student has obtained the written consent of those selected, he or she must obtain the written endorsement of the department chair before transmitting the list to the associate dean for official certification. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, as well as one resident tenured or tenure-track faculty member from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track faculty of Southern Methodist University. The supervisory committee should be constituted as early as possible after the student has begun doctoral work and normally before the completion of 15 credit hours of work beyond the master's degree (or 45 credit hours of work beyond the baccalaureate degree). The associate dean is an ex officio member of all supervisory committees and should be notified in writing, at least one week in advance, of all meetings of such committees. The associate dean may, at his or her own discretion, reconstitute any supervisory committee.

The duties of a supervisory committee shall be

1. To assist the student in interpreting all regulations governing the degree sought. This duty does not absolve the student from the sole responsibility to remain informed concerning these regulations.
2. To meet immediately after its appointment for the purpose of passing on the qualifications of the student, to discuss and approve a plan of study, and to set a tentative time schedule for the qualifying examination.
3. To discuss and approve the dissertation project proposed by the student and the plans for implementing it.
4. To participate in the qualifying examination.
5. To convene whenever needed during dissertation research to review procedure, progress and expected results, and to develop suggestions for the remainder of the work. The supervisory committee may be convened by either the chair of the supervisory committee or the associate dean of graduate studies. The supervisory committee may suggest discontinuation of the student if sufficient progress toward a Ph.D. degree has not been achieved.
6. To conduct the final examination.

Final Examination

Upon completion of all other requirements, a final examination of the candidate will be announced, registered with the Graduate Division and subsequently conducted by the supervisory committee. The candidate must make six unbound copies of the complete draft version of his or her dissertation available to the Graduate Division for distribution to the members of the supervisory committee at least three weeks prior to scheduling of the final examination. This examination, which is conducted orally, must enable the committee to satisfy itself that the dissertation is an original piece of work, either in research or creative design; that it has been carried out in keeping with the highest standards of investigation and reporting; and that it makes a contribution to knowledge that is of value to the engineering profession or scientific community. Satisfactory performance on this examination is the last requirement to be met for a Ph.D. degree. The degree may be awarded at the end of the term in which the final examination is passed, but the prospective candidate should note that at least one academic year must elapse between the passing of the qualifying examination and the conferring of the degree.

Multidisciplinary Studies

A Ph.D. degree in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any one department but nevertheless are of interest to some faculty members of the school. In such cases, the composition of the supervisory committee will be made flexible in order to allow for the interdisciplinary nature of the program, with the single restriction that at least three of the five members of the supervisory committee are tenured or tenure-track faculty members in the Lyle School of Engineering. Additional information is found in the Multidisciplinary Studies section of this catalog.

Lyle School of Engineering: Academic Programs

Applied Science

Applied Science, Ph.D.

A Ph.D. degree in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any one department but nevertheless are of interest to some faculty members of the school. In such cases, the composition of the supervisory committee will be made flexible in order to allow for the interdisciplinary nature of the program, with the single restriction that at least three of the five members of the supervisory committee are tenured or tenure-track faculty members in the Lyle School of Engineering. The major area of this degree will be designated as applied science. Admission to and oversight of program is at the discretion of the associate dean for academic affairs of the Lyle School of Engineering, who also serves as department chair.

Applicants to the program must meet all requirements for admission stated in the general admission requirements section for Doctor of Philosophy Degrees section of this catalog. Additionally, all applicants must secure the approval of a tenured track member of the Lyle Engineering faculty to serve as dissertation adviser and dissertation committee chair, submit a tentative supervisory committee form with 5 members at least 4 of which must be tenured track Lyle faculty including the dissertation adviser, and submit a research proposal.

Applied Science, M.S.

Applicants to the M.S. with a major in applied science must meet all relevant admission requirements set forth in the Master of Science and Master of Arts Degrees section of this catalog. Additionally, all applicants must secure the approval of a tenured track member of the Lyle Engineering faculty to serve as faculty adviser. Thesis track applicants must also submit a tentative supervisory committee form with at least three tenured track Lyle faculty members and submit a research proposal. Admission to and oversight of the program is at the discretion of the associate dean for academic affairs of the Lyle School of Engineering, who also serves as department chair.

Civil and Environmental Engineering

Associate Professor Barbara S. Minsker, Chair

Professors: Khaled F. Abdelghany, Paul Krueger, Zhong Lu, Barbara S. Minsker, Halit Üster

Associate Professors: Usama S. El Shamy, Andrew N. Quicksall, David A. Willis

Assistant Professors: Jaewook Myung, Janille Smith-Colin, Brett Story, Wenjie Sun

Senior Lecturer: John H. Easton

Lecturer: Jessie Marshall Zarazago

Adjunct Faculty: Drew Aleto, April Blount, Whitney Boger, Samir Bougacha, Mark K. Boyd, Robert Casagrande, Weiping Dai, H. Elizabeth del Monte, Roger O. Dickey, Hope Hagar, Anwar Hirany, Sina Iman, Mehedy Mashnad, Steven D. McCauley, Mofid Nakhaei, Jon D. Rauscher, Patricia A. Taylor, Philip K. Turner, Rumanda K. Young, Natasha Zamani

General Information

Department Facilities

CEE departmental offices and instructional and research laboratories are located in the new, state-of-the-art J. Lindsay Embrey Engineering Building, which is certified as a Leadership in Energy and Environmental Design Gold Building in LEED's internationally recognized green building certification program. Environmental teaching and research laboratories include dedicated space for air quality and meteorology, industrial hygiene, environmental microbiology, soil and water quality, and contaminant modeling.

The air quality and meteorology laboratory includes modern airflow, pressure and volume measurement instrumentation. The industrial hygiene laboratory includes an inventory of the latest personal monitoring equipment for assessing occupational exposure to a variety of industrial process stressors including asbestos, noise, total and respirable dust, metals, radiation, and heat stress. The contaminant-modeling laboratory provides space to conduct experiments for water quality assessment, to develop innovative biological and chemical treatment processes that remove and degrade potentially harmful contaminants, to develop multicomponent reactive transport modeling of contaminants in the groundwater and subsurface environments, and to analyze groundwater flow regimes and fate and transport of contaminants in the subsurface.

The environmental teaching and research laboratories have sophisticated analytical capabilities for performing chemical analyses of air samples and for assessing the quality of water supplies and wastes and the effectiveness of water and waste treatment procedures. Major equipment includes a Thermo Scientific ozone analyzer, a Dynamax absorbance detector, a Hach DR 2500 scanning spectrophotometer for water quality analysis of numerous parameters, a Thermo Scientific inductively coupled plasma mass spectrometer, a PerkinElmer Fourier Transform Infrared Spectrometer with attenuated total reflectance, a Dionex ion chromatography unit, a Cary bio UV-visible spectrometer with temperature control, and an Agilent gas chromatography and mass spectrometry unit for identifying and measuring numerous organic and inorganic compounds in environmental samples. Other miscellaneous equipment includes continuous ambient air monitoring devices, a UV-visible spectrophotometer, pH and other specific ion meters, incubating ovens, microscopes, furnaces, centrifuges, dissolved oxygen meters, a Mettler titrator for chemical and acid/base surface experiments, several temperature control baths, and a tumbler for constant temperature studies. An autoclave, microscopes and a UV light reader support basic engineering microbiological work.

Civil engineering teaching and research laboratories include dedicated space for mechanics of materials and structural engineering, hydraulics and hydrology, geotechnical engineering and transportation materials, and intelligent transportation systems. The Structural and Mechanics of Materials Laboratory is equipped for instruction and research on the behavior of materials under various loading conditions such as fatigue, impact, hardness, creep,

tension, compression, and flexure. This lab is equipped with an Instron 5582 universal materials testing machine, a Tinius-Olsen tension and compression test machine, a Didactec and a Tecquipment torsion test machine, a deflection test machine for simply supported beams, and a cantilever beam bending and deflection test apparatus. Major hydraulics and hydrology laboratory equipment includes a 5-meter open channel flume with various accessories (e.g., undershot weir, rotary undershot gate, and sharp and broadcrested weirs), a basic hydraulics bench for fundamental fluid mechanics experiments (e.g., hydrostatic pressure forces, Bernoulli's theorem and pipe friction losses), and a hydrology study system for hydrology experiments (e.g., simulating rainfall over watersheds and measuring resulting outflow hydrographs, and groundwater flow profiles). The geotechnical engineering and transportation materials laboratory has a Geocomp soil testing equipment automated set, a Geocomp direct residual shear test system automated set, a pocket penetrometer and the torvane shear device, and liquid and plastic limit devices. Traditional geotechnical testing equipment such as sieve analysis, hydrometer, constant head/falling head permeameter, liquid and plastic limits, compaction, and relative density are also available.

The Embrey Building also houses a dedicated computer-aided design laboratory with AutoCAD software and a general-use computer laboratory with personal computers, high-resolution color monitors and laser printers for use by the department's students. Computers in the CAD and general-use laboratories are connected through a high-speed network to the computer systems of the Lyle School of Engineering and SMU, as well as to off-campus systems via the Internet. The computer network provides access to general applications software and specialized software for engineering problems, including air dispersion modeling, AutoCAD, ArcGIS, hydrologic and hydraulic modeling for water resource systems, statistical analysis and stochastic modeling, structural analysis and design, transportation systems planning and analysis, and water quality modeling.

Graduate Programs

Graduate programs in the Department of Civil and Environmental Engineering educate and train leaders in the fields of environmental protection, resource management, engineering design, and construction and facilities management. Programs are tailored to the individual needs and interests of students, so that students with interests in studying global climate change, protecting the quality of drinking water, designing the next generation of high-rise buildings or smart highways, managing commercial buildings, or managing large institutional and industrial facilities receive the training they need to excel in their careers.

Civil and environmental engineering are inextricably linked. While civil engineering focuses on the infrastructure of modern society, environmental engineering is concerned with the well-being and health of people and the environment. Civil and environmental engineering entered the early 1900s as a single integrated discipline, when it was critical to address sanitary problems to protect public health and to develop regional water supplies and the civil infrastructure to support rapid urbanization and early industrialization. Separate disciplines gradually emerged, evolving and broadening to address the overall quality and function of modern society – preserving the environment while enabling the realization of an enriched life through technology.

Graduate Degrees. The Civil and Environmental Engineering Department offers the following graduate degrees:

Civil Engineering	M.S.C.E.
Environmental Engineering	M.S.Env.E.
Sustainability and Development	M.A.
Civil and Environmental Engineering	Ph.D.

Civil Engineering Program. Civil engineers are engaged in planning, design, construction, maintenance and management of the infrastructure of modern society. They are responsible for the design of water-supply and

wastewater treatment systems; transportation systems such as highways, railways, waterways, mass transit, airports, ports and harbors; dams, reservoirs and hydroelectric power plants; thermoelectric power plants; transmission and communication towers; high-rise buildings; and even aircraft and aerospace structures, shuttles and space stations. Every major structure critical to this country and global society depends on the work of civil engineers. The civil engineering program prepares graduates for professional and academic careers through a focus in the following areas: 1) construction management, 2) geomechanics and foundations, 3) structural analysis and design, 4) water and wastewater treatment, 5) surface and groundwater quality management, and 6) transportation planning.

Environmental Engineering Program. Today, the environmental field is dynamic and wide-ranging, comprising many different disciplines and professional roles. Environmental engineering and science involve not only traditional water and wastewater management, but also the management of hazardous and radioactive materials, pollution prevention and waste minimization, innovative hazardous waste treatment and site remediation processes, environmental and occupational health, resource conservation and recovery, sustainable development of natural resources and air quality management, and air pollution control. In addition, modern manufacturing, both domestic and worldwide, is focusing on products fabricated from recycled and natural materials that are both competitive and harmlessly degraded in the environment. The trend toward global manufacturing will grow stronger in the years ahead. Environmental challenges presented by this movement must be overcome if the economic and lifestyle benefits of globalization are to be extended to all people of the world.

SMU's environmental engineering program prepares graduates for professional and academic careers dealing with a broad spectrum of environmental issues: 1) atmospheric systems and air-pollution control, 2) environmental and occupational health, 3) environmental chemistry and biology, 4) environmental systems and process modeling, 5) hazardous and waste materials management, 6) solid-waste management, 7) surface and groundwater quality management, and 8) wastewater management.

Contact Information. For more information about graduate programs in civil engineering, environmental engineering and environmental science, students should call 214-768-3894 or visit the Department of Civil and Environmental Engineering website at www.smu.edu/lyle/departments/cee. Additional contact and enrollment information is available from the Lyle School of Engineering at 214-768-1817 or www.smu.edu/Lyle/graduate.

Distance Learning. All M.S. and M.A. degrees offered by the Department of Civil and Environmental Engineering are available to distance learning students. The distance-learning program is managed by the Lyle School of Engineering and is available to students throughout the United States and many foreign countries. Lectures are available via streaming video on the Internet.

Civil and Environmental Engineering Ph.D.

Admission Requirements

Applicants are required to satisfy these requirements:

1. An M.S. degree in civil engineering, environmental engineering or a closely related discipline in engineering or the physical sciences from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.000 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies, and payment of appropriate application fee.
4. Official GRE graduate school admission test scores.

5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. At least 54 credit hours of coursework beyond the baccalaureate degree.
2. A minor of at least 12 credit hours providing breadth and support to the doctoral program.
3. Twenty-four credit hours of dissertation.
4. Written and oral doctoral qualifying examinations.
5. A written dissertation.
6. Defense of the dissertation.

The major and minor courses comprising a degree plan for a doctoral student will be determined by the student's advisory committee. These plans will vary among students depending on their background and dissertation research topic. Possible Ph.D. program focus areas include geotechnical engineering, structural engineering, transportation systems management, air pollution control and atmospheric science, or water and wastewater engineering.

Civil Engineering, M.S.C.E.

The M.S.C.E. offers three areas of emphasis, geotechnical engineering, structural engineering and transportation systems management, while offering breadth in the areas of environmental engineering and water resources. A minimum of 30 credit hours beyond the baccalaureate degree is required. For full-time graduate students, six credit hours may involve research and completion of a thesis, with approval from the student's adviser, with an additional 24 credit hours of coursework. The program also has the flexibility to meet the needs of part-time students, already working in industry, who typically take the nonthesis route with 30 credit hours of coursework. All civil engineering graduate courses are offered with evening class times or via distance learning to accommodate the schedule of working professionals.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in civil engineering or a closely related engineering discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy these additional requirements:

1. A total of 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. Additional articulation courses may be required for students without a civil engineering undergraduate degree.

2. Given the multidisciplinary nature of civil engineering, the core curriculum and elective courses comprising the degree plans for M.S. students will vary, depending on the student's undergraduate background and his or her desired area of specialization.

The following sample degree plans are for students who have a civil engineering undergraduate degree and want a primary specialty in structural engineering, geotechnical engineering or transportation systems management:

Primary Specialty: Geotechnical Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
- CEE 7385 - Advanced Soil Mechanics
- CEE 7386 - Foundation Engineering
- CEE 7387 - Geotechnical Earthquake Engineering
- CEE 7388 - Groundwater and Seepage

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7340 - Introduction to Solid Mechanics
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7391 - Special Projects
- CEE 8340 - Theory of Elasticity
- CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics
- CEE 8366 - Basic Concepts of Structural Stability

Primary Specialty: Structural Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7340 - Introduction to Solid Mechanics
- CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7375 - Advanced Concrete Design
- CEE 7377 - Advanced Steel Design

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis

- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7365 - Introduction to Construction Management
- CEE 7373 - Prestressed Concrete
- CEE 7385 - Advanced Soil Mechanics
- CEE 7386 - Foundation Engineering
- CEE 7391 - Special Projects
- CEE 8340 - Theory of Elasticity
- CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics
- CEE 8366 - Basic Concepts of Structural Stability
- CEE 8368 - Theory of Plate Behavior

Primary Specialty: Transportation Systems Management

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7378 - Transportation Planning and Traffic Engineering
- CEE 7379 - Highways Design and Safety
- CEE 8379 - Analysis of Transportation Systems
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 8360 - Operations Research Models

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7323 - Project Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7350 - Introduction to Environmental Management Systems
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7365 - Introduction to Construction Management
- CEE 7391 - Special Projects
- CEE 8378 - Transportation Demand Analysis
- CSE 7345 - Advanced Application Programming
- EMIS 7331/CSE 7331- Data Mining
- EMIS 7313 - Integrated Logistics Support
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8371 - Linear Programming
- EMIS 8373 - Integer Programming
- EMIS 8374 - Network Flows
- STAT 6336 - Statistical Analysis

Secondary Specialties

Students can choose to group at least three elective courses (nine credit hours) into the following secondary specialties: smart and resilient infrastructure, environmental health and compliance, or global and sustainable development. Secondary specialties are optional. If a student wishes to pursue this option, he/she must complete the core courses from one CEE primary specialty and at least 9 credit hours in one of the secondary specialties as follows:

Smart and Resilient Infrastructure

Required Course

- CEE 7308 - Smart Infrastructure and Environment

At least one course (three credit hours) from the following:

- CEE 7304 - Civil and Environmental Informatics
- CEE 7324 - Geographical Information Systems and Mapping

At least one course (three credit hours) from the following:

- CEE 7325 - Disaster Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7376 - Intelligent Transportation Systems

Elective Courses

- CSE 7323 - Mobile Applications for Sensing and Learning
- CSE 7394 - Special Topics (Measurement Study Design With Phones & Drones)
- EE 7372 - Topics in Digital Signal Processing

Environmental Health and Compliance

Required Courses

- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7353 - Environmental Epidemiology

Elective Courses

- CEE 7317 - Environmental Organic Chemistry
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7351 - Introduction to Environmental Toxicology

Global and Sustainable Development

Required Course

- CEE 7306 - Sustainable Urban Development and Design

At least one course (three credit hours) from the following:

- CEE 7307 - Infrastructure Design for the Developing World

- CEE 7330 - Design for Sustainable Buildings and Infrastructure

At least one course (three credit hours) from the following:

- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Leadership Innovation Hub
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan
- CEE 8327 - Policy Impacts on Sustainability
- CEE 8329 - Global Resource Assessment and Management

Environmental Engineering, M.S.Env.E.

The M.S.Env.E. emphasizes engineering analysis and design of both technological and management-oriented solutions to environmental problems, while broadly addressing the fundamental science and regulatory aspects of the field. A minimum of 30 credit hours beyond the baccalaureate degree is required. For full-time graduate students, six credit hours may involve research and completion of a thesis, with approval from the student's adviser, with an additional 24 credit hours of coursework. The program also has the flexibility to meet the needs of part-time students, already working in industry, who typically take the nonthesis route requiring 30 credit hours of coursework. All environmental graduate courses are offered in the evening and via distance learning to accommodate the busy schedules of working professionals.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy these additional requirements:

1. A B.S. in one of the engineering disciplines or in a quantitative science closely related to environmental engineering.
2. A minimum of one year of college-level calculus. An additional half-year of differential equations is desirable.
3. A minimum of one year of college-level chemistry. An additional half-year of organic chemistry is desirable.
4. A solid background in the fundamental engineering sciences, including thermodynamics and fluid mechanics, is desirable.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy these additional requirements: 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. Additional articulation courses may be required for students without rigorous engineering undergraduate degrees.

Primary Specialty: Environmental Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of three courses (9 credit hours):

- CEE 7313 - Environmental Chemistry
- CEE 7322 - Biological Processes and Treatment

- CEE 7354 - Environmental Engineering Principles and Processes

Processes and Treatment

Satisfactory completion of at least one processes and treatment course (three credit hours) chosen from environmental engineering courses and related engineering disciplines, including:

- CEE 7317 - Environmental Organic Chemistry
- CEE 7318 - Bioremediation of Inorganic Contaminants
- CEE 7319 - Soil Chemistry and Mineralogy
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7335 - Aerosol Mechanics
- CEE 7336 - Urban Hydrology and Hydraulics
- ME 7336 - Intermediate Fluid Dynamics

Tools/Applications

Satisfactory completion of at least one tools/applications course (three credit hours) chosen from environmental engineering courses, including:

- CEE 7303 - Leadership Innovation Hub
- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7325 - Disaster Management
- CEE 7338 - Laboratory Methods in Environmental Engineering
- CEE 7362 - Engineering Analysis with Numerical Methods

Elective Courses

Satisfactory completion of at least five courses (fifteen credit hours), or two courses (six credit hours) with a **secondary specialty**, chosen from courses listed above or below:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7323 - Project Management
- CEE 7350 - Introduction to Environmental Management Systems
- CEE 7351 - Introduction to Environmental Toxicology
- CEE 7353 - Environmental Epidemiology
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 8360 - Operations Research Models
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8362 - Engineering Accounting
- EMIS 8363 - Engineering Finance
- EMIS 8364 - Engineering Management
- EMIS 8378 - Optimization Models for Decision Support

Secondary Specialties

Students can choose to group at least three elective courses (nine credit hours) into the following secondary specialties: smart and resilient infrastructure, environmental health and compliance, or global and sustainable development. Secondary specialties are optional. If a student wishes to pursue this option, he/she must complete the core courses from one CEE primary specialty and at least 9 credit hours in one of the secondary specialties as follows:

Smart and Resilient Infrastructure

Required Course

- CEE 7308 - Smart Infrastructure and Environment

At least one course (three credit hours) from the following:

- CEE 7304 - Civil and Environmental Informatics
- CEE 7324 - Geographical Information Systems and Mapping

At least one course (three credit hours) from the following:

- CEE 7325 - Disaster Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7376 - Intelligent Transportation Systems

Elective Courses

- CSE 7323 - Mobile Applications for Sensing and Learning
- CSE 7394 - Special Topics (Measurement Study Design With Phones & Drones)
- EE 7372 - Topics in Digital Signal Processing

Environmental Health and Compliance

Required Courses

- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7353 - Environmental Epidemiology

Elective Courses

- CEE 7317 - Environmental Organic Chemistry
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7351 - Introduction to Environmental Toxicology

Global and Sustainable Development

Required Course

- CEE 7306 - Sustainable Urban Development and Design

At least one course (three credit hours) from the following:

- CEE 7307 - Infrastructure Design for the Developing World

- CEE 7330 - Design for Sustainable Buildings and Infrastructure

At least one course (three credit hours) from the following:

- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Leadership Innovation Hub
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan
- CEE 8327 - Policy Impacts on Sustainability
- CEE 8329 - Global Resource Assessment and Management

Sustainability and Development, M.A.

The M.A. with a major in sustainability and development offers a graduate-level degree to students looking for advanced education in the growing fields of sustainability and development. The program will produce graduates who will connect and contribute to the local community, deal with problems on the national and international stages, and increase the profile of the Bobby B. Lyle School of Engineering and Southern Methodist University as a whole. It will also be synergistic with and an important contributor to the success of the new Hunter and Stephanie Hunt Institute for Engineering and Humanity. All graduate courses are offered with evening class times and via distance learning to accommodate the busy schedules of working professionals.

Admission Requirements

Applicants holding a bachelor's degree from an institution of standard collegiate rank, recognized by the accrediting agencies in whose jurisdiction the college is located, may apply for admission to the M.A. with a major in sustainability and development. Graduates of colleges not fully recognized will be treated as special cases and required to produce evidence attesting to the quality of their programs. Any student whose bachelor's degree is not equivalent to the comparable baccalaureate degree from SMU may be required to take sufficient additional work to make up the deficiency. All applicants must have an overall grade point average of 3.000 (on a 4.000 scale).

Degree Requirements

Candidates are required to satisfy these requirements: 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. All students must complete at least nine credit hours of core requirements to include:

Core Courses

- CEE 7306 - Sustainable Urban Development and Design
- CEE 7330 - Design for Sustainable Buildings and Infrastructure

And at least one of the following:

- CEE 7307 - Infrastructure Design for the Developing World
- CEE 8329 - Global Resource Assessment and Management

Capstone Synthesis

Three credit hours of capstone experience are required and satisfied by:

- CEE 7391 - Special Projects

Note:

Students may enroll in a number of different sections of the special topics course CEE 7391. Different sections will be managed and prepared differently. It is the intent to provide seminar, research and site-based internship/service learning opportunities through the different sections. Students will have the option to choose which experience best matches their career path.

Concentration Requirements

A depth component of an additional at least six credit hours is required in one specialty, either sustainable global development and design or sustainable management.

Sustainable Global Development and Design

- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan
- CEE 8327 - Policy Impacts on Sustainability
- CEE 8328 - Defining the Future of Global Sustainability
- DSIN 7303 - Human-Centered Design

Sustainable Management

- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Leadership Innovation Hub
- CEE 7312 - Risk Assessment and Health Effects
- CEE 7327 - Optimization and Reliability for Infrastructure and Environmental Systems
- CEE 8327 - Policy Impacts on Sustainability
- EMIS 8361 - Engineering Economics and Decision Analysis

Elective Courses

A breadth component of up to twelve credit hours, chosen from the following Sustainability and Development courses, is required.

- CEE 7303 - Leadership Innovation Hub
- CEE 7313 - Environmental Chemistry
- CEE 7325 - Disaster Management
- CEE 7326 - Sustainable Transportation
- CEE 7338 - Laboratory Methods in Environmental Engineering
- CEE 7353 - Environmental Epidemiology
- CEE 7378 - Transportation Planning and Traffic Engineering
- CEE 7380 - Management of Industrial and Mission-Critical Facilities
- DSIN 7301 - The Context and Impact of Design

Civil Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration

Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Environmental Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Civil and Environmental Engineering Courses

CEE 7049 - Master's Full-Time Status

Credits: 0

CEE 7090 - CEE Seminar

Credits: 0

Lectures by invited speakers from industry and academia, including SMU faculty and students, dealing with engineering practice and research topics of current interest in environmental and civil engineering. All students, staff, and faculty are invited.

CEE 7096 - Master's Thesis

Credits: 0

CEE 7191 - Special Projects

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7192 - Special Projects

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7196 - Master's Thesis

Credits: 1

CEE 7291 - Special Projects

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7292 - Special Projects

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7296 - Master's Thesis

Credits: 2

CEE 7302 - Leadership in Development Sector

Credits: 3

Examines issues, strategies, and techniques related to leadership and management of third-sector organizations. Designed to provide future global development professionals with an overview of a range of concerns and practices, while honing their analytic skills. In addition to lectures and discussions, this course employs a heavy applied field component through meetings and collaborations with governmental ministries and NGOs. Additionally, case analyses to contrast Rwanda with other examples will be a key element of the course. Prerequisite: Instructor approval.

CEE 7303 - Leadership Innovation Hub

Credits: 3

Leading change in disruptive times using systems-level innovation and data-driven analysis. Experiential and project-based learning about social and environmental justice with community partners. Addressing challenges with curiosity and compassion. Prerequisites: DISC 1312 and DISC 1313, or equivalent, and instructor approval.

CEE 7304 - Civil and Environmental Informatics

Credits: 3

Data-driven analyses and decision making within the context of infrastructure and environmental challenges. Identifying and predicting trends, finding patterns, identifying stakeholder needs and recommendations, and engaging stakeholders and decision makers through the tools of machine learning, visualization, workflows and data/model services, and Web applications. Project-based and experiential learning that contributes to ongoing projects on urban grand challenges. Prerequisites: CEE 3310, CSE 1340, CSE 1341, or CSE 1342 and STAT 4340 or STAT 4341 (or equivalents).

CEE 7306 - Sustainable Urban Development and Design

Credits: 3

The classroom is the research base for an actual sustainable development and design project. The work builds on an immersion into the primary historical texts of sustainable urban development with readings covering the range of issues central to sustainable development: ecological, economic, and social. Practical workshop lab exercises introduce a number of the tools developers of sustainable projects need to draw upon, from research and data analysis, to GIS mapping, and financial brackets, which will be tested in the project-based portion of the course.

CEE 7307 - Infrastructure Design for the Developing World

Credits: 3

Engineering design in the developed world takes for granted the availability of several key resources, namely construction material, water, and electricity. This class examines engineering design in the absence of these resources. The course focuses on the development of shelter and sanitation in an efficient manner. Understanding the total energy cycle of a structure will be emphasized, as well as multiple alternative energy solutions. Additional material on topics such as developing solutions for extreme low cost, high population densities, and ecological sustainability will also be covered. Specifically, water and soil environmental contamination and sustainable

management will be emphasized. The course looks at urban and rural settings. Further, the course integrates with other coursework in development leadership on certain topics such as natural resource management. This course involves a heavy lab component. Students work on interdisciplinary teams to assess and redesign projects related to structures, energy systems, and water systems. Prerequisite: Instructor approval.

CEE 7308 - Smart Infrastructure and Environment

Credits: 3

Provides fundamental knowledge and application of analysis and design techniques for collection, processing, and analysis of data streams from infrastructure components and systems. Topics include design of data streams, sensor design and implementation, signal processing, and analysis of data in the context of infrastructure monitoring.

Prerequisites: CEE 3310 or equivalent.

CEE 7311 - Environmental and Hazardous Waste Laws

Credits: 3

Federal environmental laws, with emphasis on laws dealing with hazardous substances, such as CERCLA and RCRA; regulations and the regulatory framework; definitions and substantive requirements; roles of the states and the federal EPA; compliance and enforcement; and case studies.

CEE 7312 - Risk Assessment and Health Effects

Credits: 3

Introduction to toxicology as it relates to environmental and health effects of hazardous materials; toxicology methodology; risk management factors including legal aspects; human health and ecological risk assessment and risk communication; emergency response; computer databases.

CEE 7313 - Environmental Chemistry

Credits: 3

Covers chemical and biochemical processes, chemical thermodynamics, acid-base equilibria, precipitation and dissolution, oxidation-reduction processes, environmental transformations of organic materials, introductory taxonomy, microbial growth and kinetics, energy transfer, and microbial ecosystems. Also, controlling fate and transport of hazardous materials, with emphasis on chemical equilibria.

CEE 7314 - Environmental Regulations and Compliance

Credits: 3

Practical knowledge of federal and state environmental permitting processes and procedures is provided. Regulatory requirements are reviewed with emphasis on the 40 CFR regulations for water, air, and solid hazardous waste. Air, water, stormwater, and waste permits are reviewed, as well as permits-by-rule. Also explored are the consequences of noncompliance with regulations by presenting enforcement options available to government agencies.

CEE 7315 - Integrated Waste Management

Credits: 3

Comprehensive introduction to the fundamentals of the complex interdisciplinary field of hazardous waste management; current management practices; treatment and disposal methods; and site remediation. Topics include detailed case studies and design examples to evaluate the effectiveness of different treatment and containment technologies in addressing today's hazardous waste situations.

CEE 7316 - Environmental Microbiology

Credits: 3

Examines aspects of microbiology that are particularly valuable to the practice of environmental engineering.

Specific areas of focus include enzyme and growth kinetics, cell structure and physiology, the process of biotransformation, microbial and/or environmental interactions, and biogeochemical cycles. Elements of molecular biology and biotechnology are also presented as appropriate. Students gain a basic understanding and appreciation of microbial processes that are applicable in the field of environmental engineering. Prerequisites: CHEM 1303 and CEE 2321, or equivalent.

CEE 7317 - Environmental Organic Chemistry

Credits: 3

Examines the fundamental processes that govern transformation of organic chemicals in natural and engineering systems. The course is divided into three parts: organic chemistry overview, physical transformations of organic compounds, and organic chemical reactions in the environment. The organic chemistry overview provides knowledge regarding basic properties of organic compounds such as nomenclature and structures. Physical transformation of organic compounds provides an understanding in processes (such as sorption and volatilization) that control the distribution of organic chemicals between different phases (such as air, water, and soil). Environmentally mediated reactions (such as hydrolysis and photolysis) that control the breakdown of organic chemicals are the focus of chemical reactions.

CEE 7318 - Bioremediation of Inorganic Contaminants

Credits: 3

Focuses on bioremediation techniques and applications for removing inorganic contaminants (nitrogen, sulfur and phosphorus compounds, iron, heavy metals, metalloids and radionuclides) through the metabolic activities of microorganisms. Explores fundamental chemical and biological processes as well as engineering aspects. Prerequisites: Prior course experience with biochemistry or instructor approval.

CEE 7319 - Soil Chemistry and Mineralogy

Credits: 3

Examines soil solution chemistry and reactivity. Covers distribution and significance of common soil minerals, weathering, and general solid phase reactivity. Lab covers mineral structures, techniques of mineral identification, and solution-solid phase partitioning. Prerequisite: CEE 2321 or permission of instructor.

CEE 7320 - Biodegradation of Hazardous Organic Pollutants

Credits: 3

Students learn and integrate the basic principles of biochemistry required for understanding the biodegradation of hazardous and toxic organic compounds. Students become familiar with current biological remediation techniques and molecular microbiology and solve problems often encountered in application of bioremediation. Prerequisite: Prior course experience with biochemistry.

CEE 7321 - Physical and Chemical Processes and Treatment

Credits: 3

Introduces waste minimization techniques and objectives, and thoroughly reviews chemical equilibrium and chemical reaction kinetics. Design and analysis equations and procedures are rigorously derived for chemical reactors and physical unit operations. The treatment objectives examined include 1) solids-liquid separation accomplished by coagulation and flocculation, sedimentation, filtration, flotation, and solids handling processes; 2) immiscible liquid separation brought about by emulsion-breaking chemicals and gravity and flotation oil/water separators; 3) phase and species transformations through pH neutralization, chemical precipitation, chemical oxidation/reduction, air stripping, and solidification/stabilization; and 4) solute separation and concentration achieved with activated carbon absorption, synthetic ion exchange resins, and membrane separation techniques.

CEE 7322 - Biological Processes and Treatment

Credits: 3

Biological treatment topics include an overview of microbiology and microbial metabolism; kinetics of biological growth; aerobic suspended growth processes including the various modifications of the activated sludge process, aerated lagoons, and sequencing batch reactors; aerobic attached growth processes including trickling filters, biofilter towers, and rotating biological contactors; anaerobic processes including sludge digestion and liquid waste treatment with the anaerobic contact process and anaerobic filters; biosolids handling and disposal; composting; land treatment; in situ biotreatment and biotreatment of contaminated soils.

CEE 7323 - Project Management

Credits: 3

Role of project officer; systems and techniques for planning, scheduling, monitoring, reporting, and completing environmental projects; total quality management; project team management, development of winning proposals; contract management and logistics; case study application of project management to all environmental media and programs; community relations, risk communication, crisis management, consensus building, media, and public policy.

CEE 7324 - Geographical Information Systems and Mapping

Credits: 3

Introduces modern GIS software and tools, including map design, geodatabases, geospatial and attribute data, geocoding, and simple spatial analysis. Students use research-based projects to explore GIS as a tool for innovative spatial thinking and as a catalyst for sustainable strategies.

CEE 7325 - Disaster Management

Credits: 3

Introduces basic concepts in disaster management. Drawing on a range of sources, from the textbook to the U.S. National Response Plan to research papers, the course covers the fundamentals of preparedness, mitigation, response, and recovery. An all-hazards approach is taken, providing analysis of natural, technological, and man-made disasters. Also introduces key methods in the field, including simulation modeling, consequence analysis tools, design criteria, statistical and case study methods (lessons learned), and risk analysis.

CEE 7326 - Sustainable Transportation

Credits: 3

Covers planning and operations management of sustainable transportation systems with a focus on energy efficiency. Provides an integrated overview of main concepts and issues related to developing sustainable transportation systems for urban areas, freight transportation, and aviation. Also, advanced topics related to vehicle technologies, alternative energy, and smart cities. Presents findings from national and international case studies.

CEE 7327 - Optimization and Reliability for Infrastructure and Environmental Systems

Credits: 3

This course introduces the concepts of engineering systems optimization, reliability and risk assessment, and applies them to civil and environmental engineering systems. Topics include an introduction to engineering systems definition, classical methods of optimization, linear programming, integer programming, dynamic programming, nonlinear optimization, and reliability and risk concepts in engineering planning and design. Engineering applications will include transportation networks, fleet assignment, supply chain management, environmental engineering systems, fluid transport and water reservoir operation and structural engineering systems. Advance topics will include an introduction to chance-constrained optimization and basic decomposition approaches and their application to real-world problems.

CEE 7328 - Introduction to Sustainability

Credits: 3

Introduces basic concepts in sustainability. Drawing on a range of sources, including selected books and readings, the course explores the idea of total connectedness of resource use globally, with particular emphasis on the situation in North Texas. Addresses the issues of air quality and energy supply, sustainable construction, water use, transit and other related areas of resource use, and waste generation. Guest lecturers provide a series of multiple viewpoints in areas of specific expertise. Prerequisite: Graduate standing or permission of instructor.

CEE 7329 - Methods and Technology for Sustainability

Credits: 3

This course covers technologies and methods used in sustainable design and analysis. Areas covered include the scientific understanding of alternative energy systems, water reuse and supply, and state-of-the-art materials created for sustainability. Also discussed are methods for assessing sustainability, including life cycle assessment and the development of sustainable indicators. Prerequisite: Graduate standing, or permission of instructor.

CEE 7330 - Design for Sustainable Buildings and Infrastructure

Credits: 3

Covers basic methods of sustainable building and environmental design to assure minimal and efficient resource and energy use. Students undertake a design project and work to integrate green strategies into their proposal. Covers technical methods for assessing predictive resource use, including energy modeling, water balance calculations, daylight modeling, and energy generation estimations. Emphasis is placed on passive, non-mechanical building systems. Defining occupant comfort as a balance of multiple factors is addressed, as well as methods for effective use of water management and land use. Sustainable infrastructure will be addressed, including integrated storm water management, water quality and runoff management, and passive water systems. The USGBC's LEED system will be specifically addressed. Prerequisite: Graduate standing, or permission of instructor.

CEE 7331 - Air Pollution Management and Engineering

Credits: 3

Covers the science, engineering, public health, and economic aspects of air quality. Students develop in-depth understanding and broad knowledge of the sources and properties of air pollutants, air quality management, fate and transport of pollutants in the environment, regulations of air quality, and the operation and design of air pollution control systems. Reviews the status of science, policy, and regulations on several selected topics such as urban smog, regional haze, greenhouse gas and global climate change, stratospheric ozone depletion, and mercury emissions and control.

CEE 7332 - Groundwater Hydrology and Contamination

Credits: 3

Groundwater hydrology; aquifer and well hydraulics; flow equations and models; implications for landfill design; sources and nature of groundwater contaminants; monitoring and analysis; contaminant fate and transport; transport model for hazardous substances; groundwater pollution control measures; containment and treatment; groundwater quality management.

CEE 7334 - Fate and Transport of Contaminants

Credits: 3

Development and application of fate and transport models for hazardous substances with focus on water-sediment, water-soil, and water-air interfaces; material balance principle; mass transport and transformation processes; modeling of lakes and reservoirs; stream modeling; general flow case; groundwater models; multiphase and integrated modeling approaches; and case studies.

CEE 7335 - Aerosol Mechanics

Credits: 3

Fundamental and advanced principles of airborne particles, including their physical properties, aerodynamic behavior, and their collection, measurement, and analysis. The course emphasizes the origins and properties of atmospheric aerosols and the design of air pollution control equipment.

CEE 7336 - Urban Hydrology and Hydraulics

Credits: 3

Urban hydrology and watershed response to rainfall events; hydrologic systems; design of stormwater conveyance systems, storage facilities, inlets, and culverts; and use of engineering tools for assessing stormwater best management practices (BMPs) and green infrastructure implementation. Prerequisites: CEE 2342 and CEE 3323 (or equivalents) or instructor approval.

CEE 7337 - Field Methods for Soil and Water Analysis

Credits: 3

Covers topics related to environmentally relevant fieldwork and field data analysis, with emphasis on field and lab practical experiences that are supplemented with necessary lecture. Addresses surface water and groundwater collection as well as the analysis of coliform bacteria, basic water quality parameters, and inorganic contaminants. Topics also include soil collection and analysis, sanitation and water systems in the field, mapping, basic GIS, and systems planning. Prerequisite: Sophomore or above standing.

CEE 7338 - Laboratory Methods in Environmental Engineering

Credits: 3

Provides hands-on, state-of-the-art experience with important experimental methods in environmental systems, evaluating the reliability and significance of parameter determinations. Covers instrumental and statistical methods used for characterization of water, air, and soil quality. Also introduces treatability studies, including reactor dynamics. Provides 2 hours of lecture and 3 hours of laboratory component. Prerequisite: CEE 5313 or two terms of undergraduate chemistry.

CEE 7340 - Introduction to Solid Mechanics

Credits: 3

Three dimensional stress and strain, failure theories, introduction to two-dimensional elasticity, torsion of prismatic members, beams on elastic foundation, introduction to plates and shells, and energy methods. Prerequisites: CEE 2340 and MATH 2343.

CEE 7350 - Introduction to Environmental Management Systems

Credits: 3

An in-depth introduction to environmental management systems. Includes systems such as EMAS, Responsible Care, OHSAS 18000, ISO 14000, and the Texas EMS program. Takes a step-by-step look at the ISO 14001 standard, from the policy statement to the management to review, so students can fully understand the plan-do-check-act approach of the system. Also introduces management systems auditing the requirements of a system auditor, and the certification process.

CEE 7351 - Introduction to Environmental Toxicology

Credits: 3

Presents toxicology as it relates to environmental and health effects of hazardous materials. Examines toxicological methodologies, pharmacokinetics, mechanisms of action to toxicants, origin response to toxic substances, and relevant aspects of the occupational and regulatory environment. Includes toxicology of metals, radiation, industrial

solvents and vapors, pesticides, teratogens, mutagens, and carcinogens. Examines risk communication and risk assessment as they relate to toxic substance exposure.

CEE 7352 - Management of Radioactive Hazards

Credits: 3

Principles of radioactive material production, uses, and hazards are presented with emphasis on their safe control and management. Topics in health physics and radiation protection related to the commercial nuclear industry are examined including uranium fuel production, light water reactor technologies, and industrial and medical uses of radioactive byproduct materials. Risk assessment methods and hazard management connected to the fuel cycles are developed. The regulation of radioactive materials is studied, with emphasis on licensing of regulated industries, radioactive material transportation, radioactive waste management and disposal, radiological emergency preparedness, and decommissioning. Prerequisite: CEE 5313.

CEE 7353 - Environmental Epidemiology

Credits: 3

Introduction to the science of epidemiology. Design and conduct of studies examining health effects of environmental exposures. Strengths and limitations of research strategies and interpretation of study results. Areas of interest include air and water pollution, lead, and biological marker outcomes.

CEE 7354 - Environmental Engineering Principles and Processes

Credits: 3

Waste minimization and pollution prevention techniques and objectives are introduced. A comprehensive study is made of biological, chemical, and physical principles and treatment strategies for controlling pollutant emissions. Equal emphasis is placed on underlying theory and practical engineering application of both common and innovative water and wastewater treatment processes. Design equations, procedures, and process models are rigorously derived for chemical/biological reactors and physical unit operations. Emphasis is placed on engineering analysis and application of process modeling techniques for design unit processes to achieve specific treatment objectives.

CEE 7356 - Civil Infrastructure Systems

Covers different civil infrastructure systems serving urban and rural communities. Introduces main concepts related to infrastructure project conceptualization and lifecycle analysis, demand and supply interactions, planning, and operations management. Topics such as infrastructure interdependences, resilience, sustainability, security and cyber-physical systems are discussed. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7357 - Civil Infrastructure Operations Management

Credits: 3

Introduces students to challenges related to managing complex civil infrastructure systems and common approaches used to address these challenges. Provides understanding of operation under uncertainty and the need to develop proactive and robust management strategies to attain desired performance measures for the infrastructure systems. The use of decision support systems for managing different civil infrastructure systems is presented. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7358 - Demand Forecasting for Infrastructure Systems

Credits: 3

Introduces students to the problem of long-term demand forecasting for civil infrastructure systems. Covers common techniques used to develop models for infrastructure demand forecasting including growth factor methods, regression and time series analysis, learning-based models, and utility-based models. Advanced topics related to the

use of the activity-based framework for demand forecasting are also covered. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods

Credits: 3

A systematic approach to formulation of force and displacement method of analysis; representation of structures as assemblages of elements; and computer solution of structural systems. Prerequisite: CEE 3350 or consent of instructor.

CEE 7362 - Engineering Analysis with Numerical Methods

Credits: 3

Applications of numerical and approximate methods in solving a variety of engineering problems. Examples include equilibrium, buckling, vibration, fluid mechanics, thermal science, and other engineering applications. Prerequisite: Permission of instructor.

CEE 7363 - Architectural and Structural Engineering

Credits: 3

The basic principles of structural analysis and mechanics of deformable bodies are introduced. Structural systems and principles are presented with an emphasis on architectural design. Students will be provided with a conceptual introduction to structures emphasizing the integration of structural and architectural design. Case studies of buildings are presented and discussed.

CEE 7364 - Introduction to Structural Dynamics

Credits: 3

Covers the dynamic responses of structures and the behavior of structural components to dynamic loads and foundation excitations. Also, single- and multidegree-of-freedom systems response and its applications to analysis of framed structures. Introduces systems with distributed mass and flexibility. Prerequisites: MATH 2343 and CEE/ME 3350 or CEE/ME 5361.

CEE 7365 - Introduction to Construction Management

Credits: 3

Construction practice techniques and current technological tools are examined. Included are cost estimating, bidding, contracts and contract bonds, risk and umbrella excess insurance, labor law and labor relations. Building codes and regulations are examined. Business methods with respect to managing project time and cost including typical forms used in construction are addressed.

CEE 7366 - Introduction to Facilities Engineering Systems

Credits: 3

The inter-relationships of fire protection, HVAC, electrical, plumbing, lighting, telecommunications, energy management systems for buildings are examined. A life-cycle approach examines each of these systems with respect to cost, durability, maintainability, operability, and safety. Facility operations, facility maintenance and testing, and assessments are discussed.

CEE 7367 - Telecommunications in Facility Planning

Credits: 3

A thorough description of telecommunications technology is presented. Provides a working knowledge of the fundamental concepts of telecommunications technology for both voice and data. Topics include digital communications, standards and protocols, Ethernets, local area networks, fiber optics, and voice technologies.

CEE 7368 - Facilities Contract Management

Credits: 3

A critical foundation and understanding is provided of the terminology, arts and skills of contracts and contract negotiation, review and preparation, as well as insurance and risk management. Attention is also given to lease analysis, licensing and permits, when and how bidding contracts are warranted, how to prepare specifications and their role in contract creation, and supplier and vendor management in the post-contractual process.

CEE 7369 - Electrical, Mechanical, and Piping Systems for Buildings

Credits: 3

Mechanical and electrical systems for buildings are examined with emphasis on practical aspects of the subjects. Space planning and architectural considerations, including cost and environmental impact of the mechanical and electrical systems are presented. Prerequisites: Undergraduate introduction to electrical circuits, classical mechanics, and fluid dynamics, or instructor's approval.

CEE 7370 - Facility Planning

Credits: 3

Presents the overall planning process for construction projects. Covers the three divisions of planning (program planning, project planning, and activity planning) in an integrated manner. Includes different modeling approaches for the planning process.

CEE 7371 - Facility Financial and Asset Management

Credits: 3

Examines financial analysis and reporting, concepts and methods of accounting, budgeting, and evaluation of projects. Presents the role of facility managers in affecting corporate earnings and valuations. Includes the management of the facility over its entire life cycle, extending from planning and budgeting to the management of its assets and construction projects.

CEE 7373 - Prestressed Concrete

Credits: 3

Theory and application of prestressed concrete members, time-dependent deflections, and continuous prestressed beams. Prerequisite: CEE 4350 or equivalent.

CEE 7375 - Advanced Concrete Design

Credits: 3

Behavior, analysis, and design of concrete slender columns, two-way slab systems, and deep beams. Yield line analysis for slabs. Design and behavior of shear walls, retaining walls, and foundation systems. Prerequisite: CEE 4350 or equivalent.

CEE 7376 - Intelligent Transportation Systems

Credits: 3

Covers different topics related to intelligent transportation systems (ITS), including technological and institutional aspects, regional ITS architectures, and cost benefit analysis of ITS projects. Advanced traveler information systems, advanced public transportation systems, and advanced traffic network management systems are discussed. The application of ITS for safety, security, environmental quality, and sustainable mobility are also presented. Prerequisites: Senior/graduate standing or permission of instructor.

CEE 7377 - Advanced Steel Design

Credits: 3

Behavior and design of steel structures, including general methods of plastic analysis, plastic moment distribution, steel frames, unbraced and braced frames, and composite construction. Prerequisite: CEE 4350 or equivalent.

CEE 7378 - Transportation Planning and Traffic Engineering

Credits: 3

This course is concerned mainly with the analysis and modeling of urban transportation systems. The course consists of three main parts. The first part provides an overview of main definitions and terminologies involved in the planning and modeling of urban transportation systems. The second part introduces the concept of urban transportation planning systems along with an overview of various models used in travel demand forecasting. The third part describes principles of traffic operations, analysis and control. Prerequisites: Basic principles of probability and statistics.

CEE 7379 - Highways Design and Safety

Credits: 3

Provides an overview of the principals of highways design and traffic safety. Topics include highways functional classification, design control and criteria, driver performance, sight distance, horizontal and vertical alignments, cross section elements, design of freeways, intersections and interchanges, traffic safety, and environmental impact assessment.

CEE 7380 - Management of Industrial and Mission-Critical Facilities

Credits: 3

Efficient industrial centers require balanced consideration with respect to facility design and function. Mission-critical component management and information technology systems are designed for exceptionally reliable performance and efficient operation. This course emphasizes the component systems that are designed to maintain a high level of function. Covers electrical and mechanical reliability, efficiency, readiness, robustness, and flexibility, and the management of the information technology systems. Explores strategies designed to eliminate costly downtimes, with emphasis on standby generators; automatic transfer switches; uninterruptable power supplies; fuel, fire, and battery systems; energy security; and environmental and cooling technologies. Presents the implementation of sustainable technology, green certifications, and alternative energy strategies that are compatible with the mission-critical requirements of the facility. Includes operational approaches to reduce energy requirements for power and cooling, mandated safety standards, and environmental codes. Prerequisite: Graduate standing or permission of instructor.

CEE 7381 - Site Selection for Industrial and Mission-Critical Facilities

Credits: 3

Efficient industrial centers and facilities with mission-critical subsystems such as datacenters require balanced considerations with respect to facility design and site location. Site location plays an integral role in creating successful projects that especially support high reliability and promote sustainable design. While the important factors may vary from site to site, in any given instance a single factor can undermine the success of an otherwise excellent project. Ready availability and proper site selection that minimizes risk of disruption are particularly important factors for successful operation. Covers siting considerations, including power needs, electrical mix, weather patterns, building codes, proximity to the workforce and transportation, and other topics that bear on reliable operation. Emphasizes strategies of site selection to adequately safeguard hardware and mission-critical data. Prerequisite: Graduate standing or permission of instructor.

CEE 7383 - Heating, Ventilating, and Air Conditioning

Credits: 3

Examines the science and practice of controlling environmental conditions through the use of thermal process and systems. Specific applications include refrigeration, psychometrics, solar radiation, heating and cooling loads in buildings, and design of duct and piping systems. Theory and analysis are emphasized. Prerequisites: CEE 2331, CEE 2342, and ME 3332.

CEE 7384 - Energy Management for Buildings

Credits: 3

Procedures to select energy saving options for buildings are examined with emphasis on practical aspects of the subjects. Space planning, architectural considerations, cost and environmental impact of the mechanical and electrical systems are considered along with optimizing the life cycle cost of the proposed alternative. Software for life-cycle cost and energy analysis are used to calculate energy consumption and compare energy features of proposed, audit-determined feasible changes to a building.

CEE 7385 - Advanced Soil Mechanics

Credits: 3

Physicochemical properties of soil and soil stabilization. Advanced theories of soil deformation and failure as applied to slope stability and lateral loads. Soil-water interaction in earthen dams. Prerequisite: CEE 3385.

CEE 7386 - Foundation Engineering

Credits: 3

Application of soil mechanics principles to the design and construction of shallow and deep foundations. Topics include subsurface investigation procedures to obtain soil parameters for design and construction of structure foundations, bearing capacity and settlement analyses, construction procedures, and soil improvement techniques. Prerequisite: CEE 3385.

CEE 7387 - Geotechnical Earthquake Engineering

Credits: 3

This course provides fundamental knowledge and practical application of soil dynamics and geotechnical earthquake engineering. This includes an overview of seismic hazards, the fundamentals of vibration, wave propagation in elastic medium, properties of dynamically loaded soils, earthquake-induced ground motion, ground response analysis, lateral earth pressure on retaining walls, liquefaction of soils, and seismic stability of earth embankments.

CEE 7388 - Groundwater and Seepage

Credits: 3

Examines fundamental principles of flow through porous media and related engineering problems. Topics include the saturated seepage theory and flow nets; the unsaturated flow theory; suction-saturation and saturation-hydraulic conductivity relationships; the principle of effective stress; laboratory and field testing methods for determining material characteristics; and numerical models for flow-related engineering problems.

CEE 7391 - Special Projects

Credits: 3

Intensive study of a particular subject or design project, not available in regular course offerings, under the supervision of a faculty member approved by the department chair.

CEE 7392 - Special Projects

Credits: 3

Intensive study of a particular subject or design project, not available in regular course offerings, under the supervision of a faculty member approved by the department chair.

CEE 7396 - Master's Thesis

Credits: 3

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CEE 7418 - Engineering Microbiology

Credits: 4

Examines aspects of microbiology that are particularly valuable to the practice of environmental engineering. Specific areas of focus include enzyme and growth kinetics, cell structure and physiology, process of biotransformation, microbial and/or environmental interactions, and biogeochemical cycles. Elements of molecular biology and biotechnology are also presented as appropriate. Students gain a basic understanding and appreciation of microbial processes that are applicable in the field of environmental engineering. Prerequisites: CHEM 1303 and CEE 2321, or equivalent.

CEE 7491 - Special Projects

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7492 - Special Projects

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7696 - Master's Thesis

Credits: 6

CEE 8049 - Ph.D. Full-Time Status

Credits: 0

CEE 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8190 - Special Topics

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8191 - Special Topics

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8192 - Special Topics

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8193 - Special Topics

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8194 - Special Topics

Credits: 1

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8290 - Special Topics

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8291 - Special Topics

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8292 - Special Topics

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8293 - Special Topics

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8294 - Special Topics

Credits: 2

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8325 - The Sustainable Urban Plan

Credits: 3

Focused on the strategic role of an urban plan in the sustainable environment, this course contrasts the inventive and critical aspects of developing a sustainable urban plan, exploiting the potentials and limits of government, finance, stakeholders, and urban design. Lectures, readings and workshops lead to a project-based site planning policy and design exercise, resulting in a site-specific urban proposal. The 'UrbanPlan' project, administered through the Urban Land Institute (Dallas), then introduces team based development approaches including a market simulation model, with local professional input.

CEE 8327 - Policy Impacts on Sustainability

Credits: 3

The idea of a truly sustainable society is either encouraged or negated by its policies. This course will examine policies at multiple levels to assess their impact on our society's ability to become a sustainable one. Guest lecturers from the city, regional and state level will be included, as well as examinations of policies at the national level from around the world.

CEE 8328 - Defining the Future of Global Sustainability

Credits: 3

To discuss the long-term future of global sustainability, what that term includes must be defined. Examines the national and international drivers of change, both current and trends toward the future that can be identified.

CEE 8329 - Global Resource Assessment and Management

Credits: 3

The globalization of the world's economy and politics has resulted in a globalization of resource use, in both materials and service terms. This course provides an understanding of how the management of global resources has an interrelated impact on the resilience of our environment and civilization and explores ways to assess resource use in global development projects. Students examine global energy distribution and production and its impact on air quality, goods production and transit, food availability, ocean use and impact, climate change, and global housing. Alongside the lectures, a series of practical workshop lab exercises introduce hands-on tools for global resource management, including food security indicators, environmental justice, risk management, and metrics for sustainable policy assessment.

CEE 8330 - Engineering Sustainability for the Future

Credits: 3

Solving the global challenges of the future will require innovative engineering of problems that are understood now, and those not yet faced. Examines the status of cutting-edge technologies and analyzes what issues need to be addressed for the future survival of the planet.

CEE 8340 - Theory of Elasticity

Credits: 3

The study of stress, strain, and stress-strain relationships for elastic bodies. Classical solutions of two- and three-dimensional problems. The use of the Airy stress function is covered. Prerequisite: CEE 7340 or equivalent.

CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics

Credits: 3

Theory and application of finite element; two- and three- dimensional elements; bending elements; applications to buckling, and dynamic problems. Prerequisite: CEE 7361.

CEE 8365 - Construction Methods and Rehabilitation

Credits: 3

Examines basic construction methods and equipment used to rehabilitate existing buildings and structures. Includes building maintenance, space improvement, and building component alteration. Also, installation of utilities, including underground utility design. Prerequisites: CEE 7363, CEE 7365.

CEE 8366 - Basic Concepts of Structural Stability

Credits: 3

Unified approach to elastic buckling analysis of columns, plates, and shells using variational calculus (developed entirely in the course). Prerequisite: CEE 7340 or permission of instructor.

CEE 8368 - Theory of Plate Behavior

Credits: 3

Analysis of flat plates subjected to normal loading, inplane loading, and thermal stresses. Plates of various shapes, thick plates, and anisotropic plates are analyzed for both small and large deflections. Prerequisite: CEE 7340 or permission of instructor.

CEE 8370 - Facility Project Management

Credits: 3

Presents the principles and techniques of project management, beginning with the conceptual phase, through the coordination of design and construction, to project completion. Prerequisite: CEE 7370.

CEE 8378 - Transportation Demand Analysis

Credits: 3

An overview of the theory of discrete choice and applications related to modeling travel demand. Topics include theories of choice behavior, theory of estimation, binary choice models, multinomial choice models, multidimensional choice and nested logit, aggregate forecasting techniques, and estimation software. Prerequisite: Basic principles of probability and statistics.

CEE 8379 - Analysis of Transportation Systems

Credits: 3

An overview of techniques used to model and analyze transportation systems. Topics include queuing theory, graph theory, network modeling, development of algorithms, shortest path problem, vehicle routing problem, and simulation techniques. Applications to transportation systems. Prerequisite: Basic principles of probability and statistics.

CEE 8390 - Special Topics

Credits: 3

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8391 - Special Topics

Credits: 3

CEE 8392 - Special Topics

Credits: 3

Individual or group study of selected topics in environmental engineering approved by the department chair, the instructor, and the academic dean.

CEE 8393 - Special Topics

Credits: 3

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8394 - Special Topics

Credits: 3

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8490 - Special Topics

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8491 - Special Topics

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8492 - Special Topics

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8493 - Special Topics

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8494 - Special Topics

Credits: 4

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8590 - Special Topics

Credits: 5

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8591 - Special Topics

Credits: 5

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8592 - Special Topics

Credits: 5

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8593 - Special Topics

Credits: 5

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8594 - Special Topics

Credits: 5

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8690 - Special Topics

Credits: 6

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8691 - Special Topics

Credits: 6

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8692 - Special Topics

Credits: 6

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8693 - Special Topics

Credits: 6

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8694 - Special Topics

Credits: 6

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8790 - Special Topics

Credits: 7

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8791 - Special Topics

Credits: 7

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8792 - Special Topics

Credits: 7

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8793 - Special Topics

Credits: 7

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8794 - Special Topics

Credits: 7

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8890 - Special Topics

Credits: 8

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8891 - Special Topics

Credits: 8

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8892 - Special Topics

Credits: 8

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8893 - Special Topics

Credits: 8

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8894 - Special Topics

Credits: 8

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8990 - Special Topics

Credits: 9

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8991 - Special Topics

Credits: 9

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8992 - Special Topics

Credits: 9

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8993 - Special Topics

Credits: 9

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8994 - Special Topics

Credits: 9

Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CEE 8396 and CEE 8996 (12 credit hours total) would be allowed during a fall term.

Computer Science and Engineering

Professor Volkan Otugen, **Acting Chair**

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Graduate Programs

The department offers graduate programs in computer engineering, computer science, security engineering and software engineering. Faculty research interests include CAD methods and algorithms for digital systems design, computer arithmetic, computer architecture, configurable hardware, design automation, VLSI design, bioinformatics, database systems, data mining, design and analysis of algorithms, theory of computation, software engineering, parallel processing, mobile computing, computer networks, fault tolerance, computer security, and information assurance.

In addition to the research labs, students in the Department of Computer Science and Engineering have access to a wide range of facilities and equipment. The CSE Department's computing environment has evolved into an Ethernet-based network of personal computers and servers. General-use UNIX servers are available that run OSF1, SunOS and Linux. A wireless network is also available throughout the facilities of CSE. Access to the network is also available via open-area labs containing X terminals and PCs.

Graduate Degrees. The Department of Computer Science and Engineering offers the following graduate degrees:

Computer Engineering, Ph.D.

Students receiving a Ph.D. in computer engineering are expected to achieve and demonstrate a mastery of the discipline and to significantly advance the state of knowledge through an original research effort.

Admission Requirements

Applicants are required to satisfy the following:

1. An M.S. degree in computer engineering or a related field, including computer science, electrical engineering, mathematics or physics, from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing. In the case of direct admission without a previous M.S. degree, the baccalaureate degree must be conferred prior to the time the student begins classes as a graduate student, and the student will fulfill the requirements for, obtain an M.S. degree, and then continue working toward the Ph.D. Also, the student's GPA must be at least 3.400 on a 4.000 scale in the student's junior and senior years.
2. Excellent academic performance in all completed coursework, with a GPA of at least 3.000 on a 4.000 scale.
3. A reasonable level of mathematical maturity.

4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
5. Submission of official GRE graduate school admission test scores.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Submission of a notarized financial certification form (graduates from foreign countries only). Before being considered for admission, all international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency exam score as follows:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The graduation requirements fall into the categories of completion of a specified number of graduate credits in appropriate subjects with an acceptable GPA, demonstration of understanding of the discipline of computer engineering as evidenced by examination and completion of a substantial research effort documented in a doctoral dissertation. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.
2. All requirements must be completed within seven years of entry into the program.

The steps for completion of the doctoral program are

1. Initial advising.
2. Basic coursework to prepare for the commencement of research work.
3. Selection of a dissertation director and supervisory committee.
4. Advanced coursework in the chosen research area and guided thesis research to prepare for the qualifying examination.
5. Successful completion of the qualifying examination as determined by the doctoral advising committee.
6. Dissertation research supervised by the candidate's doctoral adviser.
7. Successful defense of the research leading to the Ph.D.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Initial Advising

Upon entry into the Ph.D. program, students are assigned a faculty adviser who acts as an academic adviser. The responsibilities of this adviser are to examine the student's prior background and current state of knowledge and to recommend courses to be taken in preparation for the commencement of research work.

Credit Requirements

Prerequisites

All students entering the program are expected to possess knowledge equivalent to the following CSE courses:

- CSE 1341 - Principles of Computer Science
- CSE 1342 - Programming Concepts
- CSE 2240 - Assembly Language Programming and Machine Organization
- CSE 2341 - Data Structures
- CSE 2353 - Discrete Computational Structures

- CSE 3342 - Programming Languages
- CSE 3353 - Fundamentals of Algorithms
- CSE 3381 - Digital Logic Design
- CSE 4344 - Computer Networks and Distributed Systems
- CSE 4345 - Software Engineering Principles
- CSE 4381 - Digital Computer Design

Graduate Credit Hours

A minimum of 54 graduate credit hours is required beyond the baccalaureate degree in order to achieve the Ph.D. degree. Of this, a minimum of 21 credit hours must be at the 8000 level. In addition to these 54 credit hours, 24 credit hours are required for dissertation credit. Of the 54 graduate credit hours, a maximum of 30 credit hours may transfer from an appropriate major from another institution.

Core Courses

The following core courses must be taken at SMU if the student has not received credit for these at another university:

- CSE 7343 - Operating Systems and System Software
- CSE 7344 - Computer Networks and Distributed Systems II
- CSE 7381 - Computer Architecture
- CSE 7387 - Digital Systems Design

Minor Requirement

A minor, usually in an area of computer science, electrical engineering or mathematics, of a minimum of 12 credit hours supporting the chosen research area is required. These courses may be taken in CSE or a department separate from CSE. The minor requirement may be satisfied by transfer credit.

Residency Requirement

All full-time Ph.D. students in residence at the main campus of SMU are required to enroll in the CSE seminar class CSE 8098. The CSE 8098 course is graded on a pass/fail basis with a grade of Pass requiring the attendance of at least two-thirds of the CSE departmental seminars and distinguished speaker series. The seminar coordinator will keep attendance records.

Grades

No graduate credit is earned for a course in which a grade of less than C- is received. Such courses do, however, count toward the total GPA. A student must have a GPA of at least 3.000 on a 4.000 scale to graduate. If at any point a student's GPA drops below 3.000, the student is placed on academic probation. The student then has one term to raise his or her GPA to a minimum of 3.000 or be dismissed from the program. For part-time students, one term is taken to mean six credit hours. A grade of I (Incomplete) affects the GPA for the term in which the grade is granted rather than when it is removed; therefore, a student is placed on academic probation if he or she is granted a grade of I on currently completed work in the course and that grade causes the student's GPA to drop below 3.000.

Computer Science Seminar

All Ph.D. students who are receiving financial support from the department (such as teaching and research assistantships) must enroll in the seminar class CSE 8098 each term that the course is offered.

Advanced Study

Advanced study in computer engineering consists of a major concentration area. A concentration area consists of a number of courses that are related to a specific subfield of computer engineering. The major concentration consists of a minimum of 18 credit hours, no more than six of which can be independent study.

Credit earned for the core courses (CSE 7343, CSE 7350, CSE 7381 and CSE 7387) will not be counted for the concentration area. The student must file an advanced study degree plan with the department. No degree plan is accepted until approved by the chair of CSE. Credits received prior to filing a degree plan are not guaranteed to count toward graduation.

Dissertation Director and Supervisory Committee

Before the student has completed 18 credit hours or two years of Ph.D. study (whichever comes first), he or she must identify a dissertation director and form a supervisory committee. It is the responsibility of the student to find a faculty member willing to provide a research topic or to supervise a topic of the student's choosing. The dissertation director must be one of the full-time tenure or tenure-track faculty members of the CSE Department. This requirement will be satisfied by successful completion and filing of the Recommendation and Certification of Appointment of Supervisory Committee form.

The dissertation director, together with the student, should prepare the advanced study degree plan. They should also form the supervisory committee. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, and one resident tenured or tenure-track faculty member is chosen from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track faculty of SMU. The names of the supervisory committee members must be submitted to the chair of the CSE Department and the director of the graduate division for approval.

Qualifying Examination

The student must complete all the core courses with an average grade of *B+* (3.300) or better before he or she can appear for the qualifying examination. The student will give a written proposal to the committee members. The timing of this submission will be determined by the thesis adviser and usually occurs at the 40–50 percent completion point of the thesis research.

Committee members will submit questions to the Ph.D. dissertation director. The director and the members will negotiate the content of the questions. The questions will generally be from areas related to the student's area of research and, hence, the questions will be submitted only after student has submitted the written proposal. However, should a majority of the committee judge that the student has not shown strong credentials in one or more of the core areas, the examination may include questions designed specifically to determine whether or not the student has sufficient background in those areas. Examinations will be graded by each submitting member and given back to the chair. The chair, along with the other members, will decide the outcome (pass/fail) of the examination.

The written portion of the qualifying examination is a take-home (open-book) examination with four questions. Although there will be more than four members in the committee, usually one member will be from outside CSE and will not be required to submit a question. The student will have one week to answer questions and return the answers to the adviser. Each question is to be graded by the committee member who submitted that question. The student must attain an average score of 70 percent and a minimum score of 50 percent on each individual question in order to receive a passing grade.

After passing the written portion, the student will appear for the oral portion of the qualifying examination. In addition to evaluating the presentation based on the proposed research, the oral part will also address any deficiencies the written examination may reveal. The student should schedule the oral presentation at the time the written proposal is submitted, even though he or she will be eligible to appear for the oral presentation only after passing the written portion.

Students will have a maximum of two attempts to pass the qualifying examination.

If a student changes her or his area of research significantly, or if significant changes are made to the composition of the supervising committee, the student may be required to repeat the qualifying examination.

Change of Committee or Concentration

A student may change concentration, dissertation director or supervisory committee at any point, subject to the approval of the CSE faculty. Such a change will generally require the formation of a new supervisory committee and will definitely require the filing of a new advanced study degree plan. The student must take a qualifying examination in the new concentration area to be admitted to candidacy. In the event that the student changes concentration after being admitted to candidacy, the candidacy is revoked and the student must pass the qualifying examination in the new concentration. Two attempts are allowed for a student in this position. A student may also change areas before being admitted to candidacy. In this event, it is possible that one or more unsuccessful attempts will have been made to pass the qualifying examination. The student may, at the discretion of the CSE supervisory committee, be allowed two attempts in the new concentration, but under no circumstances will more than three attempts be allowed at the examination. It is also possible that a student will change dissertation director or composition of the supervisory committee, while still retaining the same concentration areas. Such changes may be made only with the approval of the CSE supervisory committee. If the dissertation director is changed, the new research adviser may, at his or her discretion, require a new qualifying examination. In addition, if the makeup of the supervisory committee changes substantially, the CSE supervisory committee may require a new qualifying examination to be taken with the newly constituted committee.

Doctoral Dissertation

The most clearly distinguishing characteristic of a program leading to the Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation must make a significant contribution to the engineering discipline, and it is expected to be a mature and competent piece of writing. The work reported in the dissertation may be basic scientific research, engineering research or creative design.

Upon the successful completion of the dissertation defense, the dissertation is uploaded to the SMU/UMI Dissertation Publishing website. The original abstract must be signed by the dissertation director, and the original half-title page of the dissertation must be signed by all of the CSE faculty members attending the dissertation defense.

Dissertation Defense

Final Examination:

Upon completion of all other requirements, a dissertation defense by the candidate will be announced, registered with the Graduate Division and subsequently conducted by the supervisory committee. The candidate must make six unbound copies of his or her dissertation available to the members of the supervisory committee at least two weeks in advance of the dissertation defense. This defense, which is conducted orally, must enable the supervisory committee to satisfy itself that the dissertation is an original piece of work, either in research or creative design that it has been carried out in keeping with the highest standards of investigation and reporting, and that it makes a contribution to knowledge that is of value to the engineering profession or scientific community. The defense must

be scheduled with the CSE departmental office and posted in the Lyle School of Engineering. This defense is open to the public, with the possible exception of a period that involves general questions in computer science and engineering and that is open only to committee members and CSE faculty. Satisfactory performance on this defense constitutes the last requirement to be met for the Ph.D. degree.

Computer Science, Ph.D.

Students receiving a Ph.D. in computer science are expected to achieve and demonstrate a mastery of the discipline and to significantly advance the state of knowledge through an original research effort.

Admission Requirements

Applicants are required to satisfy the following:

1. An M.S. degree in computer science or a related field, including computer engineering, electrical engineering, mathematics or physics, from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing. In the case of direct admission without a previous M.S. degree, the baccalaureate degree must be conferred prior to the time the student begins classes as a graduate student, and the student will fulfill the requirements for and obtain an M.S. degree and then continue working toward the Ph.D. Also, the student's GPA must be at least 3.400 on a 4.000 scale in the student's junior and senior years.
2. Excellent academic performance in all completed coursework, with a GPA of at least 3.000 on a 4.000 scale.
3. A reasonable level of mathematical maturity.
4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
5. Submission of official GRE graduate school admission test scores.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Submission of a notarized financial certification form (graduates from foreign countries only). Before being considered for admission, all international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency exam score as follows:
 - 550 – paper-based examination.
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Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The graduation requirements fall into the categories of completion of a specified number of graduate credit hours in appropriate subjects with an acceptable GPA, demonstration of understanding of the discipline of computer science as evidenced by examination, and completion of a substantial research effort documented in a doctoral dissertation. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.
2. All requirements must be completed within seven years of entry into the program.

The steps for completion of the doctoral program are

1. Initial advising.
2. Basic coursework to prepare for the commencement of research work.
3. Selection of a dissertation director and supervisory committee.
4. Advanced coursework in the chosen research area and guided thesis research to prepare for the qualifying examination.
5. Successful completion of the qualifying examination as determined by the doctoral advising committee.
6. Dissertation research supervised by the candidate's doctoral adviser.
7. Successful defense of the research leading to the Ph.D.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Initial Advising

Upon entry into the Ph.D. program, students are assigned a faculty adviser who acts as an academic adviser. The responsibilities of this adviser are to examine the student's prior background and current state of knowledge and to recommend courses to be taken in preparation for conducting research.

Credit Requirements

Prerequisites

All students entering the program are expected to possess knowledge equivalent to the following CSE courses:

- CSE 1341 - Principles of Computer Science
- CSE 1342 - Programming Concepts
- CSE 2240 - Assembly Language Programming and Machine Organization
- CSE 2341 - Data Structures
- CSE 2353 - Discrete Computational Structures
- CSE 3342 - Programming Languages
- CSE 3353 - Fundamentals of Algorithms
- CSE 3381 - Digital Logic Design
- CSE 4345 - Software Engineering
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Graduate Credit Hours

A minimum of 54 graduate credit hours is required beyond the baccalaureate degree in order to achieve the Ph.D. degree. Of this, a minimum of 21 credit hours must be at the 8000 level. In addition to these 54 credit hours, 24 credit hours are required for dissertation credit. Of the 54 graduate credit hours, a maximum of 30 credit hours may be used if an entering student possesses an M.S. in an appropriate major from another institution.

Core Courses

The following core courses must be taken at SMU if the student has not received credit for these at another university:

- CSE 7330 - File Organization and Database Management
- CSE 7343 - Operating Systems and System Software
- CSE 7350 - Algorithm Engineering
- CSE 7381 - Computer Architecture

Minor Requirement

A minor, usually in an area of computer engineering, electrical engineering or mathematics, of a minimum of 12 credit hours supporting the chosen research area is required. These courses may be taken in CSE or in another department in the Lyle School of Engineering. The minor requirement may be satisfied by transfer credit.

Residency Requirement

All full-time Ph.D. students in residence at the main campus of SMU are required to enroll in the CSE seminar class CSE 8098. The CSE 8098 course is graded on a pass/fail basis with a grade of Pass requiring the attendance of at least two-thirds of the CSE departmental seminars and distinguished speaker series. The seminar coordinator will keep attendance records.

Grades

No graduate credit is earned for a course in which a grade of less than C- is received. Such courses do, however, count toward the total GPA. A student must have a GPA of at least 3.000 on a 4.000 scale to graduate. If at any point, a student's GPA drops below 3.000, the student is placed on academic probation. The student then has one term to raise his or her GPA to 3.000 or be dismissed from the program. For part-time students, one term is taken to mean six credit hours. A grade of I (Incomplete) affects the GPA for the term in which the grade is granted rather than when it is removed; therefore, a student is placed on academic probation if he or she is granted a grade of I on currently completed work in the course and that grade causes the student's GPA to drop below 3.000.

Computer Science Seminar

All Ph.D. students that are receiving financial support from the department (such as teaching and research assistantships) must enroll in the seminar class CSE 8098 each term that the course is offered.

Advanced Study

Advanced study in computer science consists of a major concentration area. A concentration area consists of a number of courses that are related to a specific subfield of computer science. The major concentration consists of a minimum of 18 credit hours, no more than six of which can be independent study.

Credit earned for the core courses (CSE 7330, CSE 7343, CSE 7350 and CSE 7381) will not be counted for the concentration area. The student must file an advanced study degree plan with the department. No degree plan is accepted until approved by the chair of CSE. Credits received prior to filing a degree plan are not guaranteed to count toward graduation.

Research Adviser and Supervisory Committee

Before the student has completed 18 credit hours or two years of Ph.D. study (whichever comes first), he or she must identify a dissertation director and form a supervisory committee. It is the responsibility of the student to find a faculty member willing to provide a research topic or to supervise a topic of the student's choosing. The dissertation director must be one of the full-time tenure or tenure-track faculty members of the CSE Department. This requirement will be satisfied by successful completion and filing of the Recommendation and Certification of Appointment of Supervisory Committee form.

The dissertation director, together with the student, should prepare the advanced study degree plan. They should also form the supervisory committee. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, and one resident tenured or tenure-track faculty member is chosen from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track

faculty of SMU. The names of the supervisory committee members must be submitted to the chair of the CSE Department and the director of the graduate division for approval.

Qualifying Examination

The student must complete all the core courses with an average grade of *B+* (3.300) or better before he or she can appear for the qualifying examination. The student will give a written proposal to the committee members. The timing of this submission will be determined by the thesis adviser and usually occurs at the 40–50 percent completion point of the thesis research.

Committee members will submit questions to the Ph.D. dissertation director. The director and the members will negotiate the content of the questions. The questions will generally be from areas related to the student's area of research and, hence, the questions will be submitted only after student has submitted the written proposal. However, should a majority of the committee judge that the student has not shown strong credentials in one or more of the core areas, the examination may include questions designed specifically to determine whether or not the student has sufficient background in those areas. Examinations will be graded by each submitting member and given back to the chair. The chair, along with the other members, will decide the outcome (pass/fail) of the examination.

The written portion of the qualifying examination is a take-home (open-book) examination with four questions. Although there will be more than four members in the committee, usually one member will be from outside CSE and will not be required to submit a question. The questions will be given to the students on a Friday as determined by the committee chair, and the answers will be due back on the following Friday. The student must attain an average score of 70 percent and a minimum score of 50 percent on each individual question in order to receive a passing grade.

After passing the written portion, the student will appear for the oral portion of the qualifying examination. In addition to evaluating the presentation based on the proposed research, the oral part will also address any deficiencies the written examination may reveal. The student should schedule the oral presentation at the time the written proposal is submitted, even though he or she will be eligible to appear for the oral presentation only after passing the written portion.

Students will have a maximum of two attempts to pass the qualifying examination.

If a student changes her or his area of research significantly or if significant changes are made to the composition of the supervising committee, the student may be required to repeat the qualifying examination.

Change of Committee or Concentration

A student may change concentration, dissertation director or supervisory committee at any point, subject to the approval of the CSE faculty. Such a change will generally require the formation of a new supervisory committee and will definitely require the filing of a new advanced study plan. The student must take a qualifying examination in the new concentration area to be admitted to candidacy. In the event that the student changes concentration after being admitted to candidacy, the candidacy is revoked and the student must pass the qualifying examination in the new concentration. Two attempts are allowed for a student in this position. A student may also change areas before being admitted to candidacy. In this event, it is possible that one or more unsuccessful attempts will have been made to pass the qualifying examination. The student may, at the discretion of the CSE supervisory committee be allowed two attempts in the new concentration, but under no circumstances will more than three attempts be allowed at the examination. It is also possible that a student will change dissertation director or composition of the supervisory committee while still retaining the same concentration area. Such changes may be made only with the approval of the CSE supervisory committee. If the dissertation director is changed, the new dissertation director may, at his or her discretion, require a new qualifying examination. In addition, if the makeup of the supervisory committee

changes substantially, the CSE supervisory committee may require a new qualifying examination to be taken with the newly constituted committee.

Doctoral Dissertation

The most clearly distinguishing characteristic of a program leading to the Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation must make a contribution to knowledge that is of value to the computer science discipline, and it is expected to be a mature and competent piece of writing. The work reported in the dissertation may be basic scientific research, engineering research or creative design.

Upon the successful completion of the dissertation defense, the dissertation is electronically uploaded to the SMU/UMI Dissertation Publishing submission website. The original abstract must be signed by the dissertation director, and the original half-title page of the dissertation must be signed by all of the CSE faculty members attending the dissertation defense.

Dissertation Defense

Final Examination:

Upon completion of all other requirements, a dissertation defense by the candidate will be announced, registered with the Graduate Division and subsequently conducted by the supervisory committee. The candidate must make six unbound copies of his or her dissertation available to the members of the supervisory committee at least two weeks in advance of the dissertation defense. This defense, which is conducted orally, must enable the supervisory committee to satisfy itself that the dissertation is an original piece of work, either in research or creative design that it has been carried out in keeping with the highest standards of investigation and reporting, and that it makes a contribution to knowledge that is of value to the computer profession or scientific community. The defense must be scheduled with the CSE departmental office and posted in the Lyle School of Engineering. This defense is open to the public, with the possible exception of a period open only to committee members and CSE faculty in which general questions in computer science and engineering may be asked. Satisfactory performance on this defense constitutes the last requirement to be met for the Ph.D. degree.

Software Engineering, D.Engr.

Students receiving a D.Engr. with a major in software engineering are expected to achieve and demonstrate a solid foundation and depth in software engineering practice, a breadth across the engineering discipline, and a significant and industrially relevant engineering innovative experience through the D.Engr. praxis.

Admission Requirements

Applicants are required to satisfy the following requirements:

1. A master's degree in software engineering, computer science, computer engineering, engineering management or a related discipline.
2. Submission of official test scores from the GRE graduate school admission test score and submission of TOEFL English language proficiency exam scores if English is not the applicant's native language.
3. Approval of the director of the software engineering program.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the D.Engr. degree, candidates are required to satisfy the following: The graduation requirements fall into the categories of completion of a specified number of

graduate credit hours in appropriate subjects and completion of a praxis. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.

1. Twenty-four credit hours of core software engineering courses. These credit hours must come from graduate-level courses in software engineering, as specified.
2. Twelve credit hours of core engineering management courses. These credit hours must come from graduate-level courses in engineering management, as specified.
3. Fifteen credit hours in a technical specialty. These credit hours must be taken in software engineering, computer science, computer engineering, engineering management, systems engineering or other technical areas consistent with anticipated doctoral work demands.
4. Fifteen credit hours of electives. All elective credit hours must come from graduate-level courses and must be approved by the advisory committee. These courses should, in some way, complement and strengthen the student's degree plan. They should broaden the student's understanding of the issues and problems relating to the application of software technologies to different engineering disciplines.
5. Twelve credit hours of praxis. These credit hours must be taken in residence. The student enrolls for these credit hours in the course of preparing the praxis project.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Core Courses in Software Engineering

Required Courses

The following courses or their equivalents must be included in the degree plan:

- CSE 7314 - Software Testing and Quality Assurance
- CSE 7315 - Software Project Planning and Management
- CSE 7316 - Software Requirements
- CSE 7319 - Software Architecture and Design

Additional Courses

In addition, at least four of the following courses must be taken:

- CSE 8312 - Software Generation and Maintenance
- CSE 8313 - Object-Oriented Analysis and Design
- CSE 8314 - Software Metrics and Quality Engineering
- CSE 8315 - Software Acquisition, Legal, and Economic Issues
- CSE 8316 - User Interface Design
- CSE 8317 - Software Reliability and Safety
- CSE 8340 - Advanced Topics in Software Engineering

Core Courses in Engineering Management

Required Courses

The following courses, or their equivalents, must be included in the degree plan:

- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 7377 - Statistical Design and Analysis of Experiments

Additional Courses

In addition, at least two of the following courses must be taken:

- EMIS 8360 - Operations Research Models
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8364 - Engineering Management

- EMIS 8378 - Optimization Models for Decision Support

Engineering Praxis

The student must perform a suitable engineering praxis proposed by the student and approved by the praxis adviser and the supervisory committee. The praxis must include a significant and industrially relevant engineering innovative experience, typically revolving around a well-defined project relevant to current software engineering practice. Good scholarship and the significance of the student's praxis could be demonstrated by relevant technical publications, patents (or patent applications) or invention disclosures. As a culmination of the doctoral program, the student must submit an acceptable written praxis report and pass the oral praxis presentation and defense.

Upon the successful completion of the praxis defense, the praxis is uploaded to the SMU/UMI Praxis Publishing website. The original abstract must be signed by the praxis adviser, and the original half-title page of the praxis must be signed by all of the CSE faculty members attending the praxis defense.

Sample Doctoral Degree Plans

The courses comprising a degree plan for a D.Engr. with a major in software engineering will be determined by the student's supervisory committee. The plans will vary among students depending on their background and praxis topics. Sample degree plans cover both basic degree requirements and technical specialties. All students must select a technical specialty track that is approved by their committee and that relates to their praxis topic. The following are *examples* of technical specialty tracks appropriate for a D.Engr. with a major in software engineering candidates:

Security

- CSE 7339 - Computer System Security
- CSE 7348 - Internetworking Protocols and Programming
- CSE 7349 - Data and Network Security
- CSE 7359 - Software Security
- CSE 8349 - Advanced Network and System Security
- CSE 8352 - Cryptography and Data Security

Networks/Distributed Computing

- CSE 7344 - Computer Networks and Distributed Systems II
- CSE 7348 - Internetworking Protocols and Programming
- CSE 8344 - Computer Networks
- CSE 8377 - Fault-Tolerant Computing
- CSE 8380 - Parallel and Distributed Processing

Data Management

- CSE 7330 - File Organization and Database Management
- CSE 7331 - Data Mining
- CSE 7347 - XML and the Enterprise
- CSE 8330 - Database Management Systems
- CSE 8331 - Advanced Data Mining
- CSE 8337 - Information Storage and Retrieval

Embedded Systems

- CSE 7380 - VLSI Algorithms
- CSE 7385 - Microcontroller Architecture and Interfacing

- CSE 8317 - Software Reliability and Safety
- CSE 8387 - Switching Theory and Applications in VLSI CAD
- CSE 8388 - Embedded Computing System Design

High-Performance Applications Engineering

e.g., computer gaming

- CSE 7350 - Algorithm Engineering
- CSE 7381 - Computer Architecture
- CSE 7382 - Computer Graphics
- CSE 8355 - Graph Theory: Algorithms and Applications
- CSE 8351 - Computer Arithmetic
- CSE 8383 - Advanced Computer Architecture

Recognition of Previous Postbaccalaureate Coursework

Students with an M.S. in software engineering, engineering management or other related areas may apply up to 30 credit hours of their M.S. degree credits toward their D.Engr. with a major in software engineering, subject to approval of their supervisory committee.

Computer Engineering, M.S.Cp.E.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following:

1. A bachelor's degree in computer engineering, computer science or closely related discipline. Applicants with undergraduate degrees in other disciplines may also be admitted to the program and may be required to take articulation coursework.
2. A minimum GPA of 3.000 on a 4.000 scale in the student's junior and senior years.
3. A reasonable level of mathematical maturity.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following:

1. Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
2. Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
3. Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
4. Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CSE Department requires that the courses taken constitute a coherent program leading to mastery in computer engineering. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Articulation

All students entering the program are expected to possess knowledge equivalent to the following courses:

- CSE 1341 - Principles of Computer Science
- CSE 1342 - Programming Concepts

- CSE 2240 - Assembly Language Programming and Machine Organization
- CSE 2341 - Data Structures
- CSE 2353 - Discrete Computational Structures
- CSE 3353 - Fundamentals of Algorithms
- CSE 3381 - Digital Logic Design
- CSE 4381 - Digital Computer Design

Note

Students with deficiencies may be granted conditional admission to the program and be required to take some of courses as articulation. Students are required to complete these articulation courses, maintaining a minimum 3.000 GPA. A student who fails to achieve this record is automatically dropped from the graduate program, may not enroll in graduate courses and may be denied the right to petition for readmission. Students who maintain the minimum 3.000 GPA in these courses may advance into the balance of their plan of study. As nearly as possible, these articulation courses should be completed before the courses in the balance of the plan of study are attempted. An articulation course must be completed before undertaking any graduate coursework, which requires it as prerequisite.

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least nine credit hours must be at the 8000 level, with the remainder at the 7000 level or above. For the 8000-level courses, at least six credit hours must be CSE courses.

Distribution of Courses

Courses are considered to be core, concentration or elective. Core courses cover material fundamental to graduate-level computer science and are required of all students. Each student is expected to specialize in some area of computer engineering. The concentration area is a mechanism by which a student can tailor a coherent program of study to his or her interests. Electives are courses taken to round out the 30 credit hour requirement. Transferred credit hours may be used to satisfy any of these requirements. The specific requirements are discussed in detail in the following subsections.

Course Requirements

A student who elects to take the nonthesis option must take 12 credit hours of core courses, six credit hours of concentration and 12 credit hours of electives. The electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval. Those who elect to take the thesis option will substitute the concentration with thesis credit hours.

Core Courses

- CSE 7343 - Operating Systems and System Software
- CSE 7344 - Computer Networks and Distributed Systems II
- CSE 7381 - Computer Architecture
- CSE 7387 - Digital Systems Design
- CSE 8098 - Computer Science Seminars

Total: 12 Credit Hours

Concentration

One of the following programs:

Architecture

Two of the following:

- CSE 7385 - Microcontroller Architecture and Interfacing
- CSE 8377 - Fault-Tolerant Computing
- CSE 8380 - Parallel and Distributed Processing
- CSE 8383 - Advanced Computer Architecture

Design Automation

Two of the following:

- CSE 7380 - VLSI Algorithms
- CSE 7387 - Digital Systems Design
- CSE 8377 - Fault-Tolerant Computing
- CSE 8387 - Switching Theory and Applications in VLSI CAD

Networking

Two of the following:

- CSE 7348 - Internetworking Protocols and Programming
- CSE 7349 - Data and Network Security
- CSE 8344 - Computer Networks
- CSE 8349 - Advanced Network and System Security

Total: 6 Credit Hours

Electives

Electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval.

Total: 12 Credit Hours

Thesis Option

A student may elect to write a master's thesis, which counts as the six credit hours of concentration. The student must register for at least six credit hours under CSE 7(1–6)96. If the thesis option is chosen, all other requirements are the same. The six credit hours of thesis satisfy six of the nine required credit hours for advanced (CSE 8000 level) courses.

A master's thesis represents one or more of the following: synthesis of divergent ideas or a scholarly critique of current literature, a creative research activity or a significant design project, the results of which must be documented in a well-written thesis. The thesis should be of publishable quality, and it is recommended that it be submitted to an appropriate conference or journal before the thesis defense.

A thesis must be supervised by a faculty adviser selected by the student. Any full-time faculty member supporting the student's concentration area may serve as the thesis adviser. It is the student's responsibility either to find an adviser willing to provide a thesis topic or willing to supervise a topic of the student's choosing.

Once the student has found an adviser and a topic has been selected, the student and adviser should jointly form a thesis supervisory committee. This committee must consist of at least three members, two of whom must represent

the concentration area. The adviser chairs this committee. The makeup of this committee must be approved by the chair of CSE and the director of the graduate division.

The student must provide the members of the committee with a written thesis proposal. Typically, this will be done before the faculty agrees to serve on the committee.

A thesis is judged by the supervisory committee based upon technical merit, originality and presentation. The thesis must be presented orally to the committee at a thesis defense. A copy of the thesis must be made available to each member of the committee at least two weeks before the planned defense. The defense must be scheduled with the CSE department office and posted in appropriate bulletin boards. The defense is open to the public.

Computer Science, M.S.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following:

1. A bachelor's degree in computer science, computer engineering or a closely related discipline. Applicants with undergraduate degrees in disciplines other than computer science may be admitted to the program and may be required to take articulation coursework and/or satisfy the competency requirement (see below).
2. A minimum GPA of 3.000 on a 4.000 scale in the student's junior and senior years.
3. A reasonable level of mathematical maturity.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following:

- Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
- Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
- Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
- Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CSE Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

Students may fulfill (1) by either:

- a. Demonstrating their programming ability in a departmental examination.
- b. Successful completion of CSE 1341 - Principles of Computer Science.
- c. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

Students may fulfill (2) by demonstrating competence in the following core areas of Computer Science:

- a. Computer Architecture
- b. Programming Languages
- c. Data Structures and Algorithms
- d. Database Management Systems
- e. Operating Systems and Concurrency

f. Networks and Distributed Systems

Competence in core areas may be demonstrated by one of the following:

- Completing a course from an ABET Accredited program that covers a core area.
- Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science & Engineering Department and should be taken prior to beginning of the first semester.
- Completing and passing one or more of the following core-area courses:
 - CSE 7101 - Foundations of Computer Architecture
 - CSE 7102 - Foundations of Programming Languages
 - CSE 7103 - Foundations of Data Structures and Algorithms
 - CSE 7104 - Foundations of Database Management Systems
 - CSE 7105 - Foundations of Operating Systems
 - CSE 7106 - Foundations of Networks and Distributed Systems

These courses are 1 credit hour each, are offered pass-fail and do not count toward the 30 hour degree requirement. The grade for the course will be based on several assignments and a final examination.

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval.

Of the 30 credit hours needed for graduation, at least nine credit hours must be at the 8000 level, with the remainder at the 7000 level or above. For the 8000-level courses, at least six credit hours must be CSE courses.

Distribution of Courses

Courses are considered to be core, concentration or elective. Core courses cover material considered fundamental to graduate-level computer science and are required of all students. Each student is expected to specialize in some area of computer science. The concentration area is a mechanism by which a student can tailor a coherent program of study to his or her interests. Electives are courses taken to round out the 30 credit hour requirement. Transferred credit hours may be used to satisfy any of these requirements. The specific requirements are discussed in detail in the following subsections.

Course Requirements

A student who elects to take the nonthesis option must take 12 credit hours of core courses, six credit hours of concentration and 12 credit hours of electives. The electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval. Those who elect to take thesis option will substitute the concentration with thesis credit hours.

Core Courses

- CSE 7330 - File Organization and Database Management
- CSE 7343 - Operating Systems and System Software
- CSE 7350 - Algorithm Engineering
- CSE 7381 - Computer Architecture
- CSE 8098 - Computer Science Seminars

Total: 12 Credit Hours

Electives

Electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval.

Total: 12 Credit Hours

Concentration

Algorithms

Two of the following:

- CSE 7380 - VLSI Algorithms
- CSE 8350 - Algorithms II
- CSE 8351 - Computer Arithmetic
- CSE 8355 - Graph Theory: Algorithms and Applications

Total: 6 Credit Hours

Architecture Concentration

Two of the following:

- CSE 7380 - VLSI Algorithms
- CSE 8377 - Fault-Tolerant Computing
- CSE 8380 - Parallel and Distributed Processing
- CSE 8383 - Advanced Computer Architecture
- CSE 8387 - Switching Theory and Applications in VLSI CAD

Total: 6 Credit Hours

Data Science Concentration

Two of the following:

- CSE 7323 - Mobile Applications for Sensing and Learning
- CSE 7331 - Data Mining
- CSE 7337 - Information Retrieval and Web Search
- CSE 7338 - Security Economics
- CSE 7347 - XML and the Enterprise
- CSE 8331 - Advanced Data Mining
- CSE 8337 - Information Storage and Retrieval

Total: 6 Credit Hours

Security Concentration

Two of the following:

- CSE 7338 - Security Economics
- CSE 7339 - Computer System Security
- CSE 7349 - Data and Network Security
- CSE 7359 - Software Security
- CSE 7369 - Hardware Security and Trojan Detection

- CSE 8349 - Advanced Network and System Security
- CSE 8352 - Cryptography and Data Security
or
- EE 8372 - Cryptography and Data Security
- CSE 8359 - Advanced Software Security

Total: 6 Credit Hours

Software Concentration

Two of the following:

- CSE 7314 - Software Testing and Quality Assurance
- CSE 7319 - Software Architecture and Design
- CSE 7345 - Advanced Application Programming
- CSE 8313 - Object-Oriented Analysis and Design
- CSE 8316 - User Interface Design

Total: 6 Credit Hours

Thesis Option

A student may elect to write a master's thesis, which counts as the six credit hours of concentration. The student must register for at least six credit hours under CSE 7(1–6)96. If the thesis option is chosen, all other requirements are the same. The six credit hours of thesis satisfy six of the nine required credit hours for advanced courses.

A master's thesis represents one or more of the following: synthesis of divergent ideas or a scholarly critique of current literature, a creative research activity or a significant design project, the results of which must be documented in a well-written thesis. The thesis should be of publishable quality, and it is recommended that it be submitted to an appropriate conference or journal before the thesis defense.

A thesis must be supervised by a faculty adviser selected by the student. Any full-time faculty member supporting the student's concentration area may serve as the thesis adviser. It is the student's responsibility to find an adviser willing to provide a thesis topic or willing to supervise a topic of the student's choosing.

Once the student has found an adviser and a topic has been selected, the student and adviser should jointly form a thesis supervisory committee. This committee must consist of at least three members, two of whom must represent the concentration area. The adviser chairs this committee. The makeup of this committee must be approved by the chair of CSE and the director of the Graduate Division.

The student must provide the members of the committee with a written thesis proposal. Typically, this will be done before faculty agrees to serve on the committee.

A thesis is judged by the supervisory committee based upon technical merit, originality and presentation. The thesis must be presented orally to the committee at a thesis defense. A copy of the thesis must be made available to each member of the committee at least two weeks before the planned defense. The defense must be scheduled with the CSE department office and posted on appropriate bulletin boards. The defense is open to the public.

Security Engineering, M.S.

Security engineering is the computer science and engineering discipline concerned with the design and development of secure systems and applications. Security engineering covers security of computer networks and systems as well as physical security. In addition to the technical aspects such as cryptography, protocols and access control, the

curriculum deals with the policy and management issues, integration and logistics, and budgeting. Centering on the problems of working professionals in the critical field of security, the SMU program in security engineering serves the needs of both full-time and part-time students.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following:

1. A bachelor's degree in one of the quantitative sciences, mathematics or computer science or in one of the engineering disciplines.
2. A minimum of one year of college-level calculus.
3. A minimum of two years of industry experience or submission of official GRE general graduate school admission test scores.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following:

Core Courses

Satisfactory completion of the core curriculum encompassing four courses:

- CSE 7339 - Computer System Security
- CSE 7343 - Operating Systems and System Software
- CSE 7349 - Data and Network Security
- CSE 7359 - Software Security

Advanced Elective Courses

Satisfactory completion of three advanced elective courses from the following:

- CSE 7314 - Software Testing and Quality Assurance
- CSE 7331 - Data Mining
- CSE 7338 - Security Economics
- CSE 7359 - Software Security
- CSE 7369 - Hardware Security and Trojan Detection
- CSE 8317 - Software Reliability and Safety
- CSE 8331 - Advanced Data Mining
- CSE 8349 - Advanced Network and System Security

- CSE 8352 - Cryptography and Data Security
or
- EE 8372 - Cryptography and Data Security

- CSE 8353 - Digital Forensics
- CSE 8356 - Border and Transportation Security
- CSE 8359 - Advanced Software Security
- CSE 8377 - Fault-Tolerant Computing
- EMIS 7313 - Integrated Logistics Support

Elective Courses

Satisfactory completion of three elective courses; these courses may be any of the available graduate-level course offerings in the Lyle School of Engineering.

Note

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Additional Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following:

- Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
- Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
- Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
- Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CSE Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

Students may fulfill (1) by either:

- a. Demonstrating their programming ability in a departmental examination.
- b. Successful completion of CSE 1341 - Principles of Computer Science.
- c. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

Students may fulfill (2) by demonstrating competence in the following core areas of Computer Science:

- a. Computer Architecture
- b. Programming Languages
- c. Data Structures and Algorithms
- d. Database Management Systems
- e. Operating Systems and Concurrency
- f. Networks and Distributed Systems

Competence in core areas may be demonstrated by one of the following:

- Completing a course from an ABET Accredited program that covers a core area.
- Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science & Engineering Department and should be taken prior to beginning of the first semester.
- Completing and passing one or more of the following core-area courses:
 - CSE 7101 - Foundations of Computer Architecture
 - CSE 7102 - Foundations of Programming Languages
 - CSE 7103 - Foundations of Data Structures and Algorithms
 - CSE 7104 - Foundations of Database Management Systems
 - CSE 7105 - Foundations of Operating Systems
 - CSE 7106 - Foundations of Networks and Distributed Systems

These courses are 1 credit hour each, are offered pass-fail and do not count toward the 30 hour degree requirement. The grade for the course will be based on several assignments and a final examination.

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least six credit hours must be at the 8000-level CSE courses, with the remainder at the 7000 level or above.

Software Engineering, M.S.

Software engineering is the computer science discipline concerned with developing large applications. Software engineering covers not only the technical aspects of building software systems, but also management issues.

The SMU master's degree program in software engineering offers a balanced approach to management issues, such as directing programming teams, scheduling and budgeting, and technical expertise necessary to succeed in this critically important field. Many of the courses are based upon those proposed by the Software Engineering Institute, specifically founded by the Department of Defense to assist in the development of a sound foundation for this rapidly emerging field. Centering on the problems of working professionals in this field, the SMU program in software engineering serves the needs of both the full-time and part-time student.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following:

1. A bachelor's degree in one of the quantitative sciences, mathematics or computer science, or in one of the engineering disciplines.
2. A minimum of one year of college-level calculus.
3. A minimum of two years of experience in software development and/or maintenance, or submission of official GRE graduate school admission test scores.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following: 30 credit hours of coursework consisting of 12 credit hours of core courses and 18 credit hours of electives as follows:

Core Courses

Satisfactory completion of the core curriculum encompassing four courses:

- CSE 7314 - Software Testing and Quality Assurance
- CSE 7315 - Software Project Planning and Management
- CSE 7316 - Software Requirements
- CSE 7319 - Software Architecture and Design

Advanced Elective Courses

Satisfactory completion of three advanced elective courses from the following:

- CSE 7111 - Intellectual Property and Information Technology
- CSE 7340 - Service-Oriented Computing

- CSE 7345 - Advanced Application Programming
- CSE 7349 - Data and Network Security
- CSE 8312 - Software Generation and Maintenance
- CSE 8313 - Object-Oriented Analysis and Design
- CSE 8314 - Software Metrics and Quality Engineering
- CSE 8315 - Software Acquisition, Legal, and Economic Issues
- CSE 8316 - User Interface Design
- CSE 8317 - Software Reliability and Safety
- CSE 8340 - Advanced Topics in Software Engineering

Elective Courses

Satisfactory completion of three elective courses from available graduate-level course offerings.

Note

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Additional Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following:

- Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
- Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
- Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
- Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CSE Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

Students may fulfill (1) by either:

- a. Demonstrating their programming ability in a departmental examination.
- b. Successful completion of CSE 1341 - Principles of Computer Science.
- c. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

Students may fulfill (2) by demonstrating competence in the following core areas of Computer Science:

- a. Computer Architecture
- b. Programming Languages
- c. Data Structures and Algorithms
- d. Database Management Systems
- e. Operating Systems and Concurrency
- f. Networks and Distributed Systems

Competence in core areas may be demonstrated by one of the following:

- Completing a course from an ABET Accredited program that covers a core area.

- Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science & Engineering Department and should be taken prior to beginning of the first semester.
- Completing and passing one or more of the following core-area courses:
 - CSE 7101 - Foundations of Computer Architecture
 - CSE 7102 - Foundations of Programming Languages
 - CSE 7103 - Foundations of Data Structures and Algorithms
 - CSE 7104 - Foundations of Database Management Systems
 - CSE 7105 - Foundations of Operating Systems
 - CSE 7106 - Foundations of Networks and Distributed Systems
 These courses are 1 credit hour each, are offered pass-fail and do not count toward the 30 hour degree requirement. The grade for the course will be based on several assignments and a final examination.

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least six credit hours must be at the 8000-level CSE courses, with the remainder at the 7000 level or above.

Computer Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program

provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Computer Science/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start

the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics

- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Software Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration
Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector

who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Computer Science and Engineering Courses

CSE 7049 - Master's Full-Time Status

Credits: 0

Full-time status for students in the master's program.

CSE 7096 - Master's Thesis

Credits: 0

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CSE 7101 - Foundations of Computer Architecture

Credits: 1

Provides a foundation in computer architecture for students interested in taking graduate level courses in computer science. Topics include the von Neumann architecture, digital logic design, processors, primary and secondary storage, instructions, pipelining, cache, and the memory hierarchy. The course is intended as articulation for the M.S. degree in computer science.

CSE 7102 - Foundations of Programming Languages

Credits: 1

Provides a foundation in programming languages for students interested in taking graduate level courses in computer science. Topics include interpreted vs. compiled languages, object-oriented vs. functional programming, static vs. dynamic typing, regular expressions, context free grammars, and the role of the stack and heap in programming language implementations. The course is intended as articulation for the M.S. degree in computer science.

CSE 7103 - Foundations of Data Structures and Algorithms

Credits: 1

Provides a foundation in data structures and algorithms for students interested in taking graduate level courses in computer science. Topics include hashing, linked-lists, sorting and searching, dynamic arrays, and big-O analysis. The course is intended as articulation for the M.S. degree in computer science.

CSE 7104 - Foundations of Database Management Systems

Credits: 1

Provides a foundation in database management for students interested in taking graduate level courses in computer science. Topics include the entity-relationship model, working with primary and secondary keys, relational database normalization, and the Structured Query Language (SQL). The course is intended as articulation for the M.S. degree in computer science.

CSE 7105 - Foundations of Operating Systems

Credits: 1

Provides a foundation in operating systems and concurrency for students interested in taking graduate level courses in computer science. Topics include memory management, paging, processes and threads, locks, deadlock, and concurrency. The course is intended as articulation for the M.S. degree in computer science.

CSE 7106 - Foundations of Networks and Distributed Systems

Credits: 1

Provides a foundation in operating systems and concurrency for students interested in taking graduate level courses in computer science. Topics include network protocols, the OSI and TCP/IP reference models, the architecture of the Web, and network security. The course is intended as articulation for the M.S. degree in computer science.

CSE 7111 - Intellectual Property and Information Technology

Credits: 1

Presents fundamentals in the nature, protection, and fair use of intellectual property. Covers patent, copyright, trademark, trade secret, and antitrust principles, with an emphasis on the Internet, software, databases, and digital

transmission technologies. Investigates the open source and creative commons alternatives for disseminating intellectual property. Examines the engineer's, scientist's, manager's, and creative artist's professional and ethical responsibilities and opportunities regarding intellectual property. Also investigates the rapid change in types and uses of intellectual property spawned by computers, digital media, e-commerce, and biotechnology. Prerequisites: Graduate standing and a general understanding of software and digital information systems.

CSE 7190 - Special Topics

Credits: 1

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7191 - Special Topics

Credits: 1

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7192 - Special Topics

Credits: 1

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7193 - Special Topics

Credits: 1

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7194 - Special Topics

Credits: 1

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7196 - Master's Thesis

Credits: 1

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CSE 7290 - Special Topics

Credits: 2

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7291 - Special Topics

Credits: 2

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7292 - Special Topics

Credits: 2

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7293 - Special Topics

Credits: 2

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7294 - Special Topics

Credits: 2

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7296 - Master's Thesis

Credits: 2

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CSE 7312 - Software Systems Engineering

Credits: 3

Focuses on the engineering of complex systems that have a strong software component. For such systems, software often assumes functions previously allocated to mechanical and electrical subsystems, changing the way systems engineers must think about classical systems issues. Provides a framework for addressing systems engineering issues by focusing on the Software Engineering Institute's Capability Maturity Model. Topics include deriving and allocating requirements, system and software architectures, integration, interface management, configuration management, quality, verification and validation, reliability, and risk.

CSE 7313 - Software Configuration Management

Credits: 3

Successful software development and maintenance requires an understanding and application of many activities and functions throughout the software engineering process. One of the key areas is software configuration management. Students explore the principles and practices of the software configuration management function and mandatory role, including how CM is defined, planned, implemented, and measured over the life cycle of any development or maintenance project. Focuses on understanding specific roles of project team members and the tasks they plan and execute: managers who must support the CM efforts; project managers who must plan and design the CM system for their projects; those who implement the system; those who manage and administer the system; and the testers, engineers, and quality assurance personnel who are affected by the system.

CSE 7314 - Software Testing and Quality Assurance

Credits: 3

Examines the relationship of software testing to quality, with emphasis on testing techniques and the role of testing in the validation of system requirements. Topics include module and unit testing, integration, code inspection, peer reviews, verification and validation, statistical testing methods, preventing and detecting errors, selecting and implementing project metrics, and defining test plans and strategies that map to system requirements. Testing principles, formal models of testing, performance monitoring, and measurement also are examined.

CSE 7315 - Software Project Planning and Management

Credits: 3

Addresses the issues associated with the successful management of a software development project, including planning, scheduling, tracking, and cost and size estimating. Also, risk management, configuration, management quality, and engineering and process improvement. The course is centered on the concept of a software engineering process. Includes discussion of life cycle models for software development, and the SEI's Capability Maturity Model software process and other process standards.

CSE 7316 - Software Requirements

Credits: 3

Focuses on defining and specifying software requirements that can be used as the basis for designing and testing

software. Topics include use-cases for describing system behavior, formal methods, specifying functional versus nonfunctional requirements, and the relationship of requirements to software testing.

CSE 7317 - Leadership for Architecting Software Systems

Credits: 3

Principles of leadership and software architecture in building large software systems or leading large teams. Involves a mix of personal assessment, reflection, and the development of leadership and influence skills and concepts unique to each student. Examines the process of developing large software systems in a constantly changing commercial environment.

CSE 7319 - Software Architecture and Design

Credits: 3

Successful software development requires both an understanding of software design principles and a broader understanding of software architectures that provide a framework for design. The course explores the role of design in the software life cycle, including different approaches to design, design trade-offs, and the use of design patterns in modeling object-oriented solutions. Focuses on important aspects of a system's architecture, including the division of functions among system modules, synchronization, asynchronous and synchronous messaging, interfaces, and the representation of shared information.

CSE 7320 - Artificial Intelligence

Credits: 3

Introduces basic principles and current research topics in artificial intelligence. Includes the formal representation of real-world problems; the search of problem spaces for solutions; and the deduction of knowledge in terms of predicate logic, nonmonotonic reasoning, and fuzzy sets. Also, the application of these methods to important areas of artificial intelligence, including expert systems, planning, language understanding, machine learning, neural networks, computer vision, and robotics. Prerequisites: CSE 2341, CSE 3342.

CSE 7323 - Mobile Applications for Sensing and Learning

Credits: 3

Equips students with the practical skills necessary to develop mobile applications that take advantage of the myriad sensing and control capabilities of modern smartphones. Focuses on interfacing with phone hardware, efficient computing on the phone and in the cloud using virtualized servers, and efficient analysis of the peripheral sensor streams of today's smartphones. Students integrate real-time control and/or automation using a third-party hardware platform to interface with the mobile platform.

CSE 7324 - Machine Learning in Python

Credits: 3

Introduces the processes of learning from data. Provides an overview of a number of machine learning techniques, including pre-processing, visualization, classification, and regression, used in analytics. Covers classic and contemporary learning techniques, with emphasis on artificial neural networks and deep learning methods. Material covered will be reinforced through hands-on experience using state-of-the-art tools. Class examples and assignments will come from the programming language Python. Knowledge of linear algebra, calculus, introductory algorithm analysis, statistics/probability, and an introduction to python programming is suggested.

CSE 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file

structures and access techniques. Also, the use of a relational database management system to implement a database design project. Prerequisite: CSE 2341.

CSE 7331 - Data Mining

Credits: 3

Introduces data mining techniques (classification, association analysis, and cluster analysis) used in analytics. All material covered is reinforced through hands-on experience using state-of-the-art tools to design and execute data mining processes. Prerequisites: CSE 1342 or equivalent, CSE 4340/EMIS 3340/STAT 4340, or CSE 7370/EMIS 7370.

CSE 7333 - Quantifying the World

Credits: 3

In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply statistical methods (descriptive and predictive) and information visualization to collected datasets. Students learn to use Python and R programming languages to carry out data collection, analysis, and visualization. Culminates in a final project using real data of the students' choosing.

CSE 7337 - Information Retrieval and Web Search

Credits: 3

Introduces the field of information retrieval, with an emphasis on its application in Web search. Also introduces the basic concepts of stemming, tokenizing and inverted indices, text similarity metrics, and the vector-space model. Students study popular Web search engines and apply the concepts in several Java-based projects. Prerequisite: CSE 3353 or permission of instructor.

CSE 7338 - Security Economics

Credits: 3

Introduces economics as a tool for understanding and managing information security. Reviews key information security challenges and technologies in order to reason about the topics economically. Students are introduced to techniques of analytic and empirical modeling. Economic concepts reviewed include rationality, markets, and information. Presents models and metrics of security investment, along with cost-benefit analysis techniques, and techniques for empirical investigation and measurement of cybercrime. Security games are designed to capture the strategic interaction between defenders, as well as between attacker and defenders. Implications for public policy are discussed.

CSE 7339 - Computer System Security

Credits: 3

Investigates a broad selection of contemporary issues in computer security, including an assessment of state-of-the-art technology used to address security problems. Includes sources for computer security threats and appropriate reactions, basic encryption and decryption, secure encryption systems, program security, trusted operating systems, database security, network and distributed systems security, administering security, and legal and ethical issues. Prerequisite: CSE 5343 or equivalent.

CSE 7340 - Service-Oriented Computing

Credits: 3

SOC is the computing paradigm that utilizes services as fundamental elements for developing applications. Service

providers expose capabilities through interfaces. Service-oriented architecture maps these capabilities and interfaces so they can be orchestrated into processes. Fundamental to the service model is the separation between the interface and the implementation, such that the invoker of a service need only (and should only) understand the interface; the implementation can evolve over time, without disturbing the clients of the service. Topics include Web architecture, HTTP, XML, SOAP, REST, and BPEL. Also, developing interfaces that connect to independent services. The course will be of interest to those interested in creating and/or aggregating Web services and developing user interfaces for the display of those services. Prerequisites: Programming experience and senior or graduate standing.

CSE 7341 - Compiler Construction

Credits: 3

Reviews programming language structures, loading, execution, and storage allocation; the compilation of simple expressions and statements; and the organization of a compiler, including compile-time and run-time symbol tables, lexical analysis, syntax analysis, code generation, error diagnostics, and simple code optimization techniques. Also, the use of a recursive high-level language to implement a complete compiler. Prerequisites: CSE 2341, CSE 3342.

CSE 7342 - Concepts of Language Theory and Their Applications

Credits: 3

Introduction to formal languages and their relation to automata, and to denotational and operational semantics. Also, applications of formal semantics to the design and specification of programming languages and programming language processors, including computer architectures. Includes the predicate calculus, logic programming, and axiomatic semantics, as well as the application of axiomatic semantics to the verification of programs. Prerequisite: CSE 3342 or permission of the instructor.

CSE 7343 - Operating Systems and System Software

Credits: 3

Theoretical and practical aspects of operating systems, including an overview of system software, time-sharing, and multiprogramming operating systems. Also, network operating systems and the Internet, virtual memory management, interprocess communication and synchronization, file organization, and case studies. Prerequisite: CSE 2341.

CSE 7344 - Computer Networks and Distributed Systems II

Credits: 3

Introduction to network protocols, layered communication architecture, multimedia applications and protocols, QoS, congestion control, optical networks, DWDM, network survivability and provisioning, and wireless networks. Includes an interdisciplinary project requiring the use of currently available network design and simulation tools. Prerequisite: C- or better in CSE 4344.

CSE 7345 - Advanced Application Programming

Credits: 3

Covers advanced programming techniques that span a range of programming languages and technologies. Topics include server-side application development, client graphical user interface implementation, application frameworks, design patterns, model-based development, and multithreading. The specific programming language or languages covered may vary from term to term. Prerequisite: CSE 3345 or consent of instructor.

CSE 7346 - Cloud Computing

Credits: 3

Explores architectures for cloud computing, and provides hands-on experience with virtualization technologies. Topics include cloud computing architectures such as infrastructure as a service, platform as a service, and software

as a service. Covers programming models for cloud computing, the fundamentals of virtualization technologies that enable scalability, and an introduction to the security and energy efficiency challenges of cloud computing.

CSE 7347 - XML and the Enterprise

Credits: 3

XML, the Extensible Markup Language, is widely used to define vocabularies for a wide range of applications, including software configuration, data exchange, and Web-based protocols. This course provides a detailed examination of XML as an enterprise technology. Focuses on APIs, interfaces, and standards that are driving this technology, including DTDs and XML Schema to structure XML data, XSLT to transform XML, XML protocols for distributed computing, and XML security initiatives. Students gain a broad understanding of XML and the technical issues and trade-offs among different alternatives for processing XML. Prerequisites: An understanding of object-oriented concepts and familiarity with Java and/or C++.

CSE 7348 - Internetworking Protocols and Programming

Credits: 3

Processing and interprocess communications, UNIX domain sockets, fundamentals of TCP/IP, Internet domain sockets, packet routing and filtering and firewall, SNMP and network management, client-server model and software design, remote procedure call (XDR, RPC, DCE), design of servers and clients, networking protocols for the World Wide Web, and internetworking over new networking technologies. Prerequisites: CSE 7343 and C programming.

CSE 7349 - Data and Network Security

Credits: 3

Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Prerequisites: CSE 7339 or equivalent, with instructor permission.

CSE 7350 - Algorithm Engineering

Credits: 3

Covers algorithm design techniques; methods for evaluating algorithm efficiency; data structure specification and implementation; and applications to fundamental computational problems in sorting and selection, graphs and networks, scheduling and combinatorial optimization, computational geometry, and arithmetic and matrix computation. Also, introduction to parallel algorithms and to computational complexity and a survey of NP-complete problems. Prerequisites: CSE 2341, CSE 3353 (for non-CSE graduate students: CSE 2341).

CSE 7356 - VLSI Design and Laboratory

Credits: 3

Explores the design aspects involved in the realization of CMOS integrated circuits from device up to the register/subsystem level. Addresses major design methodologies with emphasis placed on structured, full-custom design. Also, the MOS device, CMOS inverter static characteristics, CMOS inverter dynamic characteristics, CMOS transistor fabrication technology, combination logic circuit, alternative static logic circuit, sequential logic circuit, dynamic logic circuit, propagation delay and interconnect, power dissipation and design for low power, memory device (DRAM/SRAM/ROM), ESD protection, packaging, testing, and VLSI design flow. Students use state-of-the-art CAD tools to verify designs and develop efficient circuit layouts. Prerequisites: C- or better in EE 2181, EE 2381, EE 3311.

CSE 7359 - Software Security

Credits: 3

As software is delivered across network and Web-based environments, security is critical to successful software deployment. This course focuses on software security issues that pertain to the network application layer in the classic OSI model. At the application network layer, issues related to encryption, validation, and authentication are handled programmatically rather than at the network level. Students work with APIs for cryptography, digital signatures, and third-party certificate authorities. The course also explores issues related to XML and Web services security by examining standards and technologies for securing data and programs across collaborative networks. Prerequisite: C- or better in CSE 7339.

CSE 7365 - Introduction to Numerical Analysis

Credits: 3

Covers numerical solution of linear and nonlinear equations, interpolation and approximation of functions, numerical integration, floating-point arithmetic, and the numerical solution of initial value problems in ordinary differential equations. Emphasizes student use of the computer. Prerequisites: Graduate standing or grades of C- or higher in MATH 3315/CSE 3365 and MATH 2343. Graduate students who have doubts about their preparedness for this course should consult the course instructor before enrolling.

CSE 7369 - Hardware Security and Trojan Detection

Credits: 3

Introduces several contemporary topics in hardware security, with a particular emphasis on hardware Trojans. Other topics include physically unclonable functions, the problem of counterfeiting, security implications of design for testability in hardware, intellectual property protection, and secure coprocessors and smart cards.

CSE 7370 - Probability and Statistics for Scientists and Engineers

Credits: 3

Introduction to fundamentals of probability, probability distributions, and statistical techniques used by engineers and physical scientists. Topics include basic concepts and rules of probability, random variables, probability distributions, expectation and variance, sampling and sampling distributions, statistical analysis techniques, statistical inference estimation and tests of hypothesis, correlation and regression, and analysis of variance. Prerequisite: Knowledge of calculus required.

CSE 7376 - Introduction to Telecommunications

Credits: 3

Overview of public and private telecommunications systems, traffic engineering, switching, transmission, and signaling. Also, channel capacity, media characteristics, Fourier analysis and harmonics, modulation, electromagnetic wave propagation and antennas, modems and interfaces, digital transmission systems, TI carriers, digital microwave, satellites, fiber optics and SONET, and Integrated Services Digital Networks.

CSE 7380 - VLSI Algorithms

Credits: 3

Introduces problems, algorithms, and optimization techniques used in the design of high-performance VLSI design. Emphasis on algorithms for partitioning, placement, floor planning, wire routing, and layout compaction. Prerequisites: C- or better in CSE 3353, CSE 3381.

CSE 7381 - Computer Architecture

Credits: 3

Introduces the state of the art in uniprocessor computer architecture, with a focus on the quantitative analysis and

cost-performance trade-offs in instruction set, pipeline, and memory design. Topics include quantitative analysis of performance and hardware costs, instruction set design, pipeline, delayed branch, memory organization, and advanced instruction-level parallelism. Prerequisite: C- or better in CSE 4381.

CSE 7382 - Computer Graphics

Credits: 3

Hardware and software components of computer graphics systems: display files, 2-D and 3-D transformations, clipping and windowing, perspective, hidden-line elimination and shaping, interactive graphics, and applications. Prerequisite: C- or better in CSE 3353.

CSE 7385 - Microcontroller Architecture and Interfacing

Credits: 3

Emphasizes the design of embedded systems using microcontrollers. Briefly reviews microcontroller architecture. Includes hierarchical memory systems and interfacing of memory and peripherals, industry standard bus interfaces and other applicable standards, and topics in real-time operating systems and system-level design considerations. The corequisite laboratory requires students to develop software using assembler and high-level languages. Prerequisite: CSE 3381 or EE 3181, EE 3381.

CSE 7387 - Digital Systems Design

Credits: 3

Modern topics in digital systems design, including the use of HDLs for circuit specification and automated synthesis tools for realization. Programmable logic devices are emphasized and used throughout the course. The course has heavy laboratory assignment content and a design project. Prerequisite: C- or better in CSE 3381.

CSE 7390 - Special Topics

Credits: 3

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7391 - Special Topics

Credits: 3

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7392 - Special Topics

Credits: 3

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7393 - Special Topics

Credits: 3

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7394 - Special Topics

Credits: 3

Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CSE 7396 - Master's Thesis

Credits: 3

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CSE 7696 - Master's Thesis

Credits: 6

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CSE 8049 - Ph.D. Full-Time Status

Credits: 0

Full-time status for students in the Ph.D. program.

CSE 8091 - Special Topics

Credits: 0

CSE 8092 - Special Topics

Credits: 0

CSE 8095 - Independent Study

Credits: 0

CSE 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

CSE 8098 - Computer Science Seminars

Credits: 0

Seminars and colloquia in various specialized and general topics in computer science, given by the resident faculty and invited guests.

CSE 8190 - Special Topics

Credits: 1

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8191 - Special Topics

Credits: 1

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CSE 8192 - Special Topics

Credits: 1

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CSE 8193 - Special Topics

Credits: 1

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8194 - Selected Problems

Credits: 1

Independent investigation of topics in computer science approved by the department chair and the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8195 - Selected Problems

Credits: 1

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

CSE 8290 - Special Topics

Credits: 2

CSE 8291 - Special Topics

Credits: 2

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CSE 8292 - Graduate Seminar

Credits: 2

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CSE 8293 - Special Topics

Credits: 2

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8294 - Selected Problems

Credits: 2

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8295 - Selected Problems

Credits: 2

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8296 - Dissertation

Credits: 2

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

CSE 8312 - Software Generation and Maintenance

Credits: 3

Examines techniques for generating software and maintaining revisions to existing software. Topics include alternatives to coding, the use of program generators and very high-level languages, CASE tools, component reuse, and the role of standards in the generation of software. Also, issues related to maintenance as a part of software evolution, the impact of the design process on long-term software maintainability, software re-engineering, and the planning of release cycles.

CSE 8313 - Object-Oriented Analysis and Design

Credits: 3

Object-oriented analysis and design is essential in developing high-quality object-oriented systems. Provides an overview of object-oriented analysis and design by integrating the work of Booch, Rumbaugh, Jacobson, and Wirfs-Brock. Topics include use-case analysis, responsibility-driven design, object modeling, entity-relationship modeling, and the design notation of the Unified Modeling Language. Also, object-oriented class libraries, object-oriented databases, and the Common Object Request Broker Architecture.

CSE 8314 - Software Metrics and Quality Engineering

Credits: 3

Addresses techniques of software quality engineering, with emphasis on the role of metrics. Draws from practical experience and uses many examples from industry. Includes the psychological and behavioral aspects of quality and quality assurance. Metrics and quality are presented in relationship to the software process and software process maturity models. Selection of quality metrics is addressed in terms of the goal-question-metric paradigm as well as various quality models. Also, methods of storing data for historical purposes, analyzing data, and presenting data to others.

CSE 8315 - Software Acquisition, Legal, and Economic Issues

Credits: 3

Examines issues relating to software procurement, contract law, and specification and control of product processes. Topics include factors that affect cost, cost estimation, cost-benefit analysis, risk analysis, and legal implications with respect to ownership and use. Covers techniques and models of cost estimation in detail.

CSE 8316 - User Interface Design

Credits: 3

Design methodologies for user interfaces. Includes life cycles for UI development, human factors issues, prototyping, user analysis and evaluation, and design techniques. Students perform the analysis, design, and evaluation of a UI through two iterations.

CSE 8317 - Software Reliability and Safety

Credits: 3

In-depth study of techniques for ensuring software reliability and safety. Topics include software reliability engineering, software safety engineering, and recent developments in those areas. Reliability concepts applied to the software domain and safety concepts applied to computer-intensive systems will be discussed. Specific techniques such as software reliability models and analysis methods, operational profiles, safety and hazard analysis using fault trees and event trees, and formal verification for safety-critical software systems will be covered.

CSE 8320 - Knowledge-Intensive Problem-Solving

Credits: 3

Focuses on higher-level artificial intelligence techniques for problem-solving guided by domain-specific knowledge.

Topics include the use of planning systems, heuristic rule-based systems, model-based systems, learning networks, and semantic technologies. Prerequisite: CSE 7320.

CSE 8321 - Machine Learning and Neural Networks

Credits: 3

Introduction to the principles and motivation behind forms of machine learning with emphasis on neural networks. Survey of important topics and current areas of research, including the use of deep learning for training massive networks. Prerequisite: CSE 7320 or CSE 7331, or permission of instructor.

CSE 8322 - Natural Language Processing and Internet Applications

Credits: 3

This course covers state-of-the-art methods for natural language processing. After an introduction to the basics of syntax, semantic, and discourse analysis, the focus shifts to the integration of these modules into complex natural-language processing systems. In addition to natural language understanding, the course presents advanced material on lexical knowledge acquisition, natural language generation, machine translation, and parallel processing of natural language. Prerequisite: CSE 7320.

CSE 8325 - Logic Programming

Credits: 3

Explores logic-based computing and logic programming. Introduces fundamentals of logic programming and covers basic techniques for solving problems in Prolog, including nondeterministic programming, incomplete data structures, definite clause grammars, and meta interpreters. Examines implementation of a logic programming system as a generalization of both traditional programming language systems and traditional databases. Prerequisites: CSE 2341, CSE 3342.

CSE 8330 - Database Management Systems

Credits: 3

An extensive investigation of distributed databases and implementation issues. Included are design, data replication, concurrency control, and recovery. Implementation project included. Prerequisite: CSE 7330.

CSE 8331 - Advanced Data Mining

Credits: 3

Provides a review of several data mining topics and an in-depth technical discussion of advanced data mining techniques. In addition, research methods applied in the field will be studied. Prerequisite: CSE 7331.

CSE 8337 - Information Storage and Retrieval

Credits: 3

Examination of techniques used to store and retrieve unformatted/textual data. Examination of current research topics of data mining, data warehousing, digital libraries, hypertext, and multimedia data. Prerequisite: CSE 7330.

CSE 8340 - Advanced Topics in Software Engineering

Credits: 3

In-depth study of specific topics in software engineering techniques, methodologies, and issues. Topics will change from term to term and will include advanced software reliability models, software development process models, advanced object-oriented design, and cleanroom software engineering.

CSE 8343 - Advanced Operating Systems

Credits: 3

Theoretical and practical aspects of operating system design, implementation, system organization, and resource management. The emphasis is on distributed operating systems and advanced research issues. Prerequisite: CSE 7343.

CSE 8344 - Computer Networks

Credits: 3

Fundamentals of computer communications networks. Introduction to computer networking elements, communications architectures and protocols. Case studies. Design and analysis of computer networks: topology, LAN/MAN technology network interface, LAN/MAN performance internetworking, and network management. Prerequisite: CSE 7344.

CSE 8345 - Software Centric Telecom Networks

Credits: 3

Focuses on the software architecture and technologies needed to design, deploy, and operate a software-centric telecom network. Such networks are architected through network function virtualization and software defined networking to achieve high availability, network and data automation, and security. The course has several hands-on projects and all students actively take part in in-class demonstrations and presentations. There are guest lectures on current topics by industry experts. Prerequisites by topic: Computer networks, cloud computing, strong programming background, consent of the instructor.

CSE 8349 - Advanced Network and System Security

Credits: 3

In-depth analysis of secure networks and systems, security audit, intrusion detection and prevention, storage security, firewall configurations, security log analysis, DMZs, honeypots, malicious codes, and mobile and grid computing security. Prerequisite: CSE 7349.

CSE 8350 - Algorithms II

Credits: 3

Analysis of dynamic data structures, lower bound theory, problem equivalence and reducibility, complexity theory, probabilistic algorithms, machine models of sequential and parallel computation, parallel algorithms. Prerequisite: CSE 7350.

CSE 8351 - Computer Arithmetic

Credits: 3

Number representation and algorithms for arithmetic unit design; redundant radix representation; highly parallel add, multiply, divide, and square root algorithms; IEEE floating-point standard; directed roundings; base conversion; VLSI floating-point units; vector and matrix arithmetic; residue arithmetic; rational arithmetic; and online arithmetic. Prerequisite: Knowledge of computer organization, data structures, and algorithms, as taught in CSE 2341.

CSE 8352 - Cryptography and Data Security

Credits: 3

Cryptography is the study of mathematical systems for solving two kinds of security problems on public channels: privacy and authentication. Covers the theory and practice of both classical and modern cryptographic systems. The fundamental issues involved in the analysis and design of a modern cryptographic system will be identified or studied. Prerequisite: EE/STAT/CSE 4340 or equivalent.

CSE 8353 - Digital Forensics

Credits: 3

Collection and analysis of evidence from electronic storage media or active systems. Methods to preserve, document, and present evidence in a court of law.

CSE 8355 - Graph Theory: Algorithms and Applications

Credits: 3

Development of algorithmic and computational aspects of graph theory, with application of concepts and techniques to solving problems of: connectivity, set covering, scheduling, shortest paths, traveling salesmen, network flow, matching, and assignment. Prerequisite: CSE 7350 or permission of instructor.

CSE 8356 - Border and Transportation Security

Credits: 3

Legal, political, and economic challenges of border and transportation security. Specific technologies include power solutions, wireless communications, sensor networks, sensing devices, screening devices, image acquisition, and image processing.

CSE 8359 - Advanced Software Security

Credits: 3

Advanced software security architectural patterns, software reverse engineering, and malware analysis. Advanced software exploitation techniques including shell coding, return-oriented programming, ASLR, and DEP bypassing. Advanced Web application security and secure coding principles/practices. Security testing techniques, fuzzing, operating system security, and root kits. Prerequisite: CSE 5359, or CSE 7359, or equivalent.

CSE 8375 - Coding Theory and Applications

Credits: 3

Information theory concepts: measure of information, mutual information, entropy. Algebra: groups, rings, finite fields, algebra of polynomials. Algebraic codes: linear codes, cyclic codes, BCH codes. Fire codes: encoding/decoding logic. Arithmetic codes: AN codes, separate adder and checker. Applications to computer systems. Prerequisites: Elementary probability concepts and digital logic circuits.

CSE 8377 - Fault-Tolerant Computing

Credits: 3

Faults, errors and failures, hardware fault tolerance, reliability, availability, reliable distributed systems, checkpointing and recovery, atomic actions data and process resiliency, software fault tolerance, and case studies. Prerequisite: Permission of the instructor.

CSE 8380 - Parallel and Distributed Processing

Credits: 3

Parallel and distributed processing is a fast-growing technology that permeates many aspects of computer science and engineering. This course emphasizes the strong interaction between parallel and distributed algorithms, architectures, and software. Topics include parallelism analysis in numeric and non-numeric algorithms, array processors, associative processors, multiprocessors, marker-propagation networks, distributed operating systems, networks of workstations, Internet computing, and case studies. Prerequisites: Computer architecture and a high-level programming language.

CSE 8381 - Quantum Logic and Computing

Credits: 3

Survey of quantum logic and quantum computing from the viewpoint of a computer engineer or computer scientist. Focuses on issues in reversible computation, quantum information modeling, quantum logic circuit design, models of quantum computation, and quantum computer algorithms. Also surveys existing and emerging circuit models used to implement quantum logic circuits. Introduces principles of quantum mechanics as related to quantum computation. Prerequisite: CSE 7381 or CSE 7385, or EE 7381 or EE 7385, or consent of instructor.

CSE 8383 - Advanced Computer Architecture

Credits: 3

Advanced topics in computer architecture and parallel processing. Prerequisite: CSE 7381.

CSE 8386 - Testing of VLSI Circuits

Credits: 3

The objective of testing is to verify that the manufactured custom chips function correctly according to their specifications. Testing process includes fault modeling, mainly automated simulation, test pattern generation, and testable and self-testing design synthesizing. Structured chips such as memories, PLAs, and FPGAs are also tested for correctness. The course surveys the state-of-the-art test approaches used in industry and in other research environments. Prerequisite: Digital logic design, data structures, and algorithms.

CSE 8387 - Switching Theory and Applications in VLSI CAD

Credits: 3

Advanced topics in switching theory and electronic design automation methods. Emphasizes the underlying theory and algorithms of EDA tools and their application. Particular emphasis on the representation and properties of discrete mathematics and synthesis, verification, and simulation problems. Includes binary and multiple-valued logic models that are targeted to conventional and emerging technologies, as well as optimization techniques for cost, performance, low power, and other constraints. Recommended: Experience in the use of HDLs and algorithm development and implementation.

CSE 8388 - Embedded Computing System Design

Credits: 3

Embedded systems are generally part of complex systems. An embedded system carries out the computational subtasks of the main system. The computing systems within home appliances and automobiles are examples of such systems. This course will cover the process of embedded computing system design under, mainly, cost, power, performance and several system-specific restrictions.

CSE 8389 - Foundations of Formal Verification and Validation

Credits: 3

Detecting and correcting integrated circuit design errors before device fabrication is an increasingly complex and costly problem. This course surveys common approaches for formal methods used in industry and in other research environments. Emphasizes trade-offs between formal methods and validation techniques and the use of commercial state-of-the-art software tools. Includes equivalence checking, model checking, theorem proving, and advanced topics in validation and simulation. Introduces the application of formal methods in other areas. Prerequisite: Knowledge of programming languages, data structures, advanced digital logic design, and computer architecture, or consent of instructor.

CSE 8390 - Special Topics

Credits: 3

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8391 - Special Topics

Credits: 3

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CSE 8392 - Special Topics

Credits: 3

Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of the instructor.

CSE 8393 - Special Topics

Credits: 3

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8394 - Selected Problems

Credits: 3

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8395 - Selected Problems

Credits: 3

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

CSE 8490 - Special Topics

Credits: 4

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8491 - Special Topics

Credits: 4

CSE 8492 - Special Topics

Credits: 4

CSE 8493 - Special Topics

Credits: 4

Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8494 - Selected Problems

Credits: 4

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8495 - Selected Problems

Credits: 4

Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8496 - Dissertation

Credits: 4

CSE 8596 - Dissertation

Credits: 5

CSE 8693 - Special Topics

Credits: 6

Special and intensive study of selective topics in computer science or computer engineering aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CSE 8694 - Selected Problems

Credits: 6

Independent investigation of topics in computer science or computer engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8695 - Selected Problems

Credits: 6

Independent investigation of topics in computer science or computer engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CSE 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

CSE 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CSE 8396 and CSE 8996 (12 credit hours total) would be allowed during a fall term.

Data Science

www.datascience.smu.edu

The M.S.D.S. degree is an interdisciplinary program that combines courses taught by professors from SMU's Dedman College, Lyle School of Engineering and Meadows School of the Arts. The program is delivered online to provide access to working professionals and students located around the world. The program gives students who are prospective data scientists an enriched background in computer science, statistics, strategic behavior and data visualization. Graduates will be able to form relevant questions, collect and analyze appropriate data, and make informed decisions regarding the question of interest. Course instruction includes oral and written communication skills and the basics of database structure, including building, maintaining and securing databases. See the Research and Graduate Studies section of the catalog for admission requirements, courses, degree requirements and academic regulations and the calendar.

Data Science Courses

MSDS 6110 - Immersion

Credits: 1.5

A three (plus) day immersion experience on SMU's Dallas campus. Students collaborate on group projects, attend information and networking sessions, and meet program faculty and leadership. Required for M.S. in data science students.

MSDS 6120 - Capstone A

Credits: 1

Students spend the first of two consecutive full terms working on a collaborative group project. During the first of the two terms, students begin their work on the project and are expected to complete at least half the project by the end of the term. Students develop and work on their projects under faculty supervision. Prerequisite: MSDS 7331.

MSDS 6130 - Capstone B

Credits: 1

Students spend the second of two consecutive full terms working on their collaborative group project from Capstone A. Students are then required to present their completed projects during the on-campus immersion, typically held near week 11 of the term. Prerequisite: MSDS 6120.

MSDS 6306 - Doing Data Science

Credits: 3

An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Reserved for students in the M.S.D.S. program.

MSDS 6370 - Statistical Sampling

Credits: 3

Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 6371 - Statistical Foundations for Data Science

Credits: 3

Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Reserved for students in the M.S.D.S. program.

MSDS 6372 - Applied Statistics: Inference and Modeling

Credits: 3

Extension of techniques taught in MSDS 6371 to multivariate data, including multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6371.

MSDS 6390 - Visualization of Information

Credits: 3

Introduces data visualization and creative coding utilizing the Processing programming language. Explores visual and information design principles, primarily through hands-on programming exercises. Includes assignments and exams that incorporate 2-D and 3-D computer graphics, interactivity, and data input. Covers procedural and object-oriented programming approaches to data visualization and provides an overview of leading-edge data visualization libraries and application program interfaces, including Web-based approaches. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 6391 - Visualization of Information and Creative Coding II

Credits: 3

Extends the study of creative coding and visualization across numerous languages, specialized libraries/API's, and distribution platforms. Students build data-driven visualizations in Java, C++, and JavaScript, including the P5.js, three.js, and d3.js libraries. Prerequisite: MSDS 6390.

MSDS 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 7331 - Data Mining

Credits: 3

Introduces data mining topics, with an emphasis on understanding concepts through an applied, hands-on approach. Includes other related topics such as data warehousing and dimensional modeling. All material covered is reinforced through hands-on implementation exercises. Reserved for students in the M.S.D.S. program. Prerequisites: MSDS 6372, MSDS 7330 or MSDS 7346, and MSDS 6110.

MSDS 7333 - Quantifying the World

Credits: 3

In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply

statistical methods (descriptive and predictive) and information visualization to collected datasets. Students learn to use Python and R programming languages to carry out data collection, analysis, and visualization. Culminates in a final project using real data of the students' choosing. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 7335 - Machine Learning

Credits: 3

An online introductory course in Machine Learning providing an overview of multivariate nonlinear nonparametric regression, supervised classification, unsupervised classification, and deep learning. Begins with a portfolio of case studies to give an overview of the type of things that can be done with machine learning. Each area of machine learning is introduced with a description of how to test its performance. This is followed by hands on exercises. Learning through doing is the key goal of this class. Prerequisite: MSDS 7331.

MSDS 7337 - Natural Language Processing

Credits: 3

Introduces natural language processing (NLP) as applied to data mining, text mining, and machine learning tasks with unstructured Big Data. Students receive a broad survey of the major tasks in natural language understanding with some coverage of natural language generation. Topics include document clustering and classification, automated tagging and highlighting, semantic search, and text normalization to support machine learning applications. Focuses on best practices for choosing the right tool and method for an application, illustrated with real-world case studies. Students gain experience building solutions from real-world data sets, utilizing WordNet and the data of some leading websites. Learn text classification, clustering, tagging, and synopsis; taxonomy alignment; corpus analytics; and semantic query analysis. Apply WordNet, Python, R, SVM, and LSA. Prerequisite: MSDS 7331.

MSDS 7346 - Cloud Computing

Credits: 3

Introduces students to exponentially growing Cloud Computing technologies with an emphasis on the fundamental Cloud topics such as Virtualization, IaaS, PaaS, and DevOps. Includes a high-level overview of NoSQL. Covers big data topics such as Hadoop, MapReduce, Pig, Hive, and Spark. Intended to be hands-on with students working with current technologies that make Cloud possible. Prerequisite: MSDS 6306 and MSDS 7331, or instructor permission.

MSDS 7349 - Data and Network Security

Credits: 3

Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 8310 - Above and Beyond

Credits: 3

A research oriented, independent study experience. Prerequisite: Permission of the program director.

MSDS 8390 - Special Topics in Data Science

Credits: 3

Examines the practical applications of data sciences in the application of quantitative finance, specifically using the R language. Develops a foundation in modern economic theory with a focus on application to real world finance modeling solutions. The primary learning framework is based on utilization of real and simulated data sets for

business and economic situations. Students become very familiar with the use of R in the creation of data analysis combining financial theory and statistical analysis including portfolio theory, CAPM, and econometric modeling. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

Datacenter Systems Engineering

Professor M. Volkan Otugen, Program Director

Professor: Sukumaran V.S. Nair

Assistant Professor: Mohammad Khodayar

Adjunct Professors: Bhanu Kapoor, Nomaan Mufti, Nagarjun Sridhar, Rumanda Young

Datacenter Systems Engineering, M.S.

The purpose of the curriculum is twofold: to impart the necessary breadth and depth of knowledge of datacenter systems engineering needed by professionals preparing to fully participate in leadership roles as either managers or technologists.

Qualified students with undergraduate degrees in engineering, one of the physical sciences or mathematics are required to complete 10 courses (30 credit hours). Students entering the program with an undergraduate degree other than in engineering, one of the physical sciences or mathematics may be asked to articulate the necessary courses.

Students are required to complete the five core courses and three Group I electives (or 9 credit hours) from one or more of the four optional specializations: facilities engineering; data engineering and analytics; networks, virtualization and security; and business specialization.

The two additional Group II electives may be selected with adviser approval from the offerings of the Lyle School of Engineering, Cox School of Business and Dedman College (Physics, Chemistry, Mathematics or Statistics departments). The student is responsible for ensuring that the prerequisites for the elective courses have been met.

The core courses, encompassing the activities of the data center, reflect the breadth of the technology as it is conducted in the industry. The Group I course concentrations serve to develop or extend competence in one or more of the technical fields of interest to the student. The Group II electives enable the student to build interests broadly by selecting courses freely from the Lyle School of Engineering or the University as a whole.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following requirements:

1. B.S. in one of the engineering disciplines, computer science, one of the quantitative sciences or mathematics.
2. A minimum of two years of college-level mathematics, including one year of college-level calculus.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following requirements:

1. A total of 30 credit hours with a GPA of at least 3.000.
2. Satisfactory completion of the core curriculum encompassing 15 credit hours (five required courses).
3. Satisfactory completion of nine credit hours from Group I electives.
4. Satisfactory completion of six credit hours from Group II electives.

Core Courses

- CSE 7346 - Cloud Computing
- CSE 7349 - Data and Network Security
- EE 7301 - Power Management for Industrial and Mission-Critical Facilities
- EMIS 7357 - Analytics for Decision Support

- CEE 7380 - Management of Industrial and Mission-Critical Facilities
or
- ME 7380 - Management of Industrial and Mission-Critical Facilities

Group I Electives

Business Specialization

- EMIS 8362 - Engineering Accounting
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- RE 6211 - Real Estate Investment

Facilities Infrastructure Management

- CEE 7325 - Disaster Management
- CEE 7370 - Facility Planning
- CEE 7366 - Introduction to Facilities Engineering Systems
- CEE 7369 - Electrical, Mechanical, and Piping Systems for Buildings
- CEE 7384 - Energy Management for Buildings
- EETS 7307 - Telecommunications for Data Systems Engineering
- EMIS 8363 - Engineering Finance
- ME 7330 - Heat Transfer
- ME 7336 - Intermediate Fluid Dynamics
- ME 7383/CEE 7383 - Heating, Ventilating, and Air Conditioning
- CEE 7381/ME 7381 - Site Selection for Industrial and Mission-Critical Facilities

Data Engineering and Analytics

- CSE 7330 - File Organization and Database Management
- CSE 7340 - Service-Oriented Computing
- CSE 7347 - XML and the Enterprise
- CSE 8316 - User Interface Design
- CSE 8321 - Machine Learning and Neural Networks
- EMIS 7352 - Information Systems Architecture
- EMIS 7353 - Information System Design Strategies
- EMIS 8331/CSE 8331 - Advanced Data Mining
- EMIS 8337/CSE 8337 - Information Storage and Retrieval

Networks, Virtualization and Security

- EMIS 7382 - Information Technology Security and Risk Management
- EMIS 8364 - Engineering Management
- EMIS 8356 - Global Perspectives for Information Engineering

- CSE 7339 - Computer System Security
- CSE 7344 - Computer Networks and Distributed Systems II
- CSE 7359 - Software Security (Virtualization)
- CSE 8343 - Advanced Operating Systems
- CSE 8349 - Advanced Network and System Security
- CSE 8352/EE 8372 - Cryptography and Data Security
- EETS 7304 - Network Protocols

Business Specialization

- EMIS 8362 - Engineering Accounting
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- RE 6211 - Real Estate Investment

Group II Electives

With adviser approval, students may select two courses (or six credit hours) from graduate-level courses offered by the Lyle School of Engineering, Cox School of Business and Dedman College (departments of Physics, Chemistry, Mathematics or Statistics).

Design and Innovation

Research Professor Katherine Canales, Program Director

Research Professor: Katherine Canales

Clinical Professor: Gray Garmon

Adjunct Lecturer: Justin Childress, Suzanne Larkin

Design and Innovation, M.A.

This hands-on, project-based program focuses on skills and processes of creative thinking and problem-solving in a multidisciplinary setting. The degree is grounded in the methodologies of human-centered design, including design research, solution frameworks, idea generation and rapid prototyping. The program involves course-work in theories of design, tools for innovation and project-based design studios focused on real-world design challenges.

Additionally, the degree requires coursework in electives outside of Lyle to build cross-disciplinary experiences and knowledge. This degree is for students seeking to become more versatile thinkers regardless of background. The skills and modes of thought acquired through this degree are particularly applicable to future careers in design, engineering, advertising, education, business and the social sciences.

Admission Requirements

In addition to meeting the Lyle School of Engineering degree requirements, candidates are required to hold a bachelor's degree from an institution of standard collegiate rank recognized by the accrediting agencies in whose jurisdiction the college is located or to be in the final year of an accredited bachelor's degree program.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements, candidates must meet the following requirement: satisfactory completion of the following courses with an overall graduate GPA of at least 3.000. Only a few of the advanced elective courses have prerequisites, ensuring that students are able to fulfill program requirements on a reasonable timeline. Students wishing to choose any of the electives below will need to have met all course requirements and prerequisites. Enrollment in free electives will be at the discretion of the academic department where the course is offered and the course instructor. Free electives are designed to allow students to gain specialized skills in the field that they may go on to practice or to pursue a personal passion or interest that will complement their future work.

Core Courses

- DSIN 7301 - The Context and Impact of Design
- DSIN 7302 - Form and Composition
- DSIN 7303 - Human-Centered Design

Total: 9 Credit Hours

Design and Innovation Studio Courses

- DSIN 7501 - Design and Innovation Studio I
- DSIN 7502 - Design and Innovation Studio II

Total: 10 Credit Hours

Advanced Elective Courses

Two from the following:

- ADV 6317 - Consumer Insight and Persuasion
- AMAE 6375 - Social Entrepreneurship: Creating a Movement and Innovating Through Social Good
- ANTH 6305 - Applied Anthropology
- ANTH 6384 - Global Issues and Development: An Overview

- ARHS 6356 - Modern Architecture
or
- 6000-level ARHS course(s) approved by program administrators and the Meadows Art History Department

- CEE 8325 - The Sustainable Urban Plan
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7306 - Sustainable Urban Development and Design

- CISB 6222 - Starting a Business (both in the same term, for 4 credit hours)
and
- CISB 6223 - Early-Stage Valuation and Fund (both in the same term, for 4 credit hours)

- CSE 8316 - User Interface Design
- EMIS 7301 - Systems Engineering Process
- ENGR 7390 - Special Topics (Systems Engineering Process)
- ME 7369 - Innovation Management
- ME 7392 - Selected Topics (Special Projects, Rapid Product Realization)

Total: 6-7 Credit Hours

Free Elective Courses

- Two courses from graduate programs on campus, approved by the student's adviser.

Total: 6 Credit Hours

Total: 31-32 Credit Hours

Design and Innovation Courses

DSIN 7301 - The Context and Impact of Design

Credits: 3

Focuses on a series of broad cultural topics through a design lens. Includes discussion and exploration of design topics that cut across eras, mediums, and scales. Emphasizes the idea of the intentionality of a design, as situated in its original context, as well as a design's continuing relevance to modern life.

DSIN 7302 - Form and Composition

Credits: 3

Introduces 2-D and 3-D design through assignments focused on the process of creating design work and receiving criticism. Includes overall design principles, 2-D graphic design, 3-D form making, and a culminating final

assignment to utilize a full repertoire of design skills. Concentrates on design production with brief training on various digital and analog tools. Students do not need to have a design production background to complete the assigned projects. MADI majors only.

DSIN 7303 - Human-Centered Design

Credits: 3

A fast-paced, project-based examination of human-centered design, which is a well-established process and set of methods aimed at devising solutions based on people's needs. Explores HCD's foundation in design research that emphasizes primary, contextual research such as interviews, observations, and adapted ethnographic methods, with a focus on empathy for the user and rapid prototyping to quickly express possible solutions. MADI majors only.

DSIN 7304 - Building Creative Confidence

Credits: 3

Focuses on traditional and nontraditional strategies, tools, and mind-shifts required for creativity. Students develop tactical skills to generate, express, and develop their ideas. Investigates the essential components of successful innovation and ways to overcome cultural and personal blocks against creativity. Work is individually produced.

DSIN 7390 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7391 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7392 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7393 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7501 - Design and Innovation Studio I

Credits: 5

Students use problem-solving techniques, individually and collectively, to achieve an appropriate design solution in an unscripted and dynamic situation much like a real-life employment scenario. Projects are determined each term dependent on potential partnerships, available resources, and current municipal issues or topical events in the DFW area. Includes practical application of human-centered design processes and skills, as well as problem definition, design research, team collaboration, rapid prototyping and testing, storytelling, and presentation. Cotaught by a design faculty member and industry expert. Culminates with a public critique of the students' work by faculty and external stakeholders. MADI majors only. Prerequisite: DSIN 7303.

DSIN 7502 - Design and Innovation Studio II

Credits: 5

Students use problem-solving techniques, individually and collectively, to achieve an appropriate design solution in an unscripted and dynamic situation much like a real-life employment scenario. Projects are determined each term dependent on potential partnerships, available resources, and current municipal issues or topical events in the DFW

area. Includes practical application of human-centered design processes and skills, as well as problem definition, design research, team collaboration, rapid prototyping and testing, storytelling, and presentation. Cotaught by a design faculty member and industry expert. Culminates with a public critique of the students' work by faculty and external stakeholders. MADI majors only. Prerequisite: DSIN 7501.

DSIN 7590 - Special Topic

Credits: 5

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7591 - Special Topic

Credits: 5

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

Electrical Engineering

Professor Dinesh Rajan, Chair

Professors: Jerome K. Butler, Marc P. Christensen, Scott C. Douglas, Gary A. Evans, Ping Gui, Duncan L. MacFarlane, Panos E. Papamichalis, Behrouz Peikari, Dinesh Rajan, Ron Rohrer

Associate Professors: Joseph D. Camp, Carlos E. Davila, James G. Dunham, Choon S. Lee, Jianhui Wang

Assistant Professors: Mohammad Khodayar, Dario J. Villarreal Suarez

Senior Lecturer: M. Scott Kingsley

Adjunct Faculty: Suddipto Chakraborty, Joseph R. Cleveland, John Fattaruso, Hossam H. H'mimy, Clark D. Kinnaird, Kamakshi Sridhar

General Information

Department Facilities

The Electrical Engineering Department is housed in the Jerry R. Junkins Engineering Building. The building contains teaching classrooms and laboratories, as well as space for faculty offices and the EE department staff and operations.

Antenna Lab. This laboratory consists of two facilities for fabrication and testing. Most of the antennas fabricated at the SMU antenna lab are microstrip antennas. Antennas are made with milling machines. Fabricated antennas are characterized with a network analyzer. Workstations are available for antenna design and simulation with COMSOL and HFSS. Radiation characteristics are measured at the SMU Antenna Characterization Lab in the SMU East campus, where the frequency ranges from 500 MHz to 40 GHz.

Biomedical Engineering Laboratory. This laboratory contains instrumentation for carrying out research in electrophysiology and psychophysics. Four Grass physiographs permit the measurement of electro-encephalograms as well as visual and auditory evoked brain potentials. The lab also contains a state-of-the-art dual Purkinje eye tracker and image stabilizer made by Fourward Technologies Inc., a Vision Research Graphics 21-inch Digital Multisync Monitor for displaying visual stimuli, and a Cambridge Research Systems visual stimulus generator capable of generating a variety of stimuli for use in psychophysical and electro-physiological experiments. Several PCs are also available for instrumentation control and data acquisition.

Circuit Fabrication Laboratory. This lab is fully equipped with modern fabrication tools to design and fabricate multi-layer circuit boards of various sizes, complexity, and design rules, ideally suited for RF and microwave applications. An automated circuit board plotter produces PCB prototypes from CAD files, for both rigid and flexible substrates. An integrated through-hole electroplating system yields reliable copper layers on the surfaces of all existing vias, including multilayer boards. The boards are passed through six cascaded baths that are integrated in a safe enclosed benchtop system. Multi-layer boards are fabricated using a benchtop multi-layer hydraulic press to aid in bonding the layers together. The lab also includes an automated de-solder/solder tool for surface mount components, and supporting instruments such as oscilloscopes, multi-meters, and microscopes.

Integrated Circuits and Systems Laboratory. This facility has state-of-the-art design tools and equipment to conduct design, simulations, and measurements of integrated circuits and systems. The tools, facility and equipment include electronic design automation (EDA) tools such as Cadence, ADS, Synopsys, HFSS, and Xilinx software; IC measurement equipment including a high-speed sampling oscilloscope, spectrum analyzer, RF signal sources and a network analyzer. The SMU high-performance computer cluster is used for mixed-signal simulations.

Multimedia Systems Laboratory. This facility includes an acoustic chamber with adjoining recording studio to allow high-quality sound recordings to be made. The chamber is sound isolating with double- or triple-wall sheet rock on all four sides, as well as an isolating ceiling barrier above the drop ceiling. The walls of the chamber have been constructed to be nonparallel to avoid flutter echo and dominant frequency modes. Acoustic paneling on the walls of

the chamber are removable and allow the acoustic reverberation time to be adjusted to simulate different room acoustics. The control room next to the acoustic chamber includes a large, 4-by-8-foot acoustic window and an inert acoustic door facing the acoustic chamber. Up to 16 channels of audio can be carried in or out of the chamber to the control room. Experiments to be conducted in the Multimedia Systems Laboratory include blind source separation, deconvolution and dereverberation. Several of the undergraduate courses in electrical engineering use sound and music to motivate system-level design and signal processing applications. The Multimedia Systems Laboratory can be used in these activities to develop data sets for use in classroom experiments and laboratory projects for students to complete.

Photonic Architectures Laboratory. This laboratory is a fully equipped optomechanical prototyping facility, supporting the activities of faculty and graduate students in experimental and analytical tasks. The lab is ideally suited for the prototyping, integration and testing of optical devices and systems. It includes infrastructure for imaging at microscopic and macroscopic scales. The lab has five optical tables three of which include vibration isolation. It also contains an assortment of light sources, both coherent and incoherent sources, at visible and infrared wavelengths. Devices for patterning light including Spatial Light Modulators, deformable mirror and pattern projectors. The lab also includes an assortment of detectors ranging from single pixel area detectors to focal plane arrays (FPA) at visible and infrared wavelengths. The lab additionally contains lock-in FPA's and Time-of-Flight (ToF) sensors featuring support for per-pixel homodyne detection. The lab also hosts a variety of measurement equipment including a wavefront sensor and a surface profilometer. A vast array of manual and motorized optomechanical components are also available. Support electronics hardware includes various test instrumentation, such as arbitrary waveform generators, and a variety of CAD tools for optical and electronic design, including optical ray trace and finite difference time domain software.

Photonic Characterization Laboratory. This laboratory is dedicated to characterizing the optical and electrical properties of photonic devices. Equipment in this laboratory program includes optical spectrum analyzers, optical multimeters, visible and infrared cameras, an automated laser characterization system for edge-emitting lasers, a manual probe test system for surface-emitting lasers, a manual probe test system for edge-emitting laser die and bars, and near- and far-field measurement systems.

Photonics Devices and Systems Laboratory. The PDSL houses a wealth of resources for developing and applying photonic components, devices and systems, including optics, mounting hardware, optical tables, design software, electronic instrumentation and fabrication equipment. Examples of ongoing research areas include communications and instrumentation, particularly for biomedical applications.

Photonics Simulation Laboratory. This laboratory has developed and continuously updates software for modeling and designing semiconductor lasers, optical waveguides, optical fibers, couplers, switches and optical waveguide isolators. These programs include:

- **WAVEGUIDE:** Calculates near-field, far-field and effective indices of dielectric waveguides and semiconductor lasers. Each layer can contain gain or loss.
- **GAIN:** Calculates the gain as a function of energy, carrier density and current density for strained and unstrained quantum wells for a variety of material systems.
- **GRATING:** Uses the Floquet Bloch approach and the boundary element method to calculate reflection, transmission and outcoupling of dielectric waveguides and laser structures with periodic layers or interfaces.
- **FIBER:** Calculates the fields, effective index, group velocity and dispersion for fibers with circularly symmetric index of refraction profiles.
- **WAVEGUIDEISOLATOR:** Calculates the bi-directional propagation constants in optical waveguides with ferromagnetic layers for the design, fabrication and analysis of integrated waveguide isolators.

Semiconductor Processing Cleanroom. The 2,800 square-foot cleanroom, consisting of a 2,400 square-foot, Class 10,000 room and a Class 1,000 lithography area of 400 square feet, is located in the Jerry R. Junkins Engineering Building. A partial list of equipment in this laboratory includes acid and solvent hoods, photoresist spinners, two contact mask aligners, a thermal evaporator, a plasma asher, a plasma etcher, a turbo-pumped methane hydrogen

reactive ion etcher, a four-target sputtering system, a plasma-enhanced chemical vapor deposition reactor, a diffusion-pumped four pocket e-beam evaporator, an ellipsometer and profilometers. Other equipment includes a boron-trichloride reactive ion etcher, a chemical-assisted ion-beam etcher, a four-tube diffusion furnace, numerous optical microscopes and a scanning electron microscope. The cleanroom is capable of processing silicon, compound (III-V) semiconductors and piezo-electric materials for microelectronic, photonic and nanotechnology devices.

Submicron Grating Laboratory. This laboratory is dedicated to holographic grating fabrication and has the capability of sub 10th-micron lines and spaces. Equipment in this laboratory includes a floating air table, a 266 nm UV laser, and an Atomic Force Microscope. This laboratory is used to make photonic devices with periodic features such as distributed feedback, distributed Bragg reflector, and grating-outcoupled and photonic crystal semiconductor lasers along with grating couplers and silicon photonic devices. Measurements of radiation patterns of millimeter wave gratings can be evaluated in the W band.

Wireless Systems Laboratory. This laboratory contains an array of infrastructure for experimentation across a number of wireless frequency bands, platforms and environments for research and instruction in lab-based courses on wireless communications and networking. The infrastructure includes 1) state-of-the-art test equipment for repeatability, control and observability of wireless channels, including complex channel emulators, fixed and mobile spectrum analyzers, wide-band oscilloscopes, and signal generators; 2) a wide range of reprogrammable wireless testbeds that operate from 400 MHz to 6 GHz for IEEE 802.11, cellular, and Bluetooth network and protocol development; and 3) diverse mobile phones and tablets that enable participatory sensing, context-aware applications and large-scale deployment in the field. The in-lab infrastructure is also enhanced by multiple outdoor antennas deployed on campus buildings and buses for understanding real wireless channels.

Graduate Programs

The discipline of electrical engineering is at the core of today's technology-driven society. Personal computers, computer-communications networks, integrated circuits, optical technologies, digital signal processors and wireless communications systems have revolutionized the way people live and work, and extraordinary advances in these fields are announced every day. Because today's society truly is a technological society, graduate education in electrical engineering offers exceptional opportunities for financial security and personal satisfaction.

The Department of Electrical Engineering at SMU offers a full complement of courses at the master's and Ph.D. level in communications, information technology, communication networks, digital signal processing, lasers and optoelectronics, photonics, electromagnetics, microwaves, microelectronics, VLSI design, systems and control, and image processing and computer vision. The courses and curriculum are designed and continuously updated to prepare the student for engineering research, design and development at the forefront of these fields.

A professionally oriented master's degree in telecommunications systems is also offered through the Electrical Engineering Department, and courses in the curriculum (designated EETS) prepare the student for leadership roles in telecommunications systems management and planning and for developing new telecommunications products, services and applications.

Graduate Degrees. The Electrical Engineering Department offers the following graduate degrees:

Electrical Engineering, Ph.D.

Admission Requirements

1. An M.S. degree in electrical engineering or in a closely related discipline from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.

2. Excellent academic performance in all completed coursework, with a minimum GPA 3.000 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
4. Official GRE graduate school admission test quantitative score of 151 or greater (revised scale).
5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

Supervisory Committee. The supervisory committee plays an important role in guiding the student and monitoring his or her progress at all stages of the Ph.D. program. As such, the committee should be constituted as early as possible after the student has begun doctoral work and before he or she has completed the coursework. The committee will be selected by the student in consultation with the dissertation director, who must be a member of the regular (tenure-track) faculty of the Electrical Engineering Department. The committee chair must be a member of the regular faculty of the department and will normally be the dissertation director. The committee must have a minimum of five members of the regular faculty of the University and will consist of at least three faculty members from the Electrical Engineering Department (including the chair and the dissertation director, if different from the chair), as well as one member from each minor field.

Qualifying Examination. The qualifying examination for admission to candidacy for the Ph.D. degree consists of both written and oral parts. The written part will be administered by the Doctoral Program Committee of the Electrical Engineering Department and will normally be scheduled once each fall and spring term on dates to be announced by the committee. The exam must be taken on or before the third scheduled offering after the student begins the Ph.D. program. The exam is based on coursework in the student's major area. A student who desires to take the written exam in any term must file a registration form with the doctoral program committee prior to the deadline specified each term. The student is required to pass the exam in one area to be chosen from the list below:

- Circuits
- Communications
- Control Systems
- Electromagnetics
- Semiconductor Devices and Photonics
- Signal processing

Each exam will be three hours in duration and will typically be closed book. The determination as to whether a student has passed the written exam will be made by the department faculty based on recommendations from the doctoral program committee.

1. A student who does not pass the exam can take it a second time.
2. A student who fails the exam both times will not be permitted to continue in the Ph.D. program.
3. A student who repeats an exam must do so at the earliest possible time after the first attempt.

4. If, after passing the written exam, the student decides to change his or her research area, he or she will be required to pass another written exam in the new area.

The oral qualifying exam will be administered by the student's supervisory committee. The exam will be taken after the student has passed the written exam and has completed most of the required coursework, but no later than one year after completing all coursework. A student who does not meet the deadline must petition the doctoral program committee for permission to take the oral exam.

The main focus of the oral exam will be on the research the student proposes to conduct for his or her dissertation. The student is expected to write up a description of the research problem, the previous results, and the approach or approaches he or she proposes to consider in the investigation. The write-up must be made available to the supervisory committee at least two weeks prior to the scheduled date of the exam, and it should clearly indicate the significance and originality of the research, the proposed approaches and the expected results.

The student will be admitted to candidacy upon passing the oral qualifying exam. A student who does not pass the oral exam may be permitted by the supervisory committee to retake it once. If, after admission to candidacy, the student decides to change his or her research area, he or she will be required to take the qualifying exam again and be readmitted to candidacy before being permitted to complete the dissertation.

Final Examination. Upon completion of all other requirements, the student is required to take a final examination conducted by his or her supervisory committee, in which he or she will present the dissertation. The student will notify the Lyle School of Engineering Graduate Division in advance of the date, time and place of the exam so that it can be publicized on campus. The student should provide copies of the complete draft version of the dissertation to the supervisory committee at least three weeks prior to the date of the final exam. It is recommended that students submit the results of their research for publication at conferences or in journals before taking the final exam.

The supervisory committee may ask questions and make comments or require changes in the dissertation to satisfy itself that the quality of the work is in keeping with the highest standards of research. If the dissertation requires substantial changes, the student should submit the revised dissertation to the supervisory committee for re-examination.

Electrical Engineering, M.S.E.E.

The Electrical Engineering Department emphasizes the following major areas of interest:

1. **Communications.** Detection and estimation theory, digital communications, computer and communication networks, cellular communications, coding, encryption, data compression, and wireless and optical communications.
2. **Signal Processing and Control.** Digital filter design, system identification, spectral estimation, adaptive filters, neural networks and digital signal processing implementations. Digital image processing, computer vision and pattern recognition. Linear and nonlinear systems, robotics, and computer and robot vision.
3. **Computer Engineering.** Electronic circuits, computer-aided design, VLSI design, neural network implementations, parallel array architectures and memory interfaces.
4. **Electromagnetics.** Electromagnetic theory including microwave electronics, classical optics, metallic and dielectric wave-guides, antennas and transmission lines.
5. **Semiconductors, Materials and Photonics.** Theory, fabrication and characterization of devices, processing and materials, device physics, ultrafast electronics and photonics, semiconductor lasers and detectors, active optical fibers and switches, integrated optics, fiber optics, photonic integrated circuits, optical waveguides, optical backplanes and silicon photonics.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy this additional requirement: a B.S. degree in electrical engineering or a closely related discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy additional requirements. The plan of study involves these requirements:

Articulation Courses

Articulation courses, if necessary, are used to prepare a student for graduate study in electrical engineering (to bring the student's knowledge to the required level). Students must complete any required articulation courses with a GPA of 3.000 prior to entering the program.

Required Courses

A total of 30 credit hours must be taken, of which 24 must be in EE. A minimum of four EE courses must be taken from one of the tracks listed below.

Communication and Networking

- EE 7351 - Power System Operation and Electricity Markets
- EE 7353 - Power System Planning
- EE 7370 - Communication and Information Systems
- EE 7375 - Random Processes in Engineering
- EE 7376 - Introduction to Computer Networks
- EE 7377 - Embedded Wireless Design Lab
- EE 7378 - Mobile Phone Embedded Design
- EE 7379 - Optimization in Wireless Networks
- EE 8368 - Signal Processing for Wireless Communications
- EE 8370 - Analog and Digital Communications
- EE 8371 - Information Theory

- EE 8372 - Cryptography and Data Security
or
- CSE 8352 - Cryptography and Data Security

- EE 8375 - Error Control Coding
- EE 8376 - Detection and Estimation Theory
- EE 8377 - Advanced Digital Communications
- EE 8378 - Performance Modeling and Evaluation of Computer Networks

Signaling Processing and Control

- EE 7345 - Medical Signal Analysis
- EE 7352 - Power Systems Analysis
- EE 7360 - Analog and Digital Control Systems

- EE 7362 - Systems Analysis

or

- ME 7302 - Linear System Analysis

 - EE 7371 - Analog and Digital Filter Design
 - EE 7372 - Topics in Digital Signal Processing
 - EE 7373 - DSP Programming Laboratory
 - EE 7374 - Digital Image Processing
 - EE 7375 - Random Processes in Engineering
 - EE 8364 - Statistical Pattern Recognition
 - EE 8365 - Adaptive Filters

 - EE 8367 - Nonlinear Control
- or
- ME 8367 - Nonlinear Control

 - EE 8368 - Signal Processing for Wireless Communications
 - EE 8373 - Digital Speech Processing
 - EE 8374 - Fundamentals of Computer Vision
 - EE 8376 - Detection and Estimation Theory
 - EE 8382 - Digital Signal Processing Architectures

Computer Engineering

- EE 7321 - Semiconductor Devices and Circuits
- EE 7340 - Biomedical Instrumentation
- EE 7356 - VLSI Design and Lab
- EE 7357 - CAE Tools for Structured Digital Design
- EE 7378 - Mobile Phone Embedded Design
- EE 7381 - Digital Computer Design
- EE 7385 - Microcontroller Architecture and Interfacing
- EE 7387 - Digital Systems Design
- EE 8356 - Advanced VLSI Design and Lab
- EE 8382 - Digital Signal Processing Architectures
- EE 8386 - Testing of VLSI Circuits

Electromagnetics

- EE 7330 - Electromagnets: Guided Waves

 - EE 7332 - Electromagnets: Radiation and Antennas
- or
- MATH 6360 - Computational Electromagnetics

 - EE 7333 - Antennas and Radio Wave Propagation for Personal Communications
 - EE 8331 - Microwave Electronics
 - EE 8332 - Numerical Techniques in Electromagnetics
 - EE 8333 - Advanced Electromagnetic Theory

Semiconductors, Materials and Photonics

- EE 7310 - Introduction to Semiconductors
- EE 7312 - Compound Semiconductor Devices and Processing

- EE 7314 - Introduction to Microelectromechanical Systems
or
- ME 7314 - Introduction to Microelectromechanical Systems and Devices

- EE 7321 - Semiconductor Devices and Circuits
- EE 7322 - Semiconductor Devices and Fabrication
- EE 7336 - Introduction to Integrated Photonics
- EE 8322 - Semiconductor Optical Systems
- EE 8323 - Lasers and Photonics
- EE 8331 - Microwave Electronics
- EE 8355 - Transistor Integrated Circuits

Additional Courses

The remaining courses may be taken from different tracks. Of these, two can be from outside the EE department. Non-EE courses are restricted to Biology, Business, Chemistry, Civil and Environmental Engineering, Computer Science and Engineering, Earth Sciences, Electrical Engineering Telecommunications (with the exception of EETS 7301), Engineering Management and Information Sciences, Mathematics, Mechanical Engineering, Physics and Statistics. At least two of the EE courses (six credit hours) must be graduate courses numbered 8000. EETS courses do not count toward this requirement.

EE Courses

At least two of the EE courses (six credit hours) must be graduate courses numbered 8000. EETS courses do not count toward this requirement.

Optional Master's Thesis

An M.S. thesis can be used in place of 6 hours of EE courses, including 8000 level courses, provided the four course track requirement is met.

Degree Plan of Study

The student should file a degree plan of study with the help of his or her adviser as soon as possible after admission, but no later than the end of the second term after matriculation. Courses not listed on the degree plan of study should not be taken without the approval of the adviser. Any revision or alteration of the degree plan must be approved by the student's adviser, the Department Chair, and the Director of the Graduate Division.

Telecommunications and Network Engineering, M.S.

Telecommunications provides corporate management with many new opportunities for enhancing efficiency and improving profits. Rapid advances in technology and changes in the regulatory climate have made major impacts in the telecommunications industry. A host of new products, services and applications are creating alternatives in carriers, equipment and networks. In recognition of the critical need for professional education in this field, the Lyle School of Engineering offers a program oriented toward the management of corporate communications and the

engineering of telecommunication networks. This program is intended for students interested in employment with a corporate telecommunications management group, equipment vendor, service provider, regulatory agency, or research or consulting firm. This program is offered both on- and off-campus via remote delivery systems. Students should see the Off-campus Distance Education section for more information regarding off-campus delivery systems. The department offers several specialization options under the M.S. (major in telecommunications and network engineering) program: engineering management, network design, software engineering and wireless communications.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy these additional requirements:

1. A B.S. in one of the sciences, mathematics or computer science or in one of the engineering disciplines.
2. A bachelor's degree in liberal arts or business with additional background in differential and integral calculus and physics.
3. Computer programming experience preferred.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy these additional requirements:

Core Curriculum

Satisfactory completion of the core curriculum encompassing three courses:

- EETS 7301 - Introduction to Telecommunications
- EETS 7304 - Network Protocols
- EETS 8303 - Switching and Routing With Lab

Additional Courses

Satisfactory completion of seven additional courses, four of which must be from the list of advanced electives. The seven courses may all be from the list of advanced electives; however, up to three additional electives can be substituted to fulfill degree requirements.

Advanced Electives

- EETS 7316 - Wireless, Cellular, and Personal Telecommunications
- EETS 7341 - Fiber Optic Telecommunications
- EETS 8304 - Multiprotocol Label Switching
- EETS 8305 - Telecommunications Software Design
- EETS 8313 - Internet Telephony
- EETS 8315 - Advanced Topics in Wireless Communication
- EETS 8316 - Wireless Networks
- EETS 8317 - Switching and QoS Management in IP Networks
- EETS 8321 - Telecommunications Network Security
- EETS 8331 - Network Analysis, Architecture, and Design
- EETS 8332 - Advanced Network Design With Lab
- EETS 8337 - Telecommunications Network Management
- EETS 8341 - Optical and DWDM Networks

Additional Electives

- EE 7370 - Communication and Information Systems
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8362 - Engineering Accounting
- EMIS 8363 - Engineering Finance
- EMIS 8364 - Engineering Management

Electrical Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Telecommunications and Network Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Electrical Engineering Courses

EE 7049 - Masters Full-Time Status

Credits: 0

EE 7090 - Graduate Seminar

Credits: 0

EE 7096 - Master's Thesis

Credits: 0

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7190 - Special Topics

Credits: 1

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7196 - Master's Thesis

Credits: 1

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7290 - Special Topics

Credits: 2

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7296 - Master's Thesis

Credits: 2

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7301 - Power Management for Industrial and Mission-Critical Facilities

Credits: 3

Overview of the issues in power management (maximize uptime, minimize costs, reduce risk, improve reliability, and increase operation efficiency) in a data center or other mission-critical facility. Topics include DC and AC power concepts (three-phase power, etc.), tier level rankings and their impact on design and cost, redundancy and fault tolerant integration to avoid single points of failure, power quality indices and methods to improve power quality, introduction to AC and DC distribution systems in data centers, design and installation of LED lighting systems, UPS, battery, generators, uninterrupted operating capability in power distribution, air conditioning and air distribution architecture, energy efficiency in data centers, fault protection and system grounding, system security (fire detection systems, pre-action sprinkler systems, dry suppression systems, etc.), comprehending IT hardware refresh cycles, and standardization in energy infrastructure.

EE 7310 - Introduction to Semiconductors

Credits: 3

Explores the basic principles in the physics and chemistry of semiconductors that have direct applications on device operation and fabrication. Topics include basic semiconductor properties, elements of quantum mechanics, energy band theory, equilibrium carrier statistics, carrier transport, and generation-recombination processes. These physical principles are applied to semiconductor devices. Devices studied include metal-semiconductor junctions, p-n junctions, LEDs, semiconductor lasers, bipolar junction transistors, field-effect transistors, and integrated circuits. Emphasizes obtaining the governing equations of device operation based on physical principles.

EE 7312 - Compound Semiconductor Devices and Processing

Credits: 3

Laboratory-oriented elective course for graduate and upper-level undergraduate students that provides in-depth coverage of InP- and GaAs-based device processing and silicon integrated circuit processing. Students without fabrication experience fabricate and characterize MOSFETs and semiconductor lasers. Students with some previous fabrication experience (such as EE 3311) fabricate and test an advanced device mutually agreed upon by the student(s) and the instructor (e.g., HEMTs, HBTs, phase shifters, DBR lasers, grating-assisted directional couplers, and semiconductor lasers from developing materials such as GaInNAs). The governing equations of photolithography, oxidation, diffusion, ion-implantation, metallization, and etching are derived from fundamental concepts. Silicon process modeling uses the CAD tool SUPREM. Optical components are modeled using the SMU developed software WAVEGUIDE, GAIN, and GRATING. A laboratory report describing the projects is peer-reviewed before final submission. Prerequisite: EE 3311 or equivalent.

EE 7313 - Solar Cells and Applications

Credits: 3

This laboratory-oriented course explores the sun's energy as a source of electrical power and the working principles of silicon and III-V solar cells. Covers characteristics of the sun, semiconductor properties, p-n junctions, solar cell fabrication, and photovoltaic system design. Students fabricate and test silicon solar cells in the SMU cleanroom. Lectures and class discussions explain the basic operation of p-n junction diodes and solar cells along with the basics of device processing, including photolithography, oxidation, diffusion, ion implantation, metallization, and etching. Prerequisite: EE 3311 or permission of instructor.

EE 7314 - Introduction to Microelectromechanical Systems

Credits: 3

Develops the basics for microelectromechanical devices and systems, including microactuators, microsensors, micromotors, principles of operation, different micromachining techniques (surface and bulk micromachining), IC-derived microfabrication techniques, and thin-film technologies as they apply to MEMS.

EE 7318 - Introduction to MEMS

Credits: 3

EE 7321 - Semiconductor Devices and Circuits

Credits: 3

A study of the basics of CMOS integrated analog circuits design. Topics include MOSFET transistor characteristics, DC biasing, small-signal models, different amplifiers, current mirrors, single- and multistage electronic amplifiers, frequency response of electronic amplifiers, amplifiers with negative feedback, and stability of amplifiers. Each student completes one or more design projects by the end of the course. Prerequisites: EE 3122, EE 3322.

EE 7322 - Semiconductor Devices and Fabrication

Credits: 3

Laboratory-oriented elective course that introduces the working principles of semiconductor devices and includes the fabricating and testing of silicon MOSFET transistors in the SMU cleanroom. Lectures and class discussions (about 22 hours) explain the basic operation of p-n junction diodes, bipolar junction transistors, heterojunction bipolar transistors, field-effect transistors, high-electron mobility transistors, solar cells, detectors, light-emitting diodes, and semiconductor lasers. Class lectures (about 20 hours) cover the basics of device processing, including photolithography, oxidation, diffusion, ion-implantation, metallization, and etching. Weekly laboratory reports and a final project report describing the fabrication and testing of devices account for a major portion of the course grade. Students lead weekly discussions of the previous week's laboratory experiences and homework problems. An optional field trip to a local semiconductor related company is possible. Credit will not be given for both EE 7322 and EE 3311.

EE 7330 - Electromagnets: Guided Waves

Credits: 3

Application of Maxwell's equations to guided waves; transmission lines, plane wave propagation, and reflection; hollow waveguides and dielectric waveguides; and fiber optics, cavity, and dielectric resonators. Prerequisite: EE 3330.

EE 7332 - Electromagnets: Radiation and Antennas

Credits: 3

Polarization, reflection, refraction, and diffraction of EM waves; dipole, loop, slot, and reflector antennas; array analysis and synthesis; self- and mutual impedance; and radiation resistance. Prerequisite: EE 3330.

EE 7333 - Antennas and Radio Wave Propagation for Personal Communications

Credits: 3

Covers fixed-site antennas, radio wave propagation, and small antennas proximate to the body. Also, electromagnetics fundamentals; general definitions of antenna characteristics; electromagnetic theorems for antenna applications; various antennas for cellular communications, including loop, dipole, and patch antennas; wave propagation characteristics as in earth-satellite communications, radio test sites, urban and suburban paths, and multipath propagation; and radio communication systems. Prerequisite: EE 3330.

EE 7335 - Quantum Electronics

Credits: 3

Optical properties of solids: wave-length dependent dielectric constant, reflectivity, dispersion relations, quantum principles of absorption and emission, free-carrier absorption, electric dipole transitions, resonant processes, and field quantization. Prerequisite: EE 7330.

EE 7336 - Introduction to Integrated Photonics

Credits: 3

Covers the issues of integrated photonics and the fundamental principles of electromagnetic theory. Also, waveguides, simulation of waveguide modes, and photonic structures. Emphasizes optical waveguides and numerical simulation techniques because advances in optical communications will be based on nanostructure waveguides coupled with new materials. Includes Maxwell's equations; slab, step index, rectangular, and graded index waveguides; dispersion; attenuations; nonlinear effects; numerical methods; and coupled mode theory. Mathematical packages such as MATLAB and Mathematica are used extensively. Prerequisites: EE 3311, EE 3330 or permission of instructor.

EE 7340 - Biomedical Instrumentation

Credits: 3

Application of engineering principles to solving problems encountered in biomedical research. Includes transducer principles, electrophysiology, and cardiopulmonary measurement systems.

EE 7341 - Computational Neuroscience

Credits: 3

Computational (theoretical) neuroscience is a multidisciplinary field that seeks to understand information processing in biological neural systems using mathematical models and principles. The field draws on foundations from systems theory, signal processing, and information theory to derive models that describe the functionality of biological neural systems, including encoding/decoding of information, learning, and memory.

EE 7342 - Principles of Medical Imaging

Credits: 3

An introduction to the physics and engineering of medical imaging technologies. Offered at an introductory level assuming no prior contact with the material. Covers imaging modalities of radiography (X-ray), computed tomography (CT), nuclear medicine (PET & SPECT), ultrasound (US), and magnetic resonance imaging (MRI), as well as extensions of these techniques. Focuses on the underlying physics of each modality and the creation and detection of signals, signal processing, and image analysis. The students enrolled in the graduate level of this course will need to do an additional project including a project proposal. Prerequisites include differential equations and at least one course in electricity and magnetism.

EE 7345 - Medical Signal Analysis

Credits: 3

This course looks at the analysis of discrete-time medical signals and images. Topics include the design of discrete-time filters, medical imaging and tomography, signal and image compression, and spectrum estimation. The course project explores the application of these techniques to actual medical data. Research element required for course project.

EE 7351 - Power System Operation and Electricity Markets

Credits: 3

An overview of power generation systems, economic operation of power systems, and electricity market operation.

Introduces mathematical optimization methods used to solve practical problems in power system operation addressing economic and technical aspects of power generation and transmission. Topics include power generation characteristics; economic dispatch; unit commitment and proposed solution methodologies; the effect of transmission systems on unit commitment and economic dispatch of power systems; restructuring in power systems; power pools and bilateral contracts; pricing in electricity markets; day-ahead, real-time, and ancillary service markets; financial transmission rights; competition between market participants; congestion management; and demand response.

EE 7352 - Power Systems Analysis

Credits: 3

Provides an overview of the power systems, including complex power calculation; theory of balanced three-phase circuits; per-unit system; transmission line characteristics for short, medium, and long lines; power flow analysis; three-phase balance fault; unbalanced fault and sequence impedances; and transient stability analysis in power systems. Prerequisites: Basic knowledge of electric power systems, fundamentals of electric power engineering (EE 3352) or equivalent.

EE 7353 - Power System Planning

Credits: 3

Overview of power system planning, including basics of restructuring in power systems, reliability analysis in power systems, long-term demand forecast, power system production simulation, introduction to stochastic programming, midterm maintenance scheduling, mathematical model for generation expansion planning, transmission expansion planning, coordinated expansion planning, and other practices, such as transmission switching and demand response, which affect the expansion planning. Prerequisite: EE 5352/EE 7352, EE 3352, or permission of instructor.

EE 7356 - VLSI Design and Lab

Credits: 3

Explores the design aspects involved in the realization of CMOS integrated circuits from device up to the register/subsystem level. Addresses major design methodologies with emphasis placed on structured, full-custom design. Also, the MOS device, CMOS inverter static characteristics, CMOS inverter dynamic characteristics, CMOS transistor fabrication technology, combination logic circuit, alternative static logic circuit, sequential logic circuit, dynamic logic circuit, propagation delay and interconnect, power dissipation and design for low power, memory device (DRAM/SRAM/ROM), ESD protection, packaging, testing, and VLSI design flow. Students use state-of-the-art CAD tools to verify designs and develop efficient circuit layouts. Prerequisites: C- or better in EE 2181, EE 2381, EE 3311.

EE 7357 - CAE Tools for Structured Digital Design

Credits: 3

This course concentrates on the use of CAE tools for the design and stimulation of complex digital systems. Verilog, a registered trademark of Cadence Design Systems, Inc., hardware description language, will be discussed and used for behavioral and structural hardware modeling. Structured modeling and design will be emphasized. Design case studies include a pipelined processor, cache memory, UART, and a floppy disk controller. Prerequisite: EE 2381 or permission of instructor.

EE 7360 - Analog and Digital Control Systems

Credits: 3

Feedback control of linear continuous systems in the time domain and frequency domain. Topics include plant representation, frequency response, stability, root locus, linear state variable feedback, and design of compensators. Prerequisite: EE 3372.

EE 7362 - Systems Analysis

Credits: 3

State space representation of continuous and discrete-time systems, controllability, observability, and minimal representations; linear state variable feedback, observers, and quadratic regulator theory. Prerequisite: EE 3372.

EE 7370 - Communication and Information Systems

Credits: 3

An introduction to communication in modulation systems in discrete and continuous time, information content of signals, and the transition of signals in the presence of noise. Also, amplitude, frequency, phase and pulse modulation, and time and frequency division multiplexing. Prerequisite: EE 3360 and EE 3372.

EE 7371 - Analog and Digital Filter Design

Credits: 3

Approximation and analog design of Butterworth, Chebyshev, and Bessel filters. Basic frequency transformations for designing low-pass, band-pass, band-reject, and high-pass filters. Concept of IIR digital filters using impulse-invariant and bilinear transformations. Design of FIR digital filters using frequency sampling and window methods. Canonical realization of IIR and FIR digital filters. Wave digital filters. Introduction to two-dimensional filters. Prerequisite: EE 5372.

EE 7372 - Topics in Digital Signal Processing

Credits: 3

Provides extended coverage of discrete-time signals processing. Reviews discrete-time signals and the analysis of systems in both the time and frequency domains. Includes multirate signal processing, digital filter structures, filter design, and power spectral estimation. Prerequisite: C- or better in EE 3372.

EE 7373 - DSP Programming Laboratory

Credits: 3

Covers applications of digital signal processor technology based on the Texas Instruments TMS320C50 DSP processor. Also, DSP device architecture, assembly language, DSP development tools, of FIR and IIR filter design, and real-time spectrum analysis with the FFT.

EE 7374 - Digital Image Processing

Credits: 3

Introduces the basic concepts and techniques of digital image processing. Includes characterization and representation of images, image enhancement, image restoration, image analysis, image coding, and reconstruction. Prerequisite: EE 7372.

EE 7375 - Random Processes in Engineering

Credits: 3

Introduces probability and stochastic processes, as used in communication and control, and estimation and queuing theory. Includes probability theory, random variables, expected values and moments, multivariate Gaussian distributions, stochastic processes, and autocorrelation and power spectral densities. Prerequisite: Permission of instructor.

EE 7376 - Introduction to Computer Networks

Credits: 3

Surveys basic topics in communication networks, with an emphasis on layered protocols and their design. Includes OSI protocol reference model, data link protocols, local area networks, routing, congestion control, network

management, security, and transport layer protocols. Network technologies include telephony, cellular, Ethernet, Internet protocol, TCP, and ATM. Assignments may include lab exercises involving computer simulations.

EE 7377 - Embedded Wireless Design Lab

Credits: 3

A wide variety of real-world experiences in wireless communications and networking using FPGAs equipped with embedded microprocessors. Covers basic wireless concepts of scheduled and random access as well as modulation and power control via labs that enable implementation of cellular and 802.11-based wireless protocols such as TDMA, Aloha, CSMA, and CSMA/CA. Also, broader topics that range from embedded programming, interrupt-driven operation, and FPGA-based design are covered in some depth. In a course project, student teams design novel wireless protocols and carry out experiments to measure the performance. Prerequisite: C- or better in EE 3360 or equivalent, or permission of instructor.

EE 7378 - Mobile Phone Embedded Design

Credits: 3

Students learn how to develop embedded software for the most widely used smartphone platforms, with an emphasis on wireless and sensing applications. Topics include user interface design such as multitouch and basic HCI design tenets, storing and fetching data with local networked systems and databases, localization via GPS and wireless signal triangulation, sensing environmental and user characteristics, networking with various wireless protocols, graphics rendering, multimedia streaming, and designing for performance such as controlling memory leaks, object allocation, and multithreading. Content draws from various fields, including wireless communications and networking, embedded programming, and computer architecture.

EE 7379 - Optimization in Wireless Networks

Credits: 3

Covers a wide variety of optimization problems in the design and operation of wireless networks. Introduces basic linear programming and integer linear programming concepts and explains these concepts using examples from wired and wireless networks. Also, the basic structure and design of various wireless networks, including cellular networks (such as GSM) and wireless LANs (e.g., those based on 802.11g/n). Prerequisite: EE 2170 or equivalent, or permission of instructor.

EE 7381 - Digital Computer Design

Credits: 3

Emphasizes the design of digital systems and register transfer. Covers design conventions, addressing modes, interrupts, input-output, channel organization, high-speed arithmetic, and hardwired and microprogrammed control. Also, central processor organization design and memory organization. Each student completes one or more laboratory projects. Prerequisites: EE 2181, EE 2381.

EE 7385 - Microcontroller Architecture and Interfacing

Credits: 3

Emphasizes the design of embedded systems using microcontrollers. Briefly reviews microcontroller architecture. Includes hierarchical memory systems and interfacing of memory and peripherals, industry standard bus interfaces and other applicable standards, and topics in real-time operating systems and system-level design considerations. The corequisite laboratory requires students to develop software using assembler and high-level languages. Prerequisite: CSE 3381 or EE 3181, EE 3381.

EE 7387 - Digital Systems Design

Credits: 3

Modern topics in digital systems design, including the use of HDLs for circuit specification and automated synthesis tools for realization. Programmable logic devices are emphasized and used throughout the course. Includes heavy laboratory assignment content and a design project. Prerequisite: EE 2381 or CSE 3381.

EE 7390 - Special Topics

Credits: 3

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7391 - Special Topics

Credits: 3

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7392 - Special Topics

Credits: 3

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7393 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 7395 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 7396 - Master's Thesis

Credits: 3

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 7490 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 7696 - Master's Thesis

Credits: 6

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EE 8049 - Ph.D. Full-Time Status

Credits: 0

EE 8095 - Independent Study

Credits: 0

EE 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8190 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8191 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8192 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8193 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8194 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8195 - Special Topics

Credits: 1

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8290 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8291 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8292 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8293 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8294 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8295 - Special Topics

Credits: 2

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8296 - Dissertation

Credits: 2

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8310 - Electronic Processes

Credits: 3

Study of atomic, molecular, and crystal structures; electron motion in crystals; carrier statistics; band theory; electronic transport properties; and scattering and recombination mechanisms in metals and semiconductors.

EE 8322 - Semiconductor Optical Systems

Credits: 3

A study of semiconductor lasers and light-emitting diode optical sources, semiconductor optical detectors, receiver noise, optical fiber waveguides and their transmission characteristics, and optical fiber systems.

EE 8323 - Lasers and Photonics

Credits: 3

Introduces lasers and photonics. Includes ray and beam optics, analysis and design of cavities and resonators, the interaction of light with matter, rate equations and pumping, power optimization, pulsed behavior, diode lasers, and topics in photonic integration. Prerequisite: EE 7330 or EE 7332, or equivalent.

EE 8325 - Infrared Systems Engineering

Credits: 3

Develops the basic physical and operating principles of optical detectors, with a focus on infrared detectors. Includes geometric optics, blackbody radiation, radiometry, photon detection mechanisms, thermal detection mechanisms, probability and statistics of optical detection, noise in optical detectors, figures of merit, photovoltaic detectors, photoconductive detectors, bolometers, pyroelectric detectors, Schottky diode detectors, and quantum well detectors. Prerequisites: EE 3311, EE 3330 or optics.

EE 8331 - Microwave Electronics

Credits: 3

A study of microwave circuit design covering amplifiers, mixers, and oscillators using s-parameters. Topics include scattering parameters, transmission lines, impedance matching, network synthesis, stability, noise, narrowband and broadband amplifier design, low-noise amplifiers, multistage amplifiers, biasing considerations, microwave oscillators, microwave mixers, and relationships to CAE tools. Prerequisite: EE 3330, EE 7330, or EE 7332.

EE 8332 - Numerical Techniques in Electromagnetics

Credits: 3

Introduces various numerical methods in electromagnetics, including the moment method, finite difference method, and finite element method. Emphasizes practical applications. Prerequisites: EE 7330 and proficiency in one computer language (e.g., Fortran), or permission of instructor.

EE 8333 - Advanced Electromagnetic Theory

Credits: 3

The course offers the advanced level of electromagnetic theory beyond EE 5330. Topics include various electromagnetic theories and principles. Green's functions, and perturbational and variational techniques. Prerequisite: EE 7330.

EE 8355 - Transistor Integrated Circuits

Credits: 3

An introduction to CMOS, BJT, and BiCMOS analog integrated circuits. Includes the development of the detailed, physically based device model for SPICE simulations and their application to components of operational amplifiers such as bias, differential, gain and output stages, frequency response and compensation, and feedback circuits. Emphasis is on modern CMOS operational amplifier design with BiCMOS applications. As an extension of EE 7321, this course covers the topics in more depth and considers the high-frequency aspects of analog circuits. Prerequisite: EE 7321.

EE 8356 - Advanced VLSI Design and Lab

Credits: 3

Explores the advanced mixed-signal VLSI design aspects involved in the realization of CMOS integrated circuits and systems, from device up to the high-speed VLSI circuits and real system-level design. Addresses major design methodologies, with emphasis on full-custom mixed-signal VLSI design. Includes the study of the CMOS advanced VLSI circuits, logics, high-speed interconnect, and key building blocks that determine the performance of VLSI

circuits. Also, CMOS VLSI IC design, from transistor-level schematic to layout for fabrication. Students use state-of-the-art CAD tools (e.g., Cadence) to verify designs and develop efficient circuit layouts. Prerequisites: C or better in EE 2381, EE 7356.

EE 8361 - Optimal Control

Credits: 3

Topics related to deterministic system control include applications of the variational calculus using Hamiltonian methods, optimization with control variable constraints, maximum principle, linear quadratic problem, Riccati equation and principle of optimality. Optimal stochastic control discusses point estimation, state estimation, Kalman filter, linear quadratic Gaussian problem, and separation principle. Prerequisites: EE 7360 and EE 7375.

EE 8364 - Statistical Pattern Recognition

Credits: 3

Introduction to various parametric and nonparametric statistical approaches to automatic classification of a set of processes. Topics include Bayes, Neyman-Pearson, minimax, sequential, and nearest-neighbor classifier. Also, estimation of classifier error, parameter estimation, density function estimation, linear discriminant functions, feature selection and evaluation, unsupervised recognition techniques, and clustering analysis. Prerequisite: EE 7375 or equivalent.

EE 8365 - Adaptive Filters

Credits: 3

A detailed treatment of the theory and application of adaptive filter processing. Covers linear prediction, stochastic gradient (LMS) adaptive transversal filters, recursive least squares and fast RLS algorithms, adaptive transversal filters, and lattice filters. Applications include adaptive equalization, echo cancellation, system identification, beamforming, speech coding, and spectral estimation. Prerequisites: EE 7372, EE 7375 or permission of instructor.

EE 8367 - Nonlinear Control

Credits: 3

Introduces methods used to control nonlinear systems. Reviews phase plane analysis of nonlinear systems, Lyapunov theory, nonlinear stability, and describing function analysis. Advanced control techniques include feedback linearization, sliding control, and adaptive control. Emphasizes application of the developed concepts to the robust regulation of the response of nonlinear systems. Prerequisite: EE 7362.

EE 8368 - Signal Processing for Wireless Communications

Credits: 3

Emphasis is given to channel equalization, which can be considered a form of temporal signal processing, spatial array processing, and space-time processing. Topics include classical and blind channel equalization; Fourier, parametric, and subspace-based direction finding methods for smart antennas; and space-time signal processing. Prerequisite: EE 7372.

EE 8370 - Analog and Digital Communications

Credits: 3

Review of stochastic processes. Detection of waveform in noise. Matched filters and correlation receivers. Parameter and waveform estimation. Wiener and Kalman filters. Optimal receivers for analog and digital communication systems. Prerequisite: EE 7375.

EE 8371 - Information Theory

Credits: 3

An investigation of the fundamental performance limits of communication systems. Includes developments and proofs of Shannon's three theorems involving channel capacity, lossless source coding and rate distortion theory; entropy; entropy rate; mutual information; discrete memoryless channels and sources; and the additive white Gaussian noise channel. Prerequisite: EE 3360 or course equivalent.

EE 8372 - Cryptography and Data Security

Credits: 3

Cryptography is the study of mathematical systems for solving two kinds of security problems on public channels: privacy and authentication. Covers the theory and practice of both classical and modern cryptographic systems. The fundamental issues involved in the analysis and design of a modern cryptographic system will be identified or studied. Prerequisite: EE/STAT/CSE 4340 or equivalent.

EE 8373 - Digital Speech Processing

Credits: 3

A detailed treatment of theory and application of digital speech processing. Provides a fundamental knowledge of speech signals and speech processing techniques. Includes digital speech coding, speech synthesis, speech recognition, and speech verification. Prerequisite: EE 7372.

EE 8374 - Fundamentals of Computer Vision

Credits: 3

Introduction to the basic concepts and various techniques for computer analysis, interpretation, and recognition of pictorial data. Topics include binary image analysis, edge and curve detection, image segmentation, shape and texture representation and recognition, morphological methods, and stereo vision. Prerequisites: Familiarity with basic concepts in signal processing and probability theory.

EE 8375 - Error Control Coding

Credits: 3

Topics include information theory, algebraic and arithmetic codes, and applications to computer systems. Prerequisites: Elementary probability concepts and digital logic circuits and EE 3360 or course equivalent.

EE 8376 - Detection and Estimation Theory

Credits: 3

Advanced topics in detection and estimation, including asymptotic detector and estimator performance, robust detection, and nonparametric detection techniques. Prerequisite: EE 8370.

EE 8377 - Advanced Digital Communications

Credits: 3

Quantized, binary, and block encoding signals and systems. Also, convolution coding, fading, diversity, spread-spectrum communications, mobile radio, and packet-radio communications. Prerequisite: EE 8370.

EE 8378 - Performance Modeling and Evaluation of Computer Networks

Credits: 3

Applies probabilistic modeling and evaluation techniques to understanding the behavior of traffic, switching, and network protocols. Includes basic queuing theory, traffic models, multiplexing, scheduling, switch models, routing, and traffic control, in the context of protocols such as TCP/IP and ATM. Prerequisites: Probability, random processes, and some knowledge of networks. EE 5376 or EE 7376 recommended.

EE 8382 - Digital Signal Processing Architectures

Credits: 3

Introduction to DSP systems; iteration bound; pipelining and parallel processing, retiming, unfolding, and folding; systolic architecture design; speed, power, computational, and memory resource design issues; case studies and design examples for FIR filters, IIR filters, and orthogonal transforms; and architectural overview of programmable digital signal processors. Prerequisite: EE 5372, equivalent knowledge of digital signal processing concepts, or permission of instructor.

EE 8386 - Testing of VLSI Circuits

Credits: 3

The objective of testing is to verify that the manufactured custom chips function correctly according to their specifications. Testing process includes fault modeling, mainly automated simulation, test pattern generation, and testable and self-testing design synthesizing. Structured chips such as memories, PLAs, and FPGAs are also tested for correctness. The course surveys the state-of-the-art test approaches used in industry and in other research environments. Prerequisite: Digital logic design, data structures, and algorithms. Crosslisted as CSE 8386.

EE 8390 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8391 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8392 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8393 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8394 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8395 - Special Topics

Credits: 3

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8490 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8491 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8492 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8493 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8494 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8495 - Special Topics

Credits: 4

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8496 - Dissertation

Credits: 4

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8596 - Dissertation

Credits: 5

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8690 - Special Topics

Credits: 6

Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

EE 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8796 - Dissertation

Credits: 7

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8896 - Dissertation

Credits: 8

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8990 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EE 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Telecommunications and Network Engineering Courses

EETS 7090 - Special Topics

Credits: 0

Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EETS 7301 - Introduction to Telecommunications

Credits: 3

Overview of public and private telecommunications systems, traffic engineering, switching, transmission, and signaling. Channel capacity, media characteristics, Fourier analysis and harmonics, modulation, electromagnetic wave propagation and antennas, modems and interfaces, and digital transmission systems. DSL technologies, digital microwave, satellites, fiber optics and SONET, and Integrated Services Digital Networks.

EETS 7304 - Network Protocols

Credits: 3

This course is an introductory graduate course on the protocol architecture of the Internet, following a bottom-up approach to the protocol layers. The objective of this core course is to provide an understanding of the internetworking concepts in preparation for advanced networking courses. The first part of the course covers networking technologies such as local area networks, packet switching, and ATM. The second part of the course examines the Internet protocol (IP) and TCP/UDP in-depth. The last part of the course is an overview of important application protocols such as HTTP, client/server computing, SMTP, FTP, and SNMP. Prerequisite: EETS 7301 or equivalent.

EETS 7307 - Telecommunications for Data Systems Engineering

Credits: 3

Covers topics related to the technologies and physical management of corporate telecommunications systems, including current voice, data, and wireless telecommunications technologies and hardware. Legal and regulatory topics include a review of regulatory agency responsibilities. Also, intellectual property, net neutrality, privacy and fraud, and facilities planning and management processes, including lease analysis, licensing and permits, bidding contracts, development of specifications, and supplier and vendor management as they pertain to telecommunications systems. Examines engineering topics of fire protection, HVAC, electrical, plumbing, and lighting, and energy management systems for telecommunications. Prerequisites: 1 year of physics, including electricity and magnetism, and 1 year of calculus.

EETS 7316 - Wireless, Cellular, and Personal Telecommunications

Credits: 3

A comprehensive course in the fast-developing field of wireless mobile/cellular and personal telecommunications. Topics include mobile/cellular communications; frequency allocations; base station site selection; cellular structures; channel trunking; analog cellular signalling; handover; data over cellular; multipath fading; diversity reception; modulation techniques; speech coding; digital cellular design, including GSM and TDMA; spectral efficiency considerations; spectral management and regulations; roaming; and current world systems and standards. Topics on personal communications include basic concepts and terminology for PCS; PCS technology; design based on GSM, TDMA, and CDMA; spectrum sharing with other services such as GSM; PCS standards; intelligent networks for PCS; global challenges for PCS; third-generation wireless, number portability, and roaming; and satellites in wireless. Prerequisites: EETS 7301, and EE 5370 or EE 7370, or permission of the instructor. This course is primarily for the telecommunications program but can also be very useful for EE students who plan to specialize in this field.

EETS 7341 - Fiber Optic Telecommunications

Credits: 3

This is an introductory course designed to familiarize students with practical concepts involved in optical fiber communications systems. Basic optical principles are reviewed. Dielectric-slab waveguides, fiber waveguides, and integrated optics devices are discussed. The major components of a fiber communications link, including optical sources, detectors, and fibers, are covered.

EETS 7353 - Cloud Computing for Network Engineers

Credits: 3

A comprehensive overview of cloud computing. Defined categories of computer, storage, and network are examined with an emphasis on network. Application of the cloud delivery models of Infrastructure-, Platform- and Software-as-a-Service (IaaS, PaaS, SaaS) to deployment models of public, private, and hybrid clouds are covered. Physical and logical cloud architectures are thoroughly reviewed. Server and network virtualization using virtual machine

hypervisors and virtual containers are surveyed. Data center applications of cloud technology, particularly internal and external data center network architectures, are discussed in depth. Public cloud provider implementations and cloud management are observed. Learning is confirmed and enhanced by real world case studies and labs.

EETS 7355 - Software Defined Network

Credits: 3

A comprehensive course on Software Defined Networks (SDN). Begins with SDN theoretical concepts and evolution. Business drivers for SDN are considered. SDN operation and its practical application using the Openflow specification is discussed in detail. SDN alternative approaches are presented. SDN protocols, controllers, and application models are studied in depth and observed in use. SDN application in data centers and other use cases are thoroughly evaluated. Network Function Virtualization (NFV) and its relationship to SDN is examined. Industry SDN developments from major equipment and network providers are reviewed. Finally, SD-WAN and anticipated future SDN developments are considered. Learning is confirmed and enhanced by hands-on labs. Prerequisites: EETS 7304 and EETS 8303. Recommended: EETS 7353.

EETS 8303 - Switching and Routing With Lab

Credits: 3

Switching and routing architectures, protocols, and functions are explained. For switching, Spanning Tree Protocol (STP), Trill, Virtual LANs (VLANs), VLAN Trunking Protocol (VTP), and inter-VLAN trunking are covered. For routing, static routing and dynamic routing protocols including RIP (version 1 and 2), OSPF, IS-IS, BGP, and Cisco's EIGRP are examined. IPv4 subnetting, with and without classes, and IPv6 are analyzed. Software tools are used to simulate the operation and performance of protocols studied. A lab using switches and routers is used to provide hands-on, real world implementation of the simulated networks.

EETS 8304 - Multiprotocol Label Switching

Credits: 3

Examines the MPLS protocol and its applications in networks. Introduces the basics of MPLS and MPLS traffic engineering, DiffServ QoS, and network survivability. Investigates Layer 2 and Layer 3 MPLS virtual private networks. Covers MPLS management, access networks, MPLS Transport Profile, and Generalized MPLS. Prerequisite: EETS 7304.

EETS 8305 - Telecommunications Software Design

Credits: 3

Comprehensive course to familiarize telecommunications professionals with the state-of-the-art software concepts and technology in modern telecommunications applications. Focuses on software process modeling, user interface design, CASE tool, reusability, quality assurance, reliability, distributed computing, real-time operating system and database and understanding of ROOM in analysis and design, and high-level programming language design concepts such as C++ as required in telecommunications software development. Heavy emphasis on real-world applications topics, including CO or PBX switch, CTI, LAN-to-WAN node processor, AIN, PCS, ATM, ISDN, and demonstration of ObjecTime, a real-time object-oriented modeling software tool. Prerequisites: EETS 7301 or permission of instructor and knowledge of one high-level programming language, preferably Pascal, C, or C++.

EETS 8313 - Internet Telephony

Credits: 3

Provides a comprehensive introduction to the background, protocols, standards, and issues related to Internet telephony. Describes the changing telecommunications environment that motivates the transition from today's telephone network to voice over IP and strategies being used by companies and individuals to implement VoIP. Covers the umbrella protocol Session Internet Protocol and its partner, Session Description Protocol. In addition to

SIP and SDP, H.323, RSVP, RTP, DNS, TRIP, ISUP, and SS7 are covered. Issues include emergency services, security, mobility, and quality of service. On-campus students - and off-campus students with high-speed Internet access - have access to SIP lab equipment. Prerequisite: EETS 7301 or permission of instructor.

EETS 8315 - Advanced Topics in Wireless Communication

Credits: 3

Focuses on third generation systems, wireless data, and emerging wireless systems and technologies. Covers the IMT2000 requirements, proposals, and evolution path for CDMA and TDMA technologies toward 3G. Detailed study of radio access network for the GPRS, EDGE, WCDMA, and CDMA2000, as well as core network evolution. Also, Mobile IP, WAP, and second-generation wireless data systems such as CDPD and SMS. May include LMDS, WILL, indoor systems, cordless phones, and WLAN.

EETS 8316 - Wireless Networks

Credits: 3

Provides a comprehensive introduction to various transport layer protocols, especially focusing on wireless networks. The course begins with a study of various traffic scenarios in different elements of a wireless network, then looks at various applications using 3G, and finishes with a discussion of methods for performance monitoring and network testing. Prerequisite: EETS 7316 (formerly EETS 7306).

EETS 8317 - Switching and QoS Management in IP Networks

Credits: 3

Comprehensive course on IP switching and QoS management technology, protocols, and applications. Prerequisite: EETS 7301 or consent of instructor.

EETS 8321 - Telecommunications Network Security

Credits: 3

Graduate-level survey of the technologies underlying network security. The first part of the course covers the principles of private and public key cryptography and describes a number of example encryption algorithms, including DES and AES. Next, the use of encryption with hash functions for digital signatures and certificates, followed by perimeter security, including firewalls, intrusion detection systems, viruses, and worms. The last part of the course encompasses a number of secure protocols, including secure email, secure HTTP, IPSec, and virtual private networks. Topics that are part of general security but peripheral to network security are not covered, e.g., physical tamper resistance, security policies, digital rights management, and biometrics.

EETS 8323 - Advanced Network Security with Lab

Credits: 3

Builds on basic network security topics introduced in EETS 8321. Advanced network security topics are covered by investigating four primary categories: routers and switches, firewall technologies, intrusion detection and prevention systems (IDS/IPS), and Virtual Private Networks (VPNs). Methods of authentication and encryption are examined in detail. Web, email, BYOD, and application security are also discussed. Theoretical concepts applied in the laboratory using simulation software and actual network equipment. Case studies highlight current industry applications of network security methods. Prerequisites: EETS 8321, EETS 7304, and EETS 8303.

EETS 8331 - Network Analysis, Architecture, and Design

Credits: 3

A focus on the systematic process of network design. The course explains the process of gathering network requirements and covers data flow analysis and the selection of network architectures. Also, addressing and routing, network management, network performance criteria, and security and privacy architecture selection methods. These

techniques are merged to create a complete network design framework. Prerequisite: EETS 7304 or permission of instructor.

EETS 8332 - Advanced Network Design With Lab

Credits: 3

Covers integration of network protocols including OSPF, EIGRP, BGP, MPLS, VLAN, VPN/DMVPN, IPsec and MACsec, STP and Trill, VoIP and methods of Quality of Service (QoS) in advanced networks. Concurrently, the requirements for an extensive and realistic network will be analyzed, designed, then simulated using software tools; and finally installed, operated, and tested using actual network equipment. Prerequisites: EETS 7304, EETS 8303, and EETS 8304.

EETS 8337 - Telecommunications Network Management

Credits: 3

Comprehensive course in the important issues in telecommunications network management. Overview of the underlying principles - operation, administration, maintenance, and provisioning - that are often the most expensive and labor-intensive aspects of telecommunications. Includes different paradigms for network management such as the Internet Simple Network Management Protocol (SNMP, SNMPv2) and the Open System Interconnection Common Management information protocol. Covers the object-oriented modeling approach such as the ITU-T Telecommunications Management Network and Bellcore's Information Networking Architecture. Also, implementation issues of architectural concepts into network products and systems such as the translation from ISO Guidelines for the Definition of Managed Objects into C++. Network simulation, configuration, fault, security, accounting, performance management, and the quality of service concepts. Addresses drivers for network management and its traditional practice, as well as future needs, and includes case studies in Intelligent Network and Synchronous Optical Network. Prerequisites: EETS 8305 or permission of the instructor, plus knowledge of one high-level programming language, preferably Pascal, C, or C++.

EETS 8341 - Optical and DWDM Networks

Credits: 3

Discusses the operation of the following network types: Synchronous Optical Network, Synchronous Digital Hierarchy, and Optical Transport Network. Also, optical core and access network configurations. Introduction to WDM network elements, and control and management of optical networks, plus an overview of network survivability using optical technologies. Covers future optical technologies, including photonic packet switching. Students use simulation software in laboratory experiments to analyze the performance and operation of optical networks. Prerequisite: EETS 7304 or permission of instructor.

EETS 8353 - Network Automation and Programmability

Credits: 3

Reviews software applications used in the automation and programmability of modern networks. Network automation protocols such as NETCONF and OpenFlow as well as platforms such as Openstack are examined. Various scripting methods including Python, awk, Bash, and tcl as well as software automation tools like Chef, Ansible, and Puppet are demonstrated. The software development life cycle along with relevant software versioning tools, such as Git and Subversion, are also covered. The application of network automation to Software Defined Networks (SDN) is explained. The effects of network automation on operational and financial efficiency are discussed. Current vendor applications are reviewed. Hands-on labs confirm and enhance learning of course topics. Prerequisites: EETS 7304, EETS 8303.

EETS 8355 - Data Center Network Engineering with Lab

Credits: 3

Focuses on the advanced analysis of data center cloud computing and virtualization including the design and implementation of a private cloud environment and integration with public cloud providers. This includes implementation using industry leading software applications. Examines the internal and external data center networks design and implementation. MSTP, MPLS, and DMVPN as well as advanced routing protocol topics of BGP, OSPF, and IS-IS applications to data center networks are examined in detail. In addition, network automation methods and software packages are introduced and data center network security is reviewed. Students demonstrate mastery of classroom material by written examinations and by satisfactorily performing numerous laboratory exercises using actual software and hardware discussed in class. Prerequisites: EETS 7304, EETS 7353, and EETS 8303.

EETS 8390 - Special Topics

Credits: 3

EETS 8391 - Special Topics

Credits: 3

EETS 8392 - Special Topics

Credits: 3

EETS 8393 - Special Topics

Credits: 3

EETS 8395 - Special Topic with Lab

Credits: 3

Students may need to register in several special topics courses with a lab component to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

Engineering Management, Information and Systems

Professor Sila Çetinkaya, **Chair**

Professors: Sila Çetinkaya, Halit Üster

Associate Professors: Richard S. Barr, Eli V. Olinick, Aurelie Thiele

Professor of Practice: Jerrell T. Stracener

Assistant Professors: Harsha Gangammanavar, Michael Hahsler, Alba Rojas-Cordova

Senior Lecturer: Thomas F. Siems

Lecturers: Rachel P. Goodman

Adjunct Faculty: Karl J. Arunski, Charles W. Beall, Robert L. Bell, William D. Bell, Andrew F. Bouma, Hakki Cankaya, Jagadeesh Chandramohan, George W. Chollar, Randall Clendening, Gretchen H. Coleman, Steven C. Currall, Matthew L. Durchholz, John R. Graham, III, Michael E. Hopper, Robert H. Jones, John I. Lipp, James K. McCloud, William P. Nanry, Oscar K. Pickels, Mark E. Sampson, Nandlal M. Singh, Stephen C. Skinner, Gheorghe M. Spiride, Xinyu (Edward) Wang, Timothy D. Woods

Graduate Programs

Leaders need more than technical knowledge in today's complex working world. EMIS programs develop leadership, engineering and management skills for success in technology-based organizations. The same systems-oriented, mathematical model-based approach to design – which has been the cornerstone of engineering for decades – has powerful application within technology-based organizations.

The EMIS department offers five programs and eight degrees to prepare graduates for leadership in their chosen career:

- **Engineering Management** develops expertise in applying engineering principles to managing technology-based projects and people in technical roles.
- **Operations Research** applies advanced quantitative methods to help organizations make better decisions and generate insight for practical implementation. By using data-driven, analytical and computational techniques such as mathematical modeling to analyze complex situations, operations research gives organizational leaders the power to make effective and insightful decisions and build productive systems in the age of Big Data.
- **Systems Engineering** develops expertise for the creation and management of a complex system by viewing it as a whole, over its life cycle, using systems-engineering principles, methods and practices.
- **Information Engineering and Management** provides the graduate with the tools to effectively engineer, manage, and utilize the data collection and information flow of an organization by developing technical and management skills required in the age of Big Data via a unique curriculum combining software, networking, hardware, technology, and management along with data-driven modeling and computational skills.
- **Engineering Entrepreneurship** develops engineers who look at the role of new technology in society with a business perspective. These graduates have the ability to apply that knowledge to bring new technology to the marketplace.

The unifying theme of these efforts is the application of engineering principles and techniques to enhance organizational performance. Faculty specializations include optimization, data mining, advanced analytics, telecommunications network design and management, supply-chain systems, systems engineering, logistics engineering, quality control, reliability engineering, information engineering, benchmarking, operations planning and management, network optimization and mathematical programming. Whether the graduate will be in a technology firm, the military or a not-for-profit organization, he or she will develop the essential technical and leadership skills in the Engineering Management, Information and Systems Department.

Graduate Degrees. The Department of Engineering Management, Information and Systems offers the following graduate degrees:

Operations Research	M.S.	Ph.D.
Systems Engineering	M.S.	Ph.D.
Engineering Management	M.S.E.M.	D.E.
Information Engineering and Management	M.S.I.E.M.	
Engineering Entrepreneurship	M.S.E.N.	

Courses for these programs are offered both on-campus and off-campus via several remote-delivery systems. Master's degrees may be completed through distance education via online video, as may most of the coursework for doctoral degrees. More information on distance education delivery systems is in the Off-campus Distance Education section of this catalog.

The Department of Engineering Management, Information and Systems also offers the following, which are described in this section:

- Weekend versions of selected master's degrees in the Dallas-Fort Worth area.
- Fast multiple master's options, which can reduce coursework requirements when pursuing multiple graduate degrees.

The most up-to-date information on programs and activities is available on the departmental website at www.smu.edu/Lyle/Departments/EMIS.

Multiple Master's Degrees

SMU's Lyle School of Engineering permits its graduate students to take advantage of degree-requirement overlaps to acquire a second master's degree by taking as few as six courses (18 credit hours). This option is available for prospective and current graduate students, as well as alumni who have already received an M.S. from SMU. The following guidelines must be followed by students wishing to receive two M.S. degrees:

1. The student must apply to and be admitted to both programs.
2. All requirements of both degrees must be met.
3. For the new (or second) master's degree, a minimum of 18 credit hours of graduate coursework must be taken, and it must be coursework that will not or has not been applied toward another SMU Lyle graduate degree.
4. For students who are currently enrolled in an SMU Lyle graduate program and who are seeking a new master's degree, the degree will not be awarded until a minimum of 30 credit hours of graduate coursework has been completed at SMU.

With careful planning, a student can develop an advanced education strategy leading to multiple degrees, including combinations with a Master of Science in Engineering Management; a Master of Science in Information, Engineering and Management; an M.S. with a major in systems engineering; or an M.S. with a major in operations research. Students apply and file degree plans for both degrees, and then complete the coursework. Additional information and examples of programs of study for obtaining two master's degrees from the EMIS department are available at www.smu.edu/Lyle/Departments/EMIS.

Administrative Process. Students pursuing dual degrees must be admitted into each degree program separately. A separate application form and statement of purpose must be submitted for each, as follows:

- To apply for both degrees simultaneously, the student must include a note indicating that he or she is "applying for a second master's," and a single application fee and set of transcripts will be required.
- If the student is already enrolled in one program, he or she must submit an application form and statement of purpose for the second degree, along with a note indicating that he or she is applying for (not a requesting a transfer to) a "second master's program."

Weekend Master's Programs

The Lyle School of Engineering's weekend master's degrees are two-year programs developed for rising and prospective technical managers who have technical undergraduate degrees and are moving up to higher management positions or starting their own company. It is a cohort weekend program that is restricted to a highly motivated group of area professionals and designed to impart essential knowledge for today's and tomorrow's technology-driven organizations.

The fast-track engineering management program develops expertise in applying engineering principles to managing technology-based projects and people in technical roles. This well-rounded approach prepares individuals for success in the new world of the technology-driven enterprise with its challenges and opportunities.

The systems engineering program develops expertise for the creation and management of complex systems (products and services) that satisfy customer requirements in considering engineering, technology, environmental, management, risk and economic factors by viewing the system as a whole during its life cycle, using systems-engineering principles, methods and practices.

The information engineering and management program provides the graduate with the tools to effectively engineer and manage the information flow within an organization. The curriculum is comprised of 10 courses, ranging from software, networking and hardware courses to courses in information handling, management and system-level considerations.

As a tool for recruitment and retention, each of these degrees can be an ideal reward or incentive device to help companies attract and keep top talent. Best of all, the program is extremely cost-efficient, priced below other comparable programs. For more information on all of the EMIS weekend master's programs, students should see the department website at www.smu.edu/Lyle/Departments/EMIS.

Engineering Management, D.E.

This degree is designed to provide students with preparation to meet doctoral standards in an applied science or engineering practice. Applied science as a focus for the doctoral degree refers to the study of advanced theory and its application to a practical problem in order to test and verify performance limitations. The degree requires a high level of expertise in the theoretical aspects of relevant scientific principles and experience with details of the implementation of theory on realistic problems. Engineering practice as a focus for the degree is the study of different aspects that play a role in the transfer of technology, from its inception in research to the intended engineering environment, as well as relevant economic issues. (For information on general degree requirements, students should see the separate Doctor of Engineering Degree.)

Admission Requirements

Applicants are required to satisfy these requirements:

1. A master's degree in a technical area from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.

2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.400 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
4. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.
5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission as follows:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.
7. Approval by the director of the engineering management graduate program.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the D.Engr. degree, candidates are required to satisfy the following:

1. **Twenty-four credit hours of engineering management.** These credit hours must come from graduate-level courses in quantitative and qualitative aspects of managing in a modern technical environment. Courses in the areas of engineering management, management science, operations research, operations management, production management and other related fields may qualify.
2. **Eighteen credit hours in a technical specialty.** These credit hours must be taken in an engineering or other technical area consistent with anticipated doctoral work demands.
3. **Nine credit hours of business/economics.** These credit hours must come from courses in a graduate program. They should expand the student's understanding of the economic issues and problems relating to the transfer and management of technology.
4. **Fifteen credit hours of electives.** All elective credit hours must come from graduate-level courses and must be approved by the advisory committee. These courses should, in some way, complement and strengthen the student's degree plan.
5. **Twelve credit hours of praxis.** These credit hours must be taken in residence. The student enrolls for these credit hours in the course of preparing the praxis project.
6. **Satisfactory completion of the preliminary counseling examination.** An oral exam covering degree fundamentals. The exam should be scheduled after the student has taken courses in production systems engineering, engineering management, engineering economics, and decision analysis and operations research models, but before 24 credit hours have been completed. Questions are drawn predominantly from the graduate courses EMIS 7362, EMIS 8360 and EMIS 8361. If the student fails the exam, he or she may retake it once. Since the goal of the exam is to detect weaknesses in the student's background, the examiners may grant a conditional or partial pass. Such a pass indicates that the student's weaknesses can be overcome by taking specific courses. In this situation, the student need not retake the exam but will be required to take one or more courses and achieve a grade of B or better.
7. **Satisfactory completion of the doctoral qualifying examination.**
8. **Satisfactory completion and defense of the doctoral praxis.**

A course may not be counted toward more than one category. The minor requirements may be satisfied by transfer credit.

The following courses, or their equivalents, are included in the degree plan:

Engineering Management

- EMIS 7362 - Production Systems Engineering
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8362 - Engineering Accounting
- EMIS 8363 - Engineering Finance
- EMIS 8364 - Engineering Management

Operations Research

- EMIS 8360 - Operations Research Models
- EMIS 8378 - Optimization Models for Decision Support

One of the following:

- EMIS 8371 - Linear Programming
- EMIS 8373 - Integer Programming
- EMIS 8374 - Network Flows

Statistics

- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 7377 - Statistical Design and Analysis of Experiments

Operations Research, Ph.D.

Admission Requirements

1. A master's degree in engineering, mathematics, computer science, economics or a related technical field from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.400 on a 4.000 scale.
3. Previous coursework that includes satisfactory completion of at least nine credit hours of calculus, three credit hours of linear algebra and three credit hours of computer programming in a high-level language. (Typically, a Bachelor of Business Administration does not provide sufficient background.)
4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
5. Official GRE graduate school admission test results with a minimum 80th-percentile quantitative score.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission as follows:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.

Degree Requirements

In addition to the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following. (For a Ph.D. degree, the Lyle School of Engineering requires a minimum academic credit of 54 credit hours earned in coursework beyond the baccalaureate degree or 24 credit hours earned in coursework beyond a master's degree. In addition, a minimum of 24 research credit hours are required in dissertation work.)

1. The successful completion of at least 8 graduate courses (at least 24 credit hours) beyond the master's degree.
2. In their first year of the doctoral study, the students are required to complete 18 credit hours of coursework (6 courses) including two core course requirements.
3. At the end of the spring semester of the first year, the student is required to take the **Preliminary Counseling Exam (PCE)** to demonstrate competence in operations research fundamentals. This exam has two parts:
 - a. The first part is composed of two written exams on the topics of EMIS 8370 and EMIS 8371 (i.e., the core requirement courses). If a student already secured an A grade in both of the core requirement courses, this part can be waived completely. However, if the student received an A- or less in at least one of the two core courses, this part is required in its totality. The exam is graded based on Pass/Fail grading scheme.
 - b. The second part is composed of two research paper presentations and cannot be waived. From a list of papers provided by the faculty, the student chooses two papers. Once the choices are confirmed, the student reads them following a guide provided and prepares a 45-minute presentation on each paper (given at separate times) for an oral exam on the in-depth understanding of the subject. The student also prepares written reports on the papers and submits them before the oral exams. An examination committee, formed by the PhD program director, will conduct the exam. This part of the exam can also include a computational study based on one of the papers chosen. Written exams and/or performance in the first year courses and paper reports, presentations, and, the student's responses to the examination committee's questions will be used to grade the overall performance as well as the future success potential of the student in the doctoral program. Each part of the exam can be retaken at most once in a way that a decision on the status of the student in the PhD program can be made by the end of the summer semester of the first year. The student is responsible to submit the **Preliminary Exam Initiation** form to the department within a week after the detailed information on the second part of the exam is announced.
4. If the student has a suitable background in a core course, that course can be waived. In this case, the student must take the PCE exam at the time that it is offered, without any exception regardless of his/her previous grade on the waived core requirement course. If the exam is passed successfully, then the course credit can be honored towards total minimum credit requirement (24 hours). In this specific situation, the student is still required to complete 18 credits of coursework (6 courses without including independent study or research credit related courses) in the first two semesters in the program.
5. The student, although not required if no funding is available, can choose to spend the summer semester of the first year by:
 - a. engaging in independent research study with faculty (in which case the summer funding would be provided by the faculty),
 - b. taking background enhancement courses (e.g., from the third group above) or skill set courses (e.g., programming, writing, presenting, GIS, etc.) in consultation with the OR program director (can also be in addition to independent study),
 - c. taking an internship approved by the OR program director (summer funding provided by the company), or
 - d. enrolling in research credit course if already funded by a faculty member out of a grant.

6. Having passed the PCE and completed at least 6 courses (18 credit hours) in the program, in the second year, the student will complete at least two additional courses (to fulfill minimum 24 credit hours requirement) from the second group above and one independent research study course (if not completed in the preceding summer). Depending on how this requirement is planned to be satisfied and on the student's commitment to a research project with an academic advisor, additional credit requirements to ensure full-time student requirements (9 credit hours per semester) can be fulfilled in alternative ways. In coursework selection, care must be taken to ensure that the student accumulates both breadth of knowledge in OR and depth of knowledge in the specific area of interest. If the student is not yet committed to work with an advisor by the end of the fall semester, he/she needs to consult with the OR program director and the faculty who offered the independent research study to decide on additional complementing courses to take in the spring.
7. Regardless of what path was taken in the second year of study, the student must form his/her **Dissertation Supervisory Committee** by the end of the spring semester of the second year latest. However, this is preferred to happen earlier, by the end of the fall semester, as the committee can also make suggestions for the additional coursework to be completed in the spring semester of the second year. This completes the **degree plan formation** and the student concentrates on the research in the summer semester of the second year and the following fall semester. It may also be possible to spend the same summer at an internship, preferably related to the area of research, by the approval of the student's supervisory committee. At this point, completion of the forms **Recommendation and Certification of Appointment of Supervisory Committee** and **Doctoral Degree Plan** need to be submitted to the graduate office.
8. The student is expected to complete the **Qualifying Examination** administered by his/her supervisory committee in the spring or summer semester of the third year in the program. The exam will typically include a series of take-home exams individually given by the supervisory committee members and completion of a dissertation research proposal that includes some preliminary results and a clear articulation and plan of the research proposed. This will be followed by a meeting with the committee where the student will present his/her research proposal, lead a discussion to receive feedback from the committee, and address any other questions regarding the take-home exams and related advanced topics. Upon passing this exam, the student will be admitted to candidacy. At this point, the student should complete and submit the **Admission to Candidacy** form to the graduate office.
9. The student will complete his/her research and the **Dissertation**. The **Dissertation Defense** is expected to take place by the end of the fourth year in the program. At the completion of the exam, the form **Report on Thesis or Dissertation and/or Final Examination** is submitted to the graduate office.
10. During their PhD program, students are required to give at least one departmental seminar on their research and attend to all research seminars announced in the EMIS Department.
11. Starting in the second year, students are required to submit annual reviews following the template provided at the end of the spring semester.

Core Courses

- EMIS 8370 - Stochastic Models
- EMIS 8371 - Linear Programming

Additional Course Options

- EMIS 7331 - Data Mining
- EMIS 7350 - Algorithm Engineering
- EMIS 7351 - Enterprise Fundamentals
- EMIS 7361 - Computer Simulation Techniques
- EMIS 7373 - Supply Chain Operation and Control

- EMIS 7377 - Statistical Design and Analysis of Experiments
- EMIS 8331 - Advanced Data Mining
- EMIS 8372 - Queueing Theory
- EMIS 8373 - Integer Programming
- EMIS 8374 - Network Flows
- EMIS 8378 - Optimization Models for Decision Support
- EMIS 8381 - Nonlinear Programming
- EMIS 8383 - Advanced Logistics Networks
- MATH 6370 - Parallel Scientific Computing
- Other EMIS 8000 level courses offered as Special Topics

Recommended Courses

- MATH 3304 - Linear Algebra
- MATH 4338 - Analysis
- PHIL 1300 - Introduction to Critical Thinking
- STAT 6312 - Mathematical Statistics II (or STAT 6327/6328- Mathematical Statistics)

Note:

In the first two semesters (typically, fall and spring), the student is required to complete two core requirement courses with a 3.500 or better average. The other four courses can be selected from the second group or the third group above. The student must consult with his/her academic advisor while determining the course selection. The courses in the third group and the prerequisites of any course not on the above lists do not typically count towards satisfying minimum 24 hours credit requirement. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.400 overall (cumulative) GPA during their course of study.

Systems Engineering, Ph.D.

In addition to the five steps below, process details and other requirements for the Ph.D. degree may be found elsewhere in the SMU Lyle School of Engineering Graduate Catalog. The steps for completion of the doctoral program are

1. **Basic Coursework:** Upon entry into the Ph.D. program, a student is assigned an academic adviser. The adviser will examine the student's prior background and current state of knowledge and then recommend courses to be taken in preparation for Step 2.
2. **Preliminary Counseling Exam and Program of Study:** To be eligible for advanced study, a student must demonstrate competence in systems engineering fundamentals by passing the preliminary counseling examination. This exam is oral and is administered by three faculty members. Particular emphasis will be given to the material covered in the following courses: EMIS 7301, EMIS 7303, EMIS 7305 and EMIS 7307.
3. **Appointment of Supervisory Committee and Advanced Coursework:** Upon completion of the preliminary counseling exam, the student develops a proposed program of study that meets the degree requirements in Section II and includes the planned advanced coursework. Based upon the proposed program of study, a supervisory committee is formed. The supervisory committee makes any needed adjustments to the program of study. Changes in the program of study are subject to approval by the supervisory committee. Step 3 requires completion of the forms Recommendation and Certification of Appointment of Supervisory Committee and Doctoral Degree Plan. (All forms are available for downloading at www.smu.edu/Lyle/Departments/EMIS.)

4. **Qualifying Examination:** At or near the completion of the coursework, the supervisory committee conducts the qualifying examination. This exam ordinarily involves a series of take-home exams, but the format is left to the discretion of the supervisory committee. The qualifying examination is concluded by an oral exam at which time the student is expected to present a proposal for the dissertation. A written proposal must be given to the supervisory committee prior to the oral exam. Upon passing this exam, the student is admitted to doctoral candidacy. Step 4 requires completion of the form Admission to Candidacy.
5. **Dissertation Defense:** The most distinguishing characteristic of a program leading to the Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation must make a significant contribution to the systems engineering discipline, and it is expected to be a mature and competent piece of writing. The defense, which is conducted orally, must enable the supervisory committee to satisfy itself that the dissertation is an original piece of research work that it has been carried out in keeping with the highest standards of investigation and reporting and that it makes a contribution to knowledge that is of value to the scientific community. Satisfactory performance on this defense constitutes the last academic requirement to be met for the Ph.D. degree. Step 5 requires completion of the form Report on Thesis or Dissertation and/or Final Examination.

Admission Requirements

Applicants must satisfy these requirements:

1. A master's degree in systems engineering or a related field including aerospace engineering, computer science, electrical engineering, engineering management, environmental engineering, civil engineering, industrial engineering, mechanical engineering, mathematics, operations research, statistics or physics from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.400 on a 4.000 scale.
3. A completed application, including a statement of research intent, official transcripts for all previous undergraduate and graduate studies and payment of the application fee.
4. Official GRE graduate school admission test results with a minimum 80th-percentile quantitative score.
5. A minimum of two years of college-level mathematics, including at least one year of calculus.
6. A minimum of three years of engineering experience in industry and/or government.
7. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
8. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission as follows:
 - 550 – paper-based examination.
 - 213 – computer-based examination.
 - 80 – Internet-based examination.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following minimum credit requirements:

1. Thirty credit hours of core systems engineering courses. These credit hours must come from required graduate-level courses in systems, as specified in this section.
2. Fifteen credit hours in an approved major that is related to a specific systems engineering focus area and consistent with anticipated doctoral research. No more than six credit hours can be independent study.

3. Nine credit hours in an approved minor supporting the chosen research area. These credit hours can come from graduate-level courses in EMIS or other departments. The minor requirement may also be satisfied by transfer credit subject to SMU's Transfer of Credit Policy.
4. Twenty-four credit hours for the dissertation. These credit hours must be taken in residence. The student enrolls for these credit hours in the course of writing the dissertation.

In addition, at least 18 credit hours of the 54 credit hour coursework minimum must be at the 8000 level. There must be a minimum of 24 credit hours of graduate coursework and a minimum of 24 credit hours of dissertation work, none of which have been nor can be applied to any other degree.

Core Courses

The 10 required courses are

- EMIS 7301 - Systems Engineering Process
- EMIS 7303 - Integrated Risk Management
- EMIS 7305 - Systems Reliability and Availability Analysis
- EMIS 7307 - Systems Integration and Test
- EMIS 7317 - Systems Engineering Leadership
- EMIS 7319 - Systems Architecture Development
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 7377 - Statistical Design and Analysis of Experiments
- EMIS 8360 - Operations Research Models

Focus Areas

Systems Design and Development

- CSE 7316 - Software Requirements
- CSE 7319 - Software Architecture and Design
- CSE 7347 - XML and the Enterprise
- CSE 8314 - Software Metrics and Quality Engineering
- CSE 8317 - Software Reliability and Safety
- CSE 8340 - Advanced Topics in Software Engineering
- EMIS 7309 - Systems Reliability Engineering
- EMIS 7311 - Systems Engineering Design
- EMIS 7323 - Systems Life Cycle Cost and Affordability Analysis
- EMIS 7325 - Systems Engineering Software Tools

Leadership and Management

- CSE 7315 - Software Project Planning and Management
- EMIS 7321 - Systems Engineering Planning and Management
- EMIS 7365 - Program and Project Management
- EMIS 8364 - Engineering Management
- EMIS 8368 - Enterprise Leadership
- ME 7303 - Organizational Leadership
- ME 7369 - Innovation Management

Logistics and Supply Systems

- CEE 7371 - Facility Financial and Asset Management
- CEE 8379 - Analysis of Transportation Systems

- EMIS 7313 - Integrated Logistics Support
- EMIS 7362 - Production Systems Engineering
- EMIS 8361 - Engineering Economics and Decision Analysis

Systems Analysis and Optimization

- EMIS 7361 - Computer Simulation Techniques
- EMIS 7362 - Production Systems Engineering
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8371 - Linear Programming
- EMIS 8372 - Queueing Theory
- EMIS 8374 - Network Flows
- EMIS 8373 - Integer Programming
- EMIS 8378 - Optimization Models for Decision Support
- EMIS 8380 - Mathematics for Optimization

Engineering Entrepreneurship, M.S.

Overview

The Master of Science in Engineering Entrepreneurship is a two-semester (31 semester credit hours) cohort based program in the EMIS Department of the Lyle School of Engineering offered in concert with Lyle (19 SCH) and the Cox School of Business (12 SCH). Incoming students should have an engineering undergraduate degree (or equivalent).

A graduate of the SMU M.S. in engineering entrepreneurship will be an engineer who looks at the role of new technology in society with a business perspective. That graduate will have the ability to apply that knowledge to bring new technology to the marketplace. The program thus fills the growing regional and national need for exceptionally trained engineering managers and entrepreneurs to start and to lead new technology ventures.

Rigorous, formal, successful courses with proven impact will be offered by the Cox School in entrepreneurship knowledge and practice. Management in an engineering context will be taught in well-established courses in Lyle's EMIS department. A third anchor for the M.S. in engineering entrepreneurship will be a new course offering that will be unique to SMU. The two-semester Technology Commercialization Studio will:

- Focus on the management of products with high technology content;
- Encourage the incubation of novel technology from students, and from SMU's research laboratories;
- Include C-level mentors from successful small and medium sized engineering firms and venture capital firms; and,
- Feature lectures from experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other subject matter vital to the practice of engineering entrepreneurship.

Students in the program will also have the ability to add to their engineering expertise, particularly in topics relevant to their entrepreneurial aspirations.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in engineering or another technical discipline.

Core Courses

- CISB 6222 - Starting a Business
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- EMIS 7501 - Technology Commercialization Studio I
- EMIS 7503 - Technology Commercialization Studio II
- STRA 6224 - Entrepreneurial Strategy
- Satisfactory completion of one three hour course from any Lyle graduate program, approved by the adviser

Three from the following:

- BAEX 6237 - Global Explorations in Entrepreneurship
- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Law of Financial Transactions for Entrepreneurs
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring

Two from the following:

- CEE 7306 - Sustainable Urban Development and Design
- EMIS 7351 - Enterprise Fundamentals
- EMIS 7365 - Program and Project Management
- EMIS 7366 - Marketing Engineering
- EMIS 8358 - Technical Entrepreneurship
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8364 - Engineering Management

Engineering Management, M.S.E.M.

The M.S.E.M. was developed for individuals who have an undergraduate technical degree and are or will be rising through management or starting their own company. The engineering management degree is designed to impart essential knowledge for today and tomorrow's technology-driven business.

The M.S.E.M. program develops expertise in the traditional graduate business areas – finance and accounting – along with pace-setting, innovative expertise in information engineering, global perspectives, leadership and entrepreneurship. This well-rounded approach prepares individuals for success in the new world of techno-business with its challenges and opportunities.

A special feature of the engineering management program is its interaction with allied areas such as operations research, mathematics, science, engineering, computer science and statistics. Excellent faculty members from these areas participate in the department's activities, and students take courses from several areas depending upon their interests.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in engineering or another technical discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Core Courses

Satisfactory completion of five core courses:

- EMIS 7301 - Systems Engineering Process
- EMIS 7362 - Production Systems Engineering
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
- EMIS 8360 - Operations Research Models
- EMIS 8364 - Engineering Management

Economic/Financial Courses

Satisfactory completion of two economic/financial courses from the following:

- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8362 - Engineering Accounting
- EMIS 8363 - Engineering Finance

Concentration Courses

- Satisfactory completion of a coherent nine credit hour concentration approved by the adviser.

Information Engineering and Management, M.S.I.E.M.

Information Engineering and Management provides the graduate with the tools to effectively engineer, manage, and utilize the data collection and information flow of an organization by developing technical and management skills required in the age of Big Data via a unique curriculum combining software, networking, hardware, technology, and management along with data-driven modeling and computational skills.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirements:

1. A bachelor's degree in engineering or another technical discipline. (The technical requirement may be waived with sufficient relevant work experience.)
2. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Core Courses

Satisfactory completion of the following five (5) core courses:

- EMIS 7300 - Systems Analysis Methods
or
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
or
- EMIS 8360 - Operations Research Models

- EMIS 7352 - Information Systems Architecture
- EMIS 7353 - Information System Design Strategies
- EMIS 7357 - Analytics for Decision Support
- EMIS 7360 - Management of Information Technologies

Specialty Courses

Satisfactory completion of two (2) specialization courses selected from:

- EMIS 7331 - Data Mining
- EMIS 7361 - Computer Simulation Techniques
- EMIS 8356 - Global Perspectives for Information Engineering
- EMIS 8360 - Operations Research Models

Concentration Courses

Satisfactory completion of a coherent nine credit hour concentration approved by the adviser.

Operations Research, M.S.

Operations Research applies advanced quantitative methods to help organizations make better decisions and generate insight for practical implementation. By using data-driven, analytical and computational techniques such as mathematical modeling to analyze complex situations, operations research gives organizational leaders the power to make effective and insightful decisions and build productive systems in the age of Big Data.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirements:

1. A B.S. in engineering, mathematics, computer science, economics or a related technical field.
2. Previous coursework that includes satisfactory completion of at least six credit hours of calculus, three credit hours of linear algebra and three credit hours of computer programming in a high-level language. (Generally, a Bachelor of Business Administration does not provide sufficient background.)
3. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Probability and Statistics

Satisfactory completion of one of the following probability and statistics courses:

- EMIS 7370 - Probability and Statistics for Scientists and Engineers
or
- EMIS 7377 - Statistical Design and Analysis of Experiments

Additional Core Courses

The following three courses:

- EMIS 7357 - Analytics for Decision Support
- EMIS 7362 - Production Systems Engineering
- EMIS 8360 - Operations Research Models

In-Depth Courses

Satisfactory completion of three of the following in-depth courses:

- EMIS 7331 - Data Mining
- EMIS 7361 - Computer Simulation Techniques
- EMIS 7373 - Supply Chain Operation and Control
- EMIS 8331 - Advanced Data Mining
- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8370 - Stochastic Models
- EMIS 8371 - Linear Programming
- EMIS 8372/STAT 6372 - Queuing Theory
- EMIS 8373 - Integer Programming
- EMIS 8374 - Network Flows
- EMIS 8378 - Optimization Models for Decision Support
- EMIS 8380 - Mathematics for Optimization
- EMIS 8381 - Nonlinear Programming
- EMIS 8383 - Advanced Logistics Networks

Concentration Courses

Satisfactory completion of a nine-credit-hour concentration. These concentration courses must be from the same area and must be approved by the adviser. Acceptable areas are optimization, systems engineering, engineering management, information engineering, computer science, mathematics, statistics, telecommunications or another engineering discipline. Sample concentration areas (with suggested courses) are

Optimization

- EMIS 8371 - Linear Programming
- EMIS 8373 - Integer Programming
- EMIS 8374 - Network Flows
- EMIS 8378 - Optimization Models for Decision Support
- EMIS 8380 - Mathematics for Optimization
- EMIS 8381 - Nonlinear Programming

Systems Engineering

- EMIS 7300 - Systems Analysis Methods
- EMIS 7301 - Systems Engineering Process
- EMIS 7303 - Integrated Risk Management
- EMIS 7305 - Systems Reliability and Availability Analysis
- EMIS 7307 - Systems Integration and Test

Engineering Management

- EMIS 7360 - Management of Information Technologies

- EMIS 8361 - Engineering Economics and Decision Analysis
- EMIS 8362 - Engineering Accounting
- EMIS 8363 - Engineering Finance
- EMIS 8364 - Engineering Management

Information Engineering

- EMIS 7351 - Enterprise Fundamentals
- EMIS 7352 - Information Systems Architecture
- EMIS 7353 - Information System Design Strategies
- EMIS 7360 - Management of Information Technologies

Systems Engineering, M.S.

A more general definition of systems engineering by the International Council on Systems Engineering (INCOSE) is: "Systems Engineering is an interdisciplinary approach and means to enable the realization of successful systems. It focuses on defining customer needs and required functionality early in the development cycle, documenting requirements, then proceeding with design synthesis and system validation while considering the complete problem: Operations, Performance, Test, Manufacturing, Cost & Schedule, Training & Support and Disposal. Systems engineering integrates all the disciplines and specialty groups into a team effort forming a structured development process that proceeds from concept to production to operation. Systems engineering considers both the business and the technical needs of all customers with the goal of providing a quality product that meets the user needs."

In alignment with the above definition, the goal of systems engineering is the development and management of systems (products and services) that satisfy customer requirements considering engineering, technology, environmental, management, risk and economic factors by viewing the system as a whole during its life cycle. Systems engineering is also the practice of "good engineering." Through systems engineering and related courses, the student gains a foundation in systems engineering plus exposure to a variety of topics such as reliability, quality, logistics/supply networks, operations research, engineering management, software engineering, telecommunications and environmental engineering. "Systems thinking" skills are developed, and these skills foster more effective practice for the engineer or engineering manager within the business enterprise. The systems engineering program's objective is to make the student a better engineer and manager by imparting an enhanced understanding of the impact of engineering decisions.

The program has been developed in response to the growing need by industry and government for engineers who are not only specialists in a particular area, but who also have a systems perspective in order to more effectively practice engineering and manage within the business enterprise. The program offers flexibility for 1) systems engineers who are entering the field, updating skills or acquiring new skills, 2) engineers who need to acquire a broadening of their technical and management education from a systems perspective, 3) engineers with upper-level management aspirations and 4) engineering students seeking to increase their market value by acquiring knowledge and skills necessary for the engineering of products and services from a systems perspective.

The systems engineering program is designed to build on engineering/technical education and experience while developing problem definition and problem-solving skills.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirements:

1. A B.S. in engineering, mathematics or one of the quantitative sciences. (A B.S. in an appropriate engineering discipline is required for the systems engineering and design track.)
2. A minimum of two years of college-level mathematics, including at least one year of calculus.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Courses

Satisfactory completion of the following courses:

- EMIS 7300 - Systems Analysis Methods
or
- EMIS 7370 - Probability and Statistics for Scientists and Engineers
or
- EMIS 8360 - Operations Research Models

- EMIS 7301 - Systems Engineering Process
- EMIS 7303 - Integrated Risk Management
- EMIS 7305 - Systems Reliability and Availability Analysis
- EMIS 7307 - Systems Integration and Test
- EMIS 7309 - Systems Reliability Engineering
- EMIS 7311 - Systems Engineering Design

Tracks

Satisfactory completion of one of the following tracks:

On-Campus/Distance Education Track

Satisfactory completion of any three of the following courses:

- EMIS 7313 - Integrated Logistics Support (ILS)
- EMIS 7315 - Systems Quality Engineering
- EMIS 7317 - Systems Engineering Leadership
- *Or other elective courses from Systems Engineering, Engineering Management, Operations Research, or Computer Science as approved by the Systems Engineering Program Director.*

Cohort Track

Satisfactory completion of any three of the following courses:

- EMIS 7313 - Integrated Logistics Support
- EMIS 7315 - Systems Quality Engineering
- EMIS 7317 - Systems Engineering Leadership
- EMIS 7319 - Systems Architecture Development
- EMIS 7321 - Systems Engineering Planning and Management
- EMIS 7323 - Systems Life Cycle Cost and Affordability Analysis
- EMIS 7325 - Systems Engineering Software Tools

- Or other elective courses from Systems Engineering, Engineering Management, Operations Research, or Computer Science as approved by the Systems Engineering Program Director and management from the student's organization.

Engineering Management, Information and Systems Courses

EMIS 7049 - Master's Full-Time Status

Credits: 0

Full-time status for students in the master's program.

EMIS 7300 - Systems Analysis Methods

Credits: 3

Introduction to modeling and analysis concepts, methods and techniques used in systems engineering, design of products and associated production, and logistics systems and analysis of operational system performance. Specific topics include probabilistic and statistical methods, Monte Carlo simulation, optimization techniques, applications of utility and game theory, and decision analysis. EMIS 7300 cannot be used to fulfill degree requirements for the Bachelor of Science in Management Science.

EMIS 7301 - Systems Engineering Process

Credits: 3

Examines the discipline, theory, economics, and methodology of systems engineering. Reviews the historical evolution of the practice of systems engineering and the principles that underpin modern systems methods. Emphasizes the economic benefits of investment in systems engineering and the risks of failure to adhere to sound principles. Develops an overview perspective distinct from the traditional design- and analytical-specific disciplines.

EMIS 7303 - Integrated Risk Management

Credits: 3

An introduction to risk management based upon integrated trade studies of program performance, cost, and schedule requirements. Topics include risk planning, risk identification and assessment, risk handling and abatement techniques, risk impact analysis, management of risk handling and abatement, and subcontractor risk management. Examines integrated risk management methods, procedures, and tools.

EMIS 7305 - Systems Reliability and Availability Analysis

Credits: 3

Reliability and availability modeling and analysis methods are applied to perform cost-effectiveness analysis during development of aerospace and defense systems, as well other types of systems. Topics include systems reliability and availability models and analysis methods; requirements analysis to determine fleet size; system effectiveness and life cycle cost analysis methods; and analysis of systems mission reliability, sustainment reliability and systems availability, both inherent and operational, during design and development of a product and associated support system. Prerequisite: EMIS 3361 or EMIS 7300 or EMIS 7370 or EMIS 8360.

EMIS 7307 - Systems Integration and Test

Credits: 3

The process of successively synthesizing and validating larger and larger segments of a partitioned system within a controlled and instrumented framework is examined. System integration and test is the structured process of building a complete system from its individual elements and is the final step in the development of a fully functional system. The significance of structuring and controlling integration and test activities is stressed. Formal methodologies for describing and measuring test coverage, as well as sufficiency and logical closure for test

completeness, are presented. Interactions with system modeling techniques and risk management techniques are discussed. The subject material is based upon principles of specific engineering disciplines and best practices, which form a comprehensive basis for organizing, analyzing, and conducting integration and test activities.

EMIS 7309 - Systems Reliability Engineering

Credits: 3

An in-depth coverage of processes, tasks, methods, and techniques for achieving and maintaining the required level of system reliability considering operational performance, customer needs, and affordability. Topics include establishing systems reliability requirements, reliability program planning, system reliability modeling and analysis, system reliability design guidelines and analysis, system reliability test and evaluation, and maintaining inherent system reliability during production and operation. Prerequisite: EMIS 7305.

EMIS 7311 - Systems Engineering Design

Credits: 3

An introduction to system design of complex hardware and software systems. Includes design concept, design characterization, design elements, reviews, verification and validation, threads and incremental design, unknowns, performance, management of design, design metrics and teams. Centers on the development of real-world examples. Prerequisite: EMIS 7301.

EMIS 7313 - Integrated Logistics Support

Credits: 3

Integrated Logistics Support is an integrated and iterative process to (1) influence product design for supportability and (2) design and develop the support (logistics) system concurrently with design and development of the product as an integral element of the systems engineering process. Topics include product design interface for reliability; maintainability and maintenance (i.e.: preventive, predictive and corrective) planning; and support system development consisting of supply support, support and test equipment, manpower and personnel, training and training support, technical data/publications, computer resources support, facilities; and packaging, handling, storage, and transportation (PHS&T). Prerequisites: EMIS 7305 and EMIS 7311.

EMIS 7315 - Systems Quality Engineering

Credits: 3

An introduction to concepts, activities, processes, and methods as an integral part of the systems engineering process for developing, producing, and sustaining products that meet customer quality needs. Topics include establishing program and product quality requirements and methods for achieving product quality requirements during design, development and production, voice of the customer analysis, analysis of product design tolerances, six-sigma techniques, statistical analysis of process capability, statistical process control using control charts, acceptance sampling, and quality improvement. Prerequisite: EMIS 7301.

EMIS 7317 - Systems Engineering Leadership

Credits: 3

Augments the management principles embedded in the systems engineering process with process design and leadership principles and practices. Emphasis is placed on leadership principles by introducing the underlying behavioral science components, theories and models. Demonstrates how the elements of systems engineering, project management, process design, and leadership integrate into an effective leadership system. Prerequisite: EMIS 7301.

EMIS 7319 - Systems Architecture Development

Credits: 3

A design-based methodological approach to system architecture development using emerging and current enterprise architecture frameworks. Topics include structured analysis and object-oriented analysis and design approaches; enterprise architecture frameworks, including the Zachman framework, FEAF, DoDAF, and ANSI/IEEE-1471; executable architecture model approaches as tools for system-level performance evaluation and tradeoff analyses; case studies in enterprise architecture development; and the integration of architecture design processes into the larger engineering-of-systems environment. Prerequisites: EMIS 7311 and EMIS 7313.

EMIS 7321 - Systems Engineering Planning and Management

Credits: 3

Provides a practical coverage of tasks, processes, methods, and techniques to establish the process of systems engineering and its role in the planning and management of programs. Explores the program manager's and systems engineer's tasks and roles for establishing program operations and a communications framework. Presents techniques for developing an integrated program and/or project plan by defining the role of the systems integrator and identifying useful tools for planning and managing systems integration of various sized projects. The student learns to prepare for and successfully complete key program milestone reviews by identifying essential material content and providing the design basis. Examines the systems development process by showing ways to plan for and manage change by implementing methods for configuration, change, and risk management. Also, how the program life cycle is concluded by planning the transition of systems engineering processes from development to production and field support. Prerequisites: EMIS 7301, EMIS 7311, EMIS 7313.

EMIS 7323 - Systems Life Cycle Cost and Affordability Analysis

Credits: 3

Provides an understanding of Systems affordability concepts and the life cycle cost process. Examines the importance of using these concepts in optimizing engineering/business decisions, with emphasis being placed on the evaluation of alternatives, weighing costs, risks, reliability, maintainability, supportability, weight, performance, and other benefit/risk parameters. Topics include total ownership cost, estimating methods and techniques, cost analysis process, system trade studies, sensitivity analysis, risk analysis and simulation, and system cost effectiveness. Prerequisites: EMIS 7301, EMIS 7311, EMIS 7313.

EMIS 7325 - Systems Engineering Software Tools

Credits: 3

Computerized tools perform the vital function of capturing and delivering Systems Engineering information throughout the product development life cycle. This course surveys the many tools, methods, and techniques that are applied to engineering systems from inception to disposal: scope/needs evaluation, requirements analysis, functional and physical allocation, optimization, test validation/verification, and product management. Hands-on use of systems engineering software will enable students to identify and apply appropriate tools through the life cycle of a product they develop. Prerequisites: EMIS 7301, EMIS 7311, and EMIS 7313.

EMIS 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Prerequisite: CSE 2341.

EMIS 7331 - Data Mining

Credits: 3

Introduces data mining techniques (classification, association analysis, and cluster analysis) used in analytics. All material covered is reinforced through hands-on experience using state-of-the-art tools to design and execute data mining processes. Prerequisites: CSE 1342 or equivalent, CSE 4340/EMIS 3340/STAT 4340, or CSE 7370/EMIS 7370.

EMIS 7350 - Algorithm Engineering

Credits: 3

Covers algorithm design techniques; methods for evaluating algorithm efficiency; data structure specification and implementation; and applications to fundamental computational problems in sorting and selection, graphs and networks, scheduling and combinatorial optimization, computational geometry, and arithmetic and matrix computation. Also, introduction to parallel algorithms and to computational complexity and a survey of NP-complete problems. Prerequisites: CSE 2341, CSE 3353 (for non-CSE graduate students: CSE 2341).

EMIS 7351 - Enterprise Fundamentals

Credits: 3

An overview of business fundamentals, spanning the range of all functional areas: management, marketing, operations, accounting, information systems, finance, and legal studies.

EMIS 7352 - Information Systems Architecture

Credits: 3

The architecture of an information system (IS) defines that system in terms of components and interactions among those components. This course addresses IS hardware and communications elements for information engineers, including computer networking and distributed computing. It addresses the principles, foundation technologies, standards, trends, and current practices in developing an appropriate architecture for Web-based and non-Internet information systems.

EMIS 7353 - Information System Design Strategies

Credits: 3

Surveys the fundamentals of software engineering and database management systems for information engineers. Covers the principles, foundation technologies, standards, trends, and current practices in data-centric software engineering and systems design, including object-oriented approaches and relational DBMS. Focuses on system design, development, and implementation aspects, and not the implementation in code.

EMIS 7355 - Engineering Operations

Credits: 3

The management of a technical organization's operations can contribute to the strategic goals and objectives of the enterprise. By analyzing and managing operations such as systems, strategic choices are shown to drive design and operating decisions. The course covers the tools and techniques for solving problems to achieve the overall goals and strategies of manufacturing and services organizations.

EMIS 7357 - Analytics for Decision Support

Credits: 3

In a rapidly changing, complex environment, successful enterprises make mission-critical choices using decision-support systems, which apply analytical methods to massive organizational data sets to evaluate options, give insight to likely outcomes, and make recommendations of the "best" decisions to pursue. Course topics include 1) framing and understanding decision-making needs and processes to define, evaluate, and identify appropriate strategic,

operational, or execution-level decisions; 2) identifying, collecting, and managing large-scale data needed for decision support; and 3) employing decision-support software in areas such as optimization and data mining.

EMIS 7359 - Information Engineering Seminar

Credits: 3

Topics in management of information in specific industries or application areas. May be repeated for credit when the topics vary. Prerequisite: EMIS 7360.

EMIS 7360 - Management of Information Technologies

Credits: 3

Defines the management activities of the overall computer resources within an organization or government entity. Consists of current topics in strategic planning of computer resources, budgeting and fiscal controls, design and development of information systems, personnel management, project management, rapid prototyping, and system life cycles.

EMIS 7361 - Computer Simulation Techniques

Credits: 3

Introduction to the design and analysis of discrete probabilistic systems using simulation. Emphasizes model construction and a simulation language. Prerequisites: Programming ability, introduction to probability or statistics.

EMIS 7362 - Production Systems Engineering

Credits: 3

Applies the principles of engineering, or "design under constraint," to modern production systems. Topics include production systems analysis and design considerations, system design and optimization models and methods, pull- and push-based production systems, quality engineering, and process improvement. Also, techniques for engineering and managing systems with specific architectures: batch-oriented, continuous-flow, projects, and just-in-time. Prerequisite: EMIS 8360 recommended.

EMIS 7363 - Applied Parallel Programming

Credits: 3

Surveys the theory and emphasizes the practice of developing efficient applications software for parallel computers. Topics include a survey of parallel processing architectures and machines, elements of parallel programming (process creation, synchronization, communication, and scheduling), alternative parallel programming schemes (languages and language enhancements), and implementation of scientific and industrial applications. Prerequisite: FORTRAN or C programming.

EMIS 7365 - Program and Project Management

Credits: 3

Development of principles and practical strategies for managing projects and programs of related projects for achieving broad goals. Topics include planning, organizing, scheduling, resource allocation, strategies, risk management, quality, communications, tools, and leadership for projects and programs.

EMIS 7366 - Marketing Engineering

Credits: 3

Marketing engineering moves beyond traditional conceptual approaches to embrace the use of analytics, data, information technology, and decision models to help organizations effectively reach customers and make marketing decisions. Designed for technical individuals, the course applies engineering problem-solving approaches and computer tools to solve marketing problems from today's competitive work environment.

EMIS 7370 - Probability and Statistics for Scientists and Engineers

Credits: 3

An introduction to fundamentals of probability, probability distributions, and statistical techniques used by engineers and physical scientists. Topics include basic concepts and rules of probability, random variables, probability distributions, expectation and variance, sampling and sampling distributions, statistical analysis techniques, statistical inference estimation and tests of hypothesis, correlation and regression, and analysis of variance.

Prerequisite: Knowledge of calculus required.

EMIS 7373 - Supply Chain Operation and Control

Credits: 3

Quantitative models and approaches for operating and managing modern supply chain systems and practices with an emphasis on capacity management, production/supply planning, inventory control, distribution, and pricing applications. Prerequisites: EMIS 7370 and EMIS 8360.

EMIS 7377 - Statistical Design and Analysis of Experiments

Credits: 3

Introduction to statistical principles in the design and analysis of industrial experiments. Completely randomized, randomized complete and incomplete block, Latin square, and Plackett-Burman screening designs. Complete and fractional experiments. Descriptive and inferential statistics. Analysis of variance models. Mean comparisons.

Prerequisites: EMIS 3340 and senior standing with a science or engineering major, or permission of instructor.

EMIS 7380 - Managing Information Technology Controls

Credits: 3

Surveys current practices in IT governance and controls, with approaches for balancing business needs with technology controls for high-risk processes. Major topic areas include introduction to technology controls, the process of IT governance, systems and infrastructure life cycle management, IT delivery and support, and records management. Prerequisite: EMIS 7360.

EMIS 7382 - Information Technology Security and Risk Management

Credits: 3

A course for nontechnical managers and executives with decision-making responsibility in information security governance and risk management. Topics include information security organizations and policies, governance, program development and management, information risk management, legal and regulatory compliance, and business continuity planning.

EMIS 7390 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering management, operations research, and/or systems engineering. Topics must be approved by the department chair and the instructor.

EMIS 7396 - Master's Thesis

Credits: 3

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EMIS 7501 - Technology Commercialization Studio I

Credits: 5

Topics essential to the commercialization of new technology and the management of products with high technology

content including customer discovery, product definition and requirements, development strategies, manufacturing strategies, sales and marketing, costing and pricing, product planning and capturing the right "design win". Pedagogy will include lectures and discussions led by experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other capacities vital to the practice of engineering entrepreneurship; case studies; and an experiential learning project in technology commercialization undertaken across two semesters.

EMIS 7503 - Technology Commercialization Studio II

Credits: 5

Topics essential to the commercialization of new technology and the management of products with high technology content including customer discovery, product definition and requirements, development strategies, manufacturing strategies, sales and marketing, costing and pricing, product planning and capturing the right "design win". Pedagogy will include lectures and discussions led by experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other capacities vital to the practice of engineering entrepreneurship; case studies; and an experiential learning project in technology commercialization undertaken across two semesters.

EMIS 8049 - Full-Time Status

Credits: 0

Graduate full-time status.

EMIS 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, EMIS 8396 and EMIS 8996 (12 credit hours total) would be allowed during a fall term.

EMIS 8190 - Special Topics

Credits: 1

Individual or group study of selected topics in operations research, engineering management, systems engineering or information engineering. Prerequisite: Permission of instructor.

EMIS 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, EMIS 8396 and EMIS 8996 (12 credit hours total) would be allowed during a fall term.

EMIS 8296 - Dissertation

Credits: 2

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, EMIS 8396 and EMIS 8996 (12 credit hours total) would be allowed during a fall term.

EMIS 8330 - Advanced Database Management Systems

Credits: 3

An extensive investigation of distributed databases and implementation issues. Included are design, data replication, concurrency control, and recovery. Implementation project included. Prerequisite: EMIS 7330.

EMIS 8331 - Advanced Data Mining

Credits: 3

Provides a review of several data mining topics and an in-depth technical discussion of advanced data mining techniques. Examines research methods applied in the field. Prerequisite: EMIS 7331.

EMIS 8337 - Information Retrieval

Credits: 3

Examination of techniques used to store and retrieve unformatted/textual data. Examination of current research topics of data mining, data warehousing, digital libraries, hypertext, and multimedia data. Prerequisite: EMIS 7330.

EMIS 8350 - Algorithms II

Credits: 3

Analysis of dynamic data structures, lower bound theory, problem equivalence and reducibility, complexity theory, probabilistic algorithms, machine models of sequential and parallel computation, parallel algorithms. Prerequisite: EMIS 7350.

EMIS 8355 - Graph Theory

Credits: 3

Development of algorithmic and computational aspects of graph theory, with application of concepts and techniques to solving problems of connectivity, set covering, scheduling, shortest paths, traveling salesmen, network flow, matching, and assignment. Prerequisite: EMIS 7350 or permission of instructor.

EMIS 8356 - Global Perspectives for Information Engineering

Credits: 3

Examines global and information aspects of technology-based and information-based companies. Includes modern business processes, the strategic use of information technology, and integration of global information resources for competitive advantage. Prerequisite: EMIS 7360.

EMIS 8358 - Technical Entrepreneurship

Credits: 3

Development of principles and practical strategies for the management and evolution of rapidly growing technical endeavors. Topics include entrepreneurship, intrapreneurship, strategic planning, finance, marketing sales, operations, research and development, manufacturing, and management of technology-based companies. Management teams are formed, and ventures are selected and simulated over an extended period of time. Extensive student presentations and reports are required. Credit will not be given for both CSE 4360 and EMIS 8358. Prerequisite: Permission of instructor.

EMIS 8360 - Operations Research Models

Credits: 3

A survey of models and methods of operations research. Deterministic and stochastic models in a variety of areas will be covered. Credit is not allowed for both EMIS 3360 and EMIS 8360. Prerequisites: A knowledge of linear algebra and an introduction to probability and statistics.

EMIS 8361 - Engineering Economics and Decision Analysis

Credits: 3

Introduction to economic analysis methodology. Topics include engineering economy and cost concepts, interest formulas and equivalence, economic analysis of alternatives, technical rate-of-return analysis, and economic

analysis under risk and uncertainty. Credit not allowed for both EMIS 2360 and EMIS 8361. Prerequisite: Knowledge of introductory probability and statistics.

EMIS 8362 - Engineering Accounting

Credits: 3

An introduction to and overview of financial and managerial accounting for engineering management. Topics include basic accounting concepts and terminology; preparation and interpretation of financial statements; and uses of accounting information for planning, budgeting, decision-making, control, and quality improvement. The focus is on concepts and applications in industry today.

EMIS 8363 - Engineering Finance

Credits: 3

Develops an understanding of corporate financial decisions for engineers. Topics include cost of capital, capital budgeting, capital structure theory and policy, working capital management, financial analysis and planning, and multinational finance. Prerequisite: EMIS 8361 or a knowledge of time value of money.

EMIS 8364 - Engineering Management

Credits: 3

Ways to manage technology and technical functions from a pragmatic point of view, to keep from becoming technically obsolete as an individual contributor, and to keep the corporation technically astute. Explores the management of technology from three distinct viewpoints: 1) the management of technology from both an individual and a corporate perspective, 2) the management of technical functions and projects, and 3) the management of technical professionals within the organization. Prerequisite: Graduate standing in engineering.

EMIS 8368 - Enterprise Leadership

Credits: 3

The ways companies link strategy and action at the enterprise level: shaping and leveraging the work performed by the multifirm enterprises that jointly produce added value for customers, while building and retaining competencies critical for competitive advantage.

EMIS 8370 - Stochastic Models

Credits: 3

Model building with stochastic processes in applied sciences. Phenomena with uncertain outcomes are formulated as stochastic models and their properties are analyzed. Specific problems come from areas such as population growth, queueing, reliability, time series, and social and behavioral processes. Statistical properties of the models are emphasized. Prerequisites: STAT 6311 and graduate standing.

EMIS 8371 - Linear Programming

Credits: 3

A complete development of theoretical and computational aspects of linear programming. Prerequisite: Knowledge of linear algebra.

EMIS 8372 - Queueing Theory

Credits: 3

Queueing theory provides the theoretical basis for the analysis of a wide variety of stochastic service systems. The underlying stochastic processes are Markov and renewal processes. Covers the fundamentals of stochastic processes necessary to analyze such systems and provides the basics of formulation and analysis of queueing models, with emphasis on their performance characteristics. Prerequisite: EMIS 7370 or permission of instructor.

EMIS 8373 - Integer Programming

Credits: 3

A presentation of algorithms for linear integer programming problems. Topics include complexity analysis, cutting plane techniques, and branch-and-bound. Prerequisite: EMIS 8360 or EMIS 8371.

EMIS 8374 - Network Flows

Credits: 3

A presentation of optimization algorithms and applications modeling techniques for network flow problems. Topics include pure, generalized, integer, and constrained network problems, plus special cases of each, including transportation, assignment, shortest-path, transshipment, multicommodity, and nonlinear networks. Case studies illustrate the uses of network models in industry and government settings.

EMIS 8378 - Optimization Models for Decision Support

Credits: 3

Study of the design and implementation of decision support systems based on optimization models. Course objectives: development of modeling skills, practice in the application of operations research techniques, experience with state-of-the-art software, and the study of decision support systems design and management. Topics include linear, integer, network, nonlinear, multi-objective, and stochastic optimization models for manufacturing, logistics, telecommunications, service operation, and public sector applications.

EMIS 8380 - Mathematics for Optimization

Credits: 3

The purpose of this course is to present at a high level of mathematical rigor the background topics that are necessary for a good understanding of the theoretical underpinnings of optimization. Many of these topics are traditionally higher-level linear algebra topics that are not present in undergraduate and most basic graduate linear algebra courses. Traditional supporting material covering real-valued functions in multidimensional space receive a thorough review. Theoretical material supporting linear programming and nonlinear programming will be presented. MATLAB will be used for examples and projects. Homework will consist primarily of the construction of proofs.

EMIS 8381 - Nonlinear Programming

Credits: 3

Topics include convexity analysis, nonlinear duality theory, Kuhn-Tucker conditions, algorithms for quadratic programming, separable programming: gradient and penalty methods. Prerequisite: EMIS 8371.

EMIS 8382 - Theory of Optimization

Credits: 3

Lagrange multiplier theory, fixed-point representations. Duality/convex analysis/subgradient relationship. Prerequisite: EMIS 8371.

EMIS 8383 - Advanced Logistics Networks

Credits: 3

An advanced course focusing on several topics in logistics with a network design perspective. Topics include facility location-allocation, production/distribution system design, multi-commodity flow network design, vehicle routing, location/routing, and inventory lot-sizing models. The emphasis will be on mathematical modeling, analysis, and efficient solution methodologies. A good background in optimization (linear and integer programming) and some programming experience with C++ are very beneficial. Prerequisites: EMIS 8373 and EMIS 8374 or equivalent background.

EMIS 8384 - Stochastic Programming

Credits: 3

Stochastic programming (SP) is a systematic framework for modeling and finding optimal decisions for optimization problems that involve uncertain data. This course introduces the main themes and methodologies in SP in both two-stage and multistage settings. The main topics include: SP models, optimality and bounds in SP, and computational solution methods including sampling methods. A course project involves implementation in C/C++. Prerequisites: EMIS 8370 (or equivalent) and EMIS 8371 (or equivalent).

EMIS 8390 - Graduate Seminar

Credits: 3

Special and intensive study of selected topics in operations research, engineering management, systems engineering, and information engineering. Varies by topic and instructor.

EMIS 8393 - Graduate Seminar

Credits: 3

Special and intensive study of selected topics in operations research, engineering management, systems engineering, or information engineering, aimed at encouraging students to follow recent developments through regular critical reading of the literature.

EMIS 8394 - Selected Problems

Credits: 3

Independent investigation of topics in operations research, engineering management, systems engineering, and information engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

EMIS 8395 - Selected Problems

Credits: 3

Independent investigation of topics in operations research, engineering management, systems engineering, and information engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

EMIS 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EMIS 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

EMIS 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Mechanical Engineering

Professor Ali Beşkök, Chair

Professors: Ali Beşkök, Xin-Lin Gao, Yildirim Hümmüzlü, MinJun Kim, Radovan B. Kovacevic, Paul S. Krueger, José L. Lage, M. Volkan Otugen, Peter E. Raad, Wei Tong

Associate Professors: Charles M. Lovas, Edmond Richer, David A. Willis

Assistant Professors: Ali Heydari, Tindaro Ioppolo, Xu Nie

Senior Lecturers: Elena V. Borzova, Dona T. Mularkey

Clinical Assistant Professor: Sheila Williams

Professor of Practice: James R. Webb

Adjunct Faculty: Bogdan V. Antohe, Eric B. Cluff, Levent Kaan, M. Wade Meaders, David J. Nowacki, Greg Radighieri, Michael Savoie, Allen D. Tilley, Andrew K. Weaver

General Information

Department Facilities

The mission of the Lyle School of Engineering laboratories is to support high-quality practical research and technological innovations.

The **Additive Manufacturing, Robotics and Automation Laboratory** is engaged in research sponsored by the National Science Foundation's National Robotics Initiative. It is dedicated to the development of advanced, multimaterial 3-D printing technology as applied to the manufacturing of soft robotic components. Other contemplated research areas include robotic technologies for minimally invasive medical procedures and automated construction systems.

The **Biological Actuation, Sensing and Transport Laboratory** is developing biologically-inspired nano/micro-scale robotic systems for minimally invasive surgery and particulate drug delivery as well as solid-state nano-pore systems for single molecule analysis. This is an interdisciplinary experimental group working on three core subject areas: nano/microbio-robotics, transport phenomena, and single molecule biophysics. Although each core program consists of a distinct project, we would like to emphasize their synergistic nature - advances in one core are expected to drive the development of the others. The unifying component of all the cores is "nanoscale engineering."

The **Biomedical Instrumentation and Robotics Laboratory** supports research activities that promote strong interdisciplinary collaboration between several branches of engineering and biomedical sciences. The research interests are centered on (1) Medical robotics, especially novel robotic applications in minimally invasive, natural orifice, and image-guided and haptic-assisted surgery; and (2) in vivo measurements of mechanical properties of biological tissues. These areas of concentration touch upon fundamentals in analytical dynamics, nonlinear control of mechanical systems, computer-aided design and virtual prototyping, applied mathematics, data acquisition, signal processing, and high-performance actuators.

The **Bio-Microfluidics Laboratory** concentrates on designing, building and testing microfluidic devices for biomedical applications. Research also includes numerical modeling of mass momentum and energy transport in micro and nano-scales using continuum and atomistic simulation methods.

The **Cyber Physical Systems Laboratory** investigates novel algorithms for control, automation, fault detection, and security of systems involving cybernetics and dynamics. Theoretical development as well as applied research on applications of the theory in robotics, aerospace, manufacturing, and healthcare are main missions of this Laboratory. We utilize traditional and intelligent/bioinspired control schemes for accomplishing these goals.

The **Experimental Fluid Mechanics Laboratory** investigates fundamental fluid processes in unsteady flows, vortical flows, fluid interactions with boundaries and complex structures, and biological and bio-inspired propulsion systems.

The **Impact Mechanics Laboratory** explores the mechanics and physics in dynamic response and failure of advanced materials. The lab is currently equipped with Kolsky compression/tension bar facilities of different sizes for high-rate characterization of materials and structures. A high-resolution Kirana high-speed camera is implemented with the Kolsky bar systems to observe the dynamic deformation and failure process of materials. The lab also has A Skyscan 1172 Micro-CT for non-destructive evaluation of materials microstructure.

The **Laboratory for Porous Materials Applications** is concerned with modeling; numerical simulation; and experimental testing of mass, energy and momentum transport in heterogeneous and porous media.

The **Laser Micromachining Laboratory** conducts studies of laser-assisted micro-fabrication, including high-power laser ablation and laser micromachining.

The **Mechanics of Metamaterials Laboratory** is devoted to studying thermomechanical responses of metamaterials created by microstructural design and 3-D printing. Such materials include cellular materials, lattice structures, and interpenetrating phase composites that exhibit negative Poisson's ratios and/or non-positive thermal expansion coefficients. Higher-order continuum theories, micromechanics, structural analysis, and variational principles are employed as the major tools, and theoretical analysis, numerical simulations and experimental studies are utilized as the main approaches.

The **Micro, Nano and Biomechanics of Materials Laboratory** is devoted to solid mechanics and materials engineering research, with a focus on the combined experimental characterization as well as the computational analysis of mechanical properties, stress/strain, and microstructure of engineering and biological materials. Applications in advancing manufacturing and materials processing technologies, engineering design analyses, and biomedical sciences and engineering are also studied in this facility.

The **MicroSensor Laboratory** focuses on research in the development of micro-optical sensors for a wide range of aerospace and mechanical engineering applications, including temperature, pressure, force, acceleration and concentration. A major research component in this lab is concentrated on the study of the optical phenomenon called the "whispering gallery modes" and its exploitation for sensor development in the microsize level with a nano-level measurement sensitivity.

The **Microsystems Research Laboratory** focuses on research in the area of optical actuators and sensors, micro-optofluidics, energy conversion and smart materials.

The **Multiscale Modeling and Simulations Laboratory** performs modeling and simulations of materials and structures.

The **Nanoscale Electro-Thermal Sciences Laboratory (NETSL)** was established in 1995 in recognition of the local industry's needs for noninvasive characterization of microelectronic devices. The Laboratory features (a) laser-based transient thermoreflectance (TTR) capabilities to measure the thermal properties of thin-film materials and their interfaces, (b) Thermoreflectance-based thermal imaging capabilities for the transient thermal imaging of active microelectronics at deep submicron resolutions, and (c) a self-adaptive computational tool that enables rapid thermal simulation for concurrent electro-thermal analysis. True to the vision of its founders, today's NETS Laboratory continues to focus on the research and creative use of thermal sciences to enhance the design and reliability of microelectronics as well as to explore new scientific and metrological opportunities.

The **Research Center for Advanced Manufacturing** supports research and development activities in areas of rapid prototyping and manufacturing (laser-based and welding-based deposition), laser materials processing (welding,

forming, surface modification), welding (including electrical arc welding, variable polarity plasma arc welding, friction stir welding and micro plasma arc welding), water-jet/abrasive water-jet materials processing, sensing and control of manufacturing processes, and numerical modeling of manufacturing processes. The **Center for Laser-Aided Manufacturing is housed in the RCAM facility**, and it collaborates with RCAM.

The **Systems Laboratory** is dedicated to analysis and modeling of bipedal gait dynamics, rigid-body impact mechanics and the pneumatically operated haptic interface system.

The **Systems, Measurement and Control Laboratory** is equipped for instruction in the design and analysis of analog and digital instrumentation and control systems. Modern measurement and instrumentation equipment is used for experimental control engineering, system identification, harmonic analysis, simulation and real-time control applications. Equipment also exists for microprocessor interfacing for control and instrumentation.

Graduate Programs

Mechanical engineering is a very diverse, dynamic and exciting field. Because of the wide-ranging technical background they attain, mechanical engineers have the highest potential for employment after graduation and the exceptional mobility that is needed for professional growth even during bear market conditions.

The Mechanical Engineering Department at SMU has a long tradition of offering a superb engineering education within an environment that fosters creativity and innovation. Small classes, a trademark of the program, not only allow for strong mentoring but also promote academic excellence through cooperation and teamwork. The department's exceptionally qualified faculty members are continuously engaged in cutting-edge research projects, facilitating the attainment and transmission of knowledge to the students. Leading by example, through encouragement and dedication, the faculty is committed to the success of every student during his or her tenure at SMU and after graduation.

The SMU program prepares students to be creative by providing a solid background in fundamentals of science and engineering without compromising the practical aspects of mechanical engineering. Essential entrepreneurial know-how, interpersonal skills and an understanding of the importance of lifelong learning complement the educational experience of SMU students. The program also stimulates professional and social leadership.

Graduate Degrees. The Mechanical Engineering Department offers the following graduate degrees:

Mechanical Engineering, Ph.D.

This Ph.D. program is one of the most successful programs in the nation. The majority of students are supported by their own companies, by faculty research grants or by the department through teaching assistant fellowships. The latter option is specifically tailored to students interested in obtaining a faculty position after graduation.

Admission Requirements

1. An M.S. degree in mechanical engineering or in a closely related discipline from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a GPA of at least 3.500 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies, and payment of appropriate application fee.
4. Official GRE graduate school admission test quantitative score must be equal to or better than 80th percentile.

5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. All international students whose native language is not English and who have not graduated from an American university must comply with the university's English Language Proficiency requirements.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The successful completion of eight graduate-level courses (24 credit hours) beyond the master's degree.
2. Core course requirement: All incoming Ph.D. students will be required to complete a core course requirement within the first two terms of admission to the Ph.D. program.
3. Students must take both core courses for their major area and select one core course from two of the remaining topic areas for a total of four core courses. Students who have completed all or a portion of the core course requirement at SMU prior to admission to the Ph.D. program (e.g., as part of an M.S. degree plan) are only required to fulfill the remainder of the core course requirements. Deviations from the core course requirement due to limitations of course offerings must be approved by the supervisory committee and the department chair within the first two terms of study toward the Ph.D. degree.

Core Courses:

Dynamics and Controls:

- ME 7302 - Linear System Analysis
- ME 7320 - Intermediate Dynamics

Mechanics and Manufacturing:

- ME 7319 - Advanced Mechanical Behavior of Materials
- ME 7340 - Introduction to Solid Mechanics

Thermo-fluids:

- ME 7330 - Heat Transfer
- ME 7336 - Intermediate Fluid Dynamics

Mathematics:

Any 6000-level or above mathematics course may be taken to satisfy one of the two minor core areas. A grade of B+ or better is required for the Math course to count toward the minor core requirement.

Preliminary Exam:

Students who obtain a cumulative GPA of less than 3.50 in the core courses will be required to take and pass a written preliminary exam. This written exam will consist of three parts, individualized for each student and covering the two major courses and the minor course with the lower grade. The Preliminary Exam will not cover any Mathematics courses since a grade of B+ or better is required for a Math course to count as a minor core course.

A student who fails the exam covering the major courses is suspended from the Ph.D. program. A student who fails the exam covering the minor courses will be allowed to retake the exam for the failed section(s) only once, within one month of completing the original exam. A student who fails this second examination is suspended from the Ph.D. program. A student who has been suspended from the Ph.D. program may, at a future date, submit an application for readmission. The Department expects that such an application would include tangible evidence that

significant and measurable growth has taken place in the student's field of study since the time of suspension, and that the student therefore now possesses the necessary background and skill set to succeed in his or her chosen field.

Qualifying Exam (QE):

All Ph.D. students will be required to pass a qualifying exam consisting of written and oral components. The exam must be completed within 18 months of completion of all required coursework for the degree. The format and requirements of each component are described below.

Written Component:

The ME Department will administer the written component of the QE every fall and spring semesters, over a two-day period toward the middle of the semester. The Written QE will include written exams from each student's declared major area of specialization.

- i. Dynamics and Controls:
 - Controls
 - Dynamics
- ii. Mechanics and Manufacturing:
 - Continuum Mechanics and Elasticity
 - Advanced Mechanics of Materials
- iii. Thermal-Fluids:
 - Fluid Dynamics
 - Heat Transfer (including Thermodynamics)

A student who fails the Written QE will be allowed to retake it once, in which case the Graduate Committee will decide whether the student must retake all or only a portion of the subject area exams. The student must retake this second Exam during the immediate next regular semester after the semester during which the failure occurred. A student who fails this second Exam is suspended from the Doctoral program.

Oral Component:

Upon passing the Written QE, the student will be ready to take the Oral component of the QE. The purpose of the Oral component of the QE is to assess a student's ability to engage in a discussion about his or her area of research, and preparation to engage in his or her proposed dissertation topic. The Oral QE must be completed within 12 months of successfully passing the Written QE. If a student fails the Oral Exam, the Supervisory Committee may recommend a re-examination, subject to approval by the Department Chair and the Associate Dean, only in those cases in which the Supervisory Committee believes the student has the necessary potential but needs some additional time for preparation.

Field of study:

If a student changes his or her area of research significantly, or if significant changes are made to the composition of the supervisory committee, the student may be required to repeat all or a portion of the qualifying examination at the discretion of the current supervisory committee.

Dissertation:

All Ph.D. students will be required to complete and successfully defend a dissertation. The dissertation must be original and of a scholarly level and must have the potential of being published in a leading technical journal in the field of interest.

Manufacturing Systems Management, M.S.

Manufacturing is undergoing rapid change. Global competition, rapid advances in manufacturing technology, integration across the enterprise and an expanding role for software are putting pressure on manufacturing businesses from the Fortune 500 to small job shops. Success now requires manufacturing professionals with up-to-date knowledge and skills in these rapidly evolving fields.

Developed in consultation with business and industry leaders and professionals in manufacturing, the SMU M.S. in manufacturing management program is unique in providing both the latest in technology and the broad management skills needed for success in today's business. The interdisciplinary program prepares manufacturing professionals to lead their company in the integration of the entire product commercialization process – including concept, design, manufacturing process development, production and distribution. The program provides a broad set of business and technical skills to manage this integrated process including strategies, globalization, leadership, innovation, finance, quality, and automation.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to have a B.S. in one of the engineering disciplines or a closely related scientific field, or five years of directly relevant professional experience after completion of a B.S. degree.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy additional requirements. These 10 courses are required:

- ME 7301 - Entrepreneurship and Business Development in Manufacturing
- ME 7303 - Organizational Leadership
- ME 7351 - Computer-Integrated Manufacturing Systems
- ME 7352 - Manufacturing Methods and Systems
- ME 7353 - Manufacturing Management
- ME 7354 - Lean Manufacturing and Six Sigma
- ME 7365 - Strategies for Manufacturing
- ME 7366 - Global Manufacturing
- ME 7369 - Innovation Management
- ME 7382 - Finance and the Manufacturing Enterprise

Mechanical Engineering, M.S.M.E.

The best students enrolled in this master's program are encouraged to participate in research projects conducted by the Lyle School of Engineering faculty by utilizing the thesis option for the master's program and to consider extending their studies toward a Ph.D. degree in mechanical engineering at SMU or elsewhere.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in mechanical engineering or a closely related discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following requirements: the completion of 10 graduate-level courses (30 credit hours) or the completion of eight courses (24 credit hours) and a master's thesis.

The master's thesis must attain a certain level of originality to be considered independent work and be presented to, and approved by, a committee with at least three members and chaired by the adviser. Students are required to take two core and three additional courses (15 credit hours) from one of the three existing areas of concentration: design and dynamic systems and controls, mechanics and manufacturing, and thermal and fluid sciences. In addition, the students must take at least one course from each of the other two areas. The choice of courses must be approved by the academic graduate adviser. These requirements provide depth and breadth to the academic experience of students.

Design and Dynamic Systems and Controls Concentration

- ME 7302 - Linear System Analysis (core)
- ME 7320 - Intermediate Dynamics (core)
- ME 7322 - Intermediate Vibrations
- ME 7326 - Vehicle Dynamics
- ME 7346 - Optimal and Robust Control
- ME 7347 - Frequency Domain Methods in Linear Control Systems

Mechanics Materials and Manufacturing Concentration

- ME 7312 - Continuum Mechanics
- ME 7315 - Optics Laser-Assisted Manufacturing
- ME 7319 - Advanced Mechanical Behavior of Materials (core)
- ME 7327 - Dynamic Behavior of Materials
- ME 7338 - Nontraditional Manufacturing Processes
- ME 7340 - Introduction to Solid Mechanics (core)
- ME 7361 - Matrix Structure Analysis
- ME 7364 - Introduction to Structural Dynamics

Thermal and Fluid Sciences Concentration

- ME 7318 - Microfluidics and Microfabrication
- ME 7330 - Heat Transfer (core)
- ME 7331 - Advanced Thermodynamics
- ME 7332 - Heat Transfer Biomedical Sciences
- ME 7333 - Transport Phenomena in Porous Media
- ME 7336 - Intermediate Fluid Dynamics (core)
- ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods

Mechanical Engineering/Master of Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

The Bobby B. Lyle School of Engineering and the Edwin L. Cox School of Business offer a two-year, dual-degree in Master of Science in Engineering (with one of the specific degrees listed above) and Master of Business Administration, with as few as 68 semester credit hours. The program is intended for full-time graduate students with Bachelor degrees in engineering or science. The program is offered on-campus although some of the engineering courses may be taken by means of the Lyle School's distance learning facilities. This program is geared toward recent graduates as well as early-career professionals employed in the engineering and technology sector who desire to broaden and deepen their skills to further their career opportunities and become leaders in technology with the appropriate business and management acumen.

This program takes advantage of the 44-credit hour Fast Track MBA degree offered by Cox School and double-counts up to 6 credit hours of MBA courses as electives in the 30-credit hour MS Engineering degree programs making it possible to obtain two degrees with a total of 68 semester credit hours (24 credit hours of engineering and 44 credit hours in MBA program). As an example, students first complete the 24 credit hour of required courses for the specific MS engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long Fast Track MBA (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year.

At the conclusion of the dual degree program, students obtain a MS in the specific engineering degree and the MBA.

The overall educational objective of the joint MS-MBA program is to impart the necessary breadth and depth in business and in technology for those individuals preparing for leadership roles in technology firms. The program provides a reduction of 6 credit hours from the total credits that would be required for a student earning the two degrees separately (one of the MS engineering degrees listed at the title page and the Fast Track MBA) and reduces the time to complete both degrees to 2 years, including a summer semester.

Admission Requirements

The applicants must meet both Lyle School of Engineering admission requirements (general School requirements and program admission requirements) for the specific Lyle Master of Science degree and Cox School of Business Fast Track MBA requirements. See admission requirements in each School program section for details. Applicants must submit separate applications to the Lyle and Cox programs.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis

Module B Courses

- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career
- Elective: one course (2 Credit Hours)

Term Total: 12 Credit Hours

Fall Term (Cox School)

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6003 - Business Presentation Techniques
- STRA 6201 - Strategic Management
- Elective: two courses (4 Credit Hours)

Module B Courses

- ACCT second required accounting (2 Credit Hours)
- BUSE 6202 - Managerial Economics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- Elective: four courses (8 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 44 Credit Hours

Total for Joint MS-MBA: 68 Credit Hours

Mechanical Engineering Courses

ME 7049 - Master's Full-Time Status

Credits: 0

ME 7090 - Graduate Seminar

Credits: 0

ME 7096 - Master's Thesis

Credits: 0

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7190 - Graduate Seminar: Ethics in Engineering and Technology

Credits: 1

Covers ethical issues, hard choices, and human failures in life. Presents practical, ethical issues with examples from everyday life. Includes ethical issues encountered in copyright law and intellectual property; issues involved in telephone communications and email; and principles, methods, and bases for ethical decision-making and action.

ME 7194 - Selected Problems

Credits: 1

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7196 - Master's Thesis

Credits: 1

No more than 6 term hours in a single term, and no more than 4 term hours in a summer term. Students may enroll in several sections to obtain the desired number of thesis hours. For example, 4 term hours of thesis would require enrollment in ME 7396 and ME 7196.

ME 7294 - Selected Problems

Credits: 2

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7296 - Master's Thesis

Credits: 2

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7301 - Entrepreneurship and Business Development in Manufacturing

Credits: 3

Provides a perspective of entrepreneurial thought and the necessary tools for developing a business plan and starting a manufacturing venture. Management is the process of creating value from existing resources; in contrast, entrepreneurship is the art of creating the ideas and identifying and assembling the resources to create value. The course addresses this art for new ventures inside existing corporations and de novo startups in the manufacturing realm. Students learn what personality characteristics are important and effective in each of these settings and where they fit, the risks and rewards of each approach, and the answers to the most frequently asked questions about entrepreneurship. Examples, exercises, and cases are drawn from a manufacturing environment.

ME 7302 - Linear System Analysis

Credits: 3

Introduces modern control theory, with a focus on the application of the developed concepts in designing linear systems and casting their responses in prescribed forms. Includes state representation of linear systems; controllability, observability, and minimal representation; linear state variable feedback; observers; and quadratic regulator theory. Prerequisite: ME 4360 or permission of instructor.

ME 7303 - Organizational Leadership

Credits: 3

Personnel and organizational leadership, including the scientific structure of organizations and methods used to improve the productivity and quality of life of people working in the organization. Focuses on understanding individual behavior and experiences in industrial and organizational settings. Introduces industrial-organizational psychology (as applied to the manufacturing organization) and industrial psychology as it addresses the human resource functions of analyzing jobs and appraising, selecting, placing, and training people. The organizational psychology portion of the course addresses the psychology of work, including employee attitudes, behavior, emotions, health, motivation, and well-being, as well as the social aspects of the workplace.

ME 7312 - Continuum Mechanics

Credits: 3

Explores fundamental principles governing deformations, constitutive behavior and stress responses of a continuum. Students learn how to formulate mechanics problems rigorously and concisely by using tensorial, index or engineering notations and how to apply general theories to solve representative problems in solid and fluid mechanics. Prerequisites: ME 7340/CEE 7340 or equivalent, MATH 3302, MATH 3304, and MATH 3313.

ME 7314 - Introduction to Microelectromechanical Systems and Devices

Credits: 3

Develops the basics for microelectromechanical devices and systems, including microactuators, microsensors, micromotors, principles of operation, micromachining techniques (surface and bulk micromachining), IC-derived microfabrication techniques, and thin-film technologies as they apply to MEMS.

ME 7315 - Optics Laser-Assisted Manufacturing

Credits: 3

Includes analysis and design of automatic control systems for linear problems using frequency domain methods. Students develop a basic knowledge of geometrical and physical optics and are introduced to laser theory, laser-material interactions, and laser-assisted manufacturing. Prerequisites: ME 3332 and graduate standing.

ME 7318 - Microfluidics and Microfabrication

Credits: 3

Reviews fundamentals of fluid mechanics. Introduces microscale liquid flows, electrokinetic transport phenomena and their applications, microfluidic mixing, photolithography based microfabrication, computational fluid dynamics software COMSOL, microfluidic device design, and fabrication and characterization. Prerequisite: Graduate standing.

ME 7319 - Advanced Mechanical Behavior of Materials

Credits: 3

A senior-graduate course that relates mechanical behavior on a macro and microscopic level to design. Topics include macroscopic elasticity and plasticity, viscoelasticity, yielding, yield surfaces, work hardening, geometric dislocation theory, creep, and temperature-dependent and environment-dependent mechanical properties.

Prerequisite: ME 2340, ME 3340, or graduate standing.

ME 7320 - Intermediate Dynamics

Credits: 3

Kinematics and dynamics of particles and rigid bodies (kinematics, inertia properties), Kane's dynamical equations, Euler's equations of motion, D'Alembert's principle, and Lagrange's equations of motion. Prerequisite: ME 2320, MATH 2339, MATH 2343, or graduate standing.

ME 7322 - Intermediate Vibrations

Credits: 3

Fundamentals of vibrations with application of simple machine and structural members. Single, multiple, and infinite degree-of-freedom systems. Harmonic motion, free and forced vibration, resonance, damping, and isolation. Modal Analysis, Hamilton's Principle and Lagrange's equations. Prerequisite: ME 4322, graduate standing or permission of instructor.

ME 7323 - Introduction to Fracture Mechanics

Credits: 3

Linear elastic fracture mechanics, application of theory to design and evaluation of critical components: elastic stress intensity calculations, plane strain fracture toughness, plane stress and transitional behavior, crack opening displacements, fracture resistance, fatigue crack propagation, transition temperature approach to fracture control, microstructure of fracture, and fracture control programs. Prerequisite: ME 2340 or permission of instructor.

ME 7324 - Fatigue Theory and Design

Credits: 3

A senior-graduate course. Includes continuum, statistical, and fracture mechanics treatments of fatigue, stress concentrators, planning and analysis of probit, SNP and response tests, mechanisms of fatigue design, fail-safe versus safe-life design, and crack propagation. Emphasizes the engineering design aspects of fatigue rather than theoretical mechanisms. Prerequisite: ME 3340 or permission of instructor.

ME 7326 - Vehicle Dynamics

Credits: 3

Modeling of wheeled vehicles to predict performance, handling, and ride. Effects of vehicle center of mass, tire-characteristic traction and slip, engine characteristics, and gear ratios of performance. Suspension design and steady-state handling models of four-wheeled vehicles and car-trailer systems to determine oversteer and understeer characteristics, critical speeds, and stability. Multidegree-of-freedom ride models, including tire and suspension compliance. Computer animation and simulations. Prerequisite: ME 2320 or permission of instructor.

ME 7327 - Dynamic Behavior of Materials

Credits: 3

Introduces the fundamental theories of stress wave propagation both within the bulk materials and at the interfaces. Students are exposed to a variety of Kolsky bar-related experimental characterization techniques based on the stress wave theory. Besides in-class lectures, lab sessions will be arranged to demonstrate the versatility of Kolsky bar techniques in testing the high-rate mechanical properties of a broad range of engineering materials.

ME 7330 - Heat Transfer

Credits: 3

Application of the principles of conduction, convection, and radiation heat transfer. Includes steady and unsteady state, special configurations, numerical and analytical solutions, and design. Prerequisite: ME 3332 or graduate standing.

ME 7331 - Advanced Thermodynamics

Credits: 3

Laws of thermodynamics, availability, irreversibility, real gases and mixtures, thermodynamic relations and generalized charts, combustion, chemical and phase equilibrium, and computational combustion. Prerequisites: ME 2331, ME 3341 or permission of instructor.

ME 7332 - Heat Transfer Biomedical Sciences

Credits: 3

Fundamentals of heat transfer in medicine and biology; biothermal properties; thermal regulation processes; and biomedical heat transfer processes with applications in tissue laser radiation, freezing and thawing of biological materials, cryosurgery, and others. Prerequisite: ME 3332 or permission of instructor.

ME 7333 - Transport Phenomena in Porous Media

Credits: 3

Fractals and their role in characterizing complex structures. Fundamental concepts of momentum, heat, and mass transport through heterogeneous (e.g., composites, porous) materials. Emphasis is placed on the mathematical modeling of heat and mass transfer in heterogeneous and fully saturated systems. Relevant industrial and natural applications are presented throughout the course. Prerequisites: ME 2342, ME 3332 or permission of instructor.

ME 7336 - Intermediate Fluid Dynamics

Credits: 3

Reviews fundamental concepts of undergraduate fluid mechanics and introduces advanced fluid dynamics, industrial irrotational flow, tensor notation, and the Navier-Stokes equations. Prerequisite: ME 2342 or graduate standing.

ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods

Credits: 3

Concepts of stability, convergence, accuracy, and consistency. Applications to linear and nonlinear model partial differential equations. Curvilinear grid generation. Advanced topics in grid generation. Beam and Warming factored implicit technique. MacCormack techniques. Solution methods for the Reynolds equation of lubrication, the boundary layer equations, and the Navier-Stokes equations. Prerequisites: ME 2342 and MATH 2343, or permission of instructor.

ME 7338 - Nontraditional Manufacturing Processes

Credits: 3

Explores difficult-to-machine materials and the increased geometrical complexity of components that have resulted in the development of nontraditional manufacturing processes based on the application of electrical, chemical, ultrasonic, magnetic, and photonic sources of energy. Introduces fundamentals of materials processing by laser beam, electron beam, ion beam, abrasive waterjet, ultrasonic machining, electro-discharge machining, chemical and electrochemical machining, and hybrid machining (laser beam, plasma arc, and waterjet assisted machining). Emphasizes the additive manufacturing processes as one of the fastest developing disciplines in materials processing. Covers theoretical problems and practical considerations related to the nontraditional manufacturing processes. Prerequisites: ME 3340, ME 3370; a basic understanding of manufacturing processes, mechanical and physical properties of materials, and physics.

ME 7340 - Introduction to Solid Mechanics

Credits: 3

Three dimensional stress and strain, failure theories, introduction to two-dimensional elasticity, torsion of prismatic members, beams on elastic foundation, introduction to plates and shells, and energy methods. Prerequisites: ME 2340, MATH 2343 or graduate standing.

ME 7341 - Structural Properties of Solids

Credits: 3

Develops an understanding of the structural aspects of solids and their relationship to properties and applications. Includes structural defects; bonding and crystal structure; solid-state reactions; and phase transformations, degradation, and deformation. Prerequisite: ME 3340 or permission of instructor.

ME 7346 - Optimal and Robust Control

Credits: 3

The course addresses topics and concepts for linear systems control including controllability, observability, state feedback, and observers. Optimal control is presented along with stochastic optimal control, LQG, and Kalman filter. The H₂ and H_∞ robust control techniques and the sliding mode control of a linear system are presented. Prerequisite: ME 4360 and ME 5302 or consent of instructor.

ME 7347 - Frequency Domain Methods in Linear Control Systems

Credits: 3

Includes analysis and design of automatic control systems for linear problems using frequency domain methods. Topics include performance analysis using Bode plots, stability analysis using Nyquist criterion, robustness analysis using gain margin, phase margin and delay margin, controller design through loop shaping for meeting performance specifications, and an introduction to robust control. Prerequisite: ME 4360.

ME 7351 - Computer-Integrated Manufacturing Systems

Credits: 3

Covers the basic concepts and use of computer-integrated manufacturing. Includes integration approaches for manufacturing, process planning and simulation, the production process in relation to automated control systems, process design for shop for control of multiple interacting processes, distributed network process control, real-time aspects, and interface protocols and languages of production processes. Also, computational and data processing methods for planning, design, production, and shipping as well as methods of optimizing output quality, price, and productivity. Examines economic justification and the use of artificial intelligence for planning and process control.

ME 7352 - Manufacturing Methods and Systems

Credits: 3

Examines highly successful manufacturing methods and systems presented from the perspective of the manufacturing manager. Includes the evolution of manufacturing technology in the U.S., mass manufacturing, integrated manufacturing, optimization, distribution and manufacturing automation, just-in-time systems, continuous improvement, and total quality management. Covers the underlying concepts and strategic benefits of flexibility, agility, time-based competition, and global manufacturing operation.

ME 7353 - Manufacturing Management

Credits: 3

Explores new organizational structures, paradigms, and leadership styles as well as problem-solving within the business context: manufacturing strategies for optimizing production processes across the enterprise. Also, measuring and reporting business performance; investment decision-making under conditions of risk and uncertainty; intellectual property strategies, products liability and the legal environment; and contemporary practices, including self-directed work forces, competitive assessment, total productive maintenance, and managerial and activity-based costing.

ME 7354 - Lean Manufacturing and Six Sigma

Credits: 3

Focuses on an overall total quality management perspective for the design of quality management systems. Examines metrics for cycle time and defects, baselining and benchmarking, and house of quality approaches. Covers the basic concept of managing product quality from inception to deployment. Includes acquiring and stabilizing new production processes, data collection, and analysis for improvement and decision-making. Purchasing, process control, inventory control, and reliability are covered in detail. Project work emphasizes the application of lean manufacturing and six sigma tools and techniques.

ME 7361 - Matrix Structure Analysis

Credits: 3

A systematic approach to formulation of force and displacement method of analysis; representation of structures as assemblages of elements; computer solution of structural systems. Prerequisite: ME 3350 or permission of instructor.

ME 7362 - Engineering Analysis with Numerical Methods

Credits: 3

Applications of numerical and approximate methods in solving a variety of engineering problems. Examples include equilibrium, buckling, vibration, fluid mechanics, thermal science, and other engineering applications. Prerequisite: Permission of instructor.

ME 7364 - Introduction to Structural Dynamics

Credits: 3

Covers the dynamic responses of structures and the behavior of structural components to dynamic loads and foundation excitations. Also, single- and multidegree-of-freedom systems response and its applications to analysis of framed structures. Introduces systems with distributed mass and flexibility. Prerequisites: MATH 2343 and CEE/ME 3350 or CEE/ME 5361.

ME 7365 - Strategies for Manufacturing

Credits: 3

Examines the development and implementation of strategies for product design and manufacturing that best supports

the overall strategy of the firm. Topics include positioning the product and production system in the industry, location and capacity decision, implementing manufacturing technologies, facilities planning, vertical integration, logistics planning, and organizational culture. Case studies of manufacturing firms are used extensively. Prerequisite: Graduate standing.

ME 7366 - Global Manufacturing

Credits: 3

Examines goals and strategies for manufacturing operations in the multinational environment. Covers decision-making for decentralizing and setting up foreign manufacturing operations and marketing, sales, and distribution strategies. Also, R&D support, location and capacity decisions, implementing new manufacturing technologies, facilities planning and modernizations, vertical integration, outsourcing strategies, logistics planning, and organizational culture. Includes case studies of manufacturing firms. Prerequisite: Graduate standing.

ME 7369 - Innovation Management

Credits: 3

Provides a foundation of modern theory and practice of product and organizational innovation. Reviews the modern applications of disruptive innovation: technological, organizational, and market-driven. Examines ways to implement and augment innovation capability within an organization. Additionally, covers tools and techniques for recognizing disruption in existing markets and how to respond as well as how innovation fits into the product development process.

ME 7371 - Introduction to Gas Dynamics and Analysis of Propulsion Systems

Credits: 3

One-dimensional compressible flow, linearized two-dimensional flow method of characteristics, and oblique shocks. Design of air-breathing propulsion systems components: inlets, nozzles, compressors, turbines and combustors. Interactions with the external flow. Prerequisites: ME 2331, ME 2342 or permission of instructor.

ME 7377 - Advanced Steel Design

Credits: 3

Behavior and design of steel structures including general methods of plastic analysis, plastic moment distribution, steel frames, unbraced and braced frames, and composite construction. Prerequisite: ME 4350.

ME 7380 - Management of Industrial and Mission-Critical Facilities

Credits: 3

Efficient industrial centers require balanced consideration with respect to facility design and function. Mission-critical component management and information technology systems are designed for exceptionally reliable performance and efficient operation. This course emphasizes the component systems that are designed to maintain a high level of function. Covers electrical and mechanical reliability, efficiency, readiness, robustness, and flexibility, and the management of the information technology systems. Explores strategies designed to eliminate costly downtimes, with emphasis on standby generators; automatic transfer switches; uninterruptable power supplies; fuel, fire, and battery systems; energy security; and environmental and cooling technologies. Presents the implementation of sustainable technology, green certifications, and alternative energy strategies that are compatible with the mission-critical requirements of the facility. Includes operational approaches to reduce energy requirements for power and cooling, mandated safety standards, and environmental codes. Prerequisite: Graduate standing or permission of instructor.

ME 7381 - Site Selection for Industrial and Mission-Critical Facilities

Credits: 3

Efficient industrial centers and facilities with mission-critical subsystems such as datacenters require balanced considerations with respect to facility design and site location. Site location plays an integral role in creating successful projects that especially support high reliability and promote sustainable design. While the important factors may vary from site to site, in any given instance a single factor can undermine the success of an otherwise excellent project. Ready availability and proper site selection that minimizes risk of disruption are particularly important factors for successful operation. Covers siting considerations, including power needs, electrical mix, weather patterns, building codes, proximity to the workforce and transportation, and other topics that bear on reliable operation. Emphasizes strategies of site selection to adequately safeguard hardware and mission-critical data. Prerequisite: Graduate standing or permission of instructor.

ME 7382 - Finance and the Manufacturing Enterprise

Credits: 3

An overview of strategic management decision processes relevant to engineering, manufacturing, and service industries. The targeted student is the current or future professional engineer-manager, engineer-owner and/or engineer-entrepreneur who combines engineering and/or manufacturing technology with business execution. Emphasizes the ways engineering and manufacturing managerial functions interact with the finance industry, markets, and institutions. Prerequisite: Graduate standing.

ME 7383 - Heating, Ventilating, and Air Conditioning

Credits: 3

Covers the selection and design of basic refrigeration, air conditioning, and heating systems. Includes load calculations, psychometrics, cooling coils, cooling towers, cryogenics, solar energy applications, and special topics. Prerequisites: ME 2331, ME 3332 or permission of instructor.

ME 7384 - Advanced Topics II

Credits: 3

Advanced selected topics in mechanical engineering and its application (on request).

ME 7391 - Selected Topics

Credits: 3

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7392 - Selected Topics

Credits: 3

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7393 - Selected Topics

Credits: 3

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7394 - Selected Problems

Credits: 3

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7395 - Selected Problems

Credits: 3

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7396 - Master's Thesis

Credits: 3

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7494 - Selected Problems

Credits: 4

Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7696 - Master's Thesis

Credits: 6

Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 8049 - Ph.D. Full-Time Status

Credits: 0

Full-time status for students in the Ph.D. program.

ME 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8296 - Dissertation

Credits: 2

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8338 - Viscous Flow Theory

Credits: 3

A study of the motion of viscous fluids; low Reynolds number and laminar boundary-layer theory for a Newtonian fluid; and exact and approximate methods for solution of problems. Prerequisites: ME 2342, ME 7336. Corequisite: MATH 6333.

ME 8339 - Turbulent Shear Flow

Credits: 3

A study of real turbulent flows; flow stability, transition, and turbulence structure; free shear, pipe, and boundary layer flows; effects of surface conditions, blowing and suction, pressure gradients, and compressibility; approximate solution methods; and atmosphere shear flows. Prerequisite: ME 8338 or permission of instructor.

ME 8340 - Theory of Elasticity

Credits: 3

Covers stress, strain, and stress-strain relationships for elastic bodies, classical solutions of two- and three-dimensional problems, and the use of the Airy stress function. Prerequisite: ME 7340 or permission of instructor.

ME 8342 - Theory of Plasticity

Credits: 3

Physical basis of plastic deformation, mathematical theory of yield and plastic flow with applications to various engineering problems. Prerequisite: Permission of instructor.

ME 8344 - Energy Methods in Applied Mechanics

Credits: 3

Explores the variational energy principles of mechanics and applies them to the analysis of beams and trusses. Also, general elasticity problems, plates and shells, buckling, and dynamics. Prerequisite: ME 7340 or permission of instructor.

ME 8346 - Mechanics of Composite Materials

Credits: 3

Introduces analysis of composite material behavior, including stiffness and strength relations for lamina and laminates and the effect of lamination on plate deflection, buckling, and vibration. Prerequisite: ME 7340 or permission of instructor.

ME 8364 - Finite Element Methods in Structural and Continuum Mechanics

Credits: 3

Theory and application of finite element; two- and three-dimensional elements; bending elements; applications to buckling, and dynamic problems. Prerequisite: ME 7361 or permission of instructor.

ME 8367 - Nonlinear Control

Credits: 3

Introduces methods used to control nonlinear systems. Reviews phase plane analysis of nonlinear systems, Lyapunov theory, nonlinear stability, and describing function analysis. Advanced control techniques include feedback linearization, sliding control, and adaptive control. Emphasizes application of the developed concepts to the robust regulation of the response of nonlinear systems. Prerequisite: ME 7302/EE 7362 or permission of instructor.

ME 8368 - Theory of Plate Behavior

Credits: 3

Analysis of flat plates subjected to normal loading, inplane loading, and thermal stresses. Plates of various shapes, thick plates, and anisotropic plates are analyzed for both small and large deflections. Prerequisite: ME 7340 or permission of instructor.

ME 8369 - Theory of Shell Behavior

Credits: 3

Membrane and bending theories of cylindrical shells, shells of revolution, and translational shells and their application to various problems in aerospace, manufacturing, and construction industries. Prerequisite: ME 7340 or permission of instructor.

ME 8386 - Convection Heat Transfer

Credits: 3

Advanced topics in forced convection heat transfer using analytical methods and boundary-layer analysis. Laminar and turbulent flow inside smooth tubes and over external surfaces. Convection processes in high-speed flows. Prerequisite: ME 7330 or equivalent.

ME 8390 - Selected Topics

Credits: 3

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8391 - Selected Topics

Credits: 3

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8393 - Selected Topics

Credits: 3

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8394 - Selected Topics

Credits: 3

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8690 - Selected Topics

Credits: 6

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8990 - Selected Topics

Credits: 9

Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

Multidisciplinary Programs

Degree programs in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any department, but nevertheless are meaningful in terms of courses offered by the school and faculty expertise. These programs are individually planned, and they follow relevant guidelines set forth in the Doctor of Philosophy Degrees or Master of Science and Master of Arts Degrees section of this catalog. In such cases, any faculty member of the Lyle School of Engineering may be assigned as the faculty adviser by the associate dean. Multidisciplinary degrees are listed below:

Programs

- Applied Science, M.S. (p. 551)
- Applied Science, Ph.D. (p. 551)
- Data Science, M.S.D.S. (p. 637)
- Datacenter Systems Engineering, M.S. (p. 641)
- Design and Innovation, M.A. (p. 644)

Engineering Courses

ENGR 7090 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7091 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7092 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7093 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7094 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7095 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7096 - Master's Thesis

Credits: 0

ENGR 7097 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7098 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7099 - Special Topics

Credits: 0

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7190 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7191 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7192 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7193 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7194 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7195 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7196 - Master's Thesis

Credits: 1

ENGR 7197 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7198 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7199 - Special Topics

Credits: 1

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7290 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7291 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7292 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7293 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7294 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7295 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7296 - Master's Thesis

Credits: 2

ENGR 7297 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7298 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7299 - Special Topics

Credits: 2

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7390 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7391 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7392 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7393 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7394 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7395 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7396 - Master's Thesis

Credits: 3

ENGR 7397 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7398 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7399 - Special Topics

Credits: 3

Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7696 - Master's Thesis

Credits: 6

ENGR 8049 - Graduate Full-Time Status

Credits: 0

ENGR 8096 - Dissertation

Credits: 0

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8196 - Dissertation

Credits: 1

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8197 - Graduate Engineering Internship

Credits: 1

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8198 - Graduate Engineering Internship

Credits: 1

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8199 - Graduate Engineering Internship

Credits: 1

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only, and it carries full-time status.

ENGR 8297 - Graduate Engineering Internship

Credits: 2

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status

ENGR 8298 - Graduate Engineering Internship

Credits: 2

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8299 - Graduate Engineering Internship

Credits: 2

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8396 - Dissertation

Credits: 3

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8397 - Graduate Engineering Internship

Credits: 3

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8398 - Graduate Engineering Internship

Credits: 3

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8399 - Graduate Engineering Internship

Credits: 3

Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8696 - Dissertation

Credits: 6

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8996 - Dissertation

Credits: 9

Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Lyle School of Engineering: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 SMU^{pay}. 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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Lyle School of Engineering: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 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.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or

greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

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.

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

Policies for transfer coursework are found in this catalog under Master of Science and Master of Arts, Transfer of Credits.

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 school's records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with their academic advisers and 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 Lyle Graduate Office will publish enrollment instructions.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

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 my.SMU Student Homepage. The specific deadline is listed on the Official University Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact iss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Homepage. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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.

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 school's records office. The records 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 tenth class day of fall or spring semester 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

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

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces 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 University 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*.

Students who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the class. To avoid this possibility, students should contact the instructor or the department concerned immediately following such a series of absences.

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.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur

during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

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

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10–15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

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. In order for a course to count toward a Lyle graduate degree, a grade of C- or higher must be earned. Any grade lower than a C- is not passing, but it will be counted in the cumulative graduate GPA.

<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	*

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

Grade of F, D, W, and Missing/Blank

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. Courses passed with a grade of *D*, *D-* or *D+* will generally not count toward major or minor requirements.

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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow

less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

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, 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 my.SMU 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, whichever is earlier, 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.

Grade Point Average

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

Grade Changes

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

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

Grades for Repeated Courses

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

Pass/Fail Option

Students should consult with their advisers before declaring the pass/fail option for any course, as some courses may not be taken pass/fail and no courses taken for pass/fail credit can be used to satisfy academic curricular requirements for Lyle graduate degrees.

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

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

Students are assigned an academic adviser by their academic dean's office, records office or major department. 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 "timeout" – that may be necessary during an academic career. Students may elect to take leaves of absence for a variety of reasons, including 1) medical reasons due to accident or illness, 2) family crises or other personal situation that requires an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

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

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

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

Academic Progress

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

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

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

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

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 without permission from their school of record.

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 results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 student's school of record office.

Transfer Coursework

Policies for transfer credit are found in this catalog under Master of Science and Master of Arts, Transfer of Credits.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 requirements for graduation current at the time of readmission.

Lyle Graduate Programs Policies and Procedures

Concurrent Enrollment

A student who wishes to enroll concurrently in another college or university should first obtain written approval from the Graduate Dean's Office that the courses taken would be transferable.

Approved Courses

Normally all graduate-level courses are numbered 6000 and above. Graduate students may take courses numbered below 6000 if they are part of the program of study or with the approval of the faculty adviser. For the 6000 level or above, the general prerequisite, in addition to admission to graduate studies, is 12 credit hours of advanced work in the department, or six credit hours in the department and six in a closely related program approved by the major department and the dean for the Office of Research and Graduate Studies. If other specific prerequisites are needed, these are stated in departmental listings of courses.

Readmission

Students already matriculated into a program who were not enrolled in the previous term must file a readmission application. This form must be submitted to the Graduate Admissions Office **no later than three weeks before the enrollment date** for the desired term of re-entrance. Additional information is found in the General Information section of this catalog. Re-admission is granted at the discretion of each department in consultation with the Associate Dean. The application to apply for readmission can be found at <https://gradadmission.smu.edu/register/lylereactivationrequest>.

Thesis/Praxis/Dissertation

Several master's degree programs require theses for completion; several others leave theses as an option. The Doctor of Engineering program requires the completion of a praxis. Dissertation is required of all Ph.D. programs.

Students submit a final copy of the thesis/praxis/dissertation electronically as partial fulfillment of degree requirements. A microfilm copy will be housed in the University's library and can be copied and made available to the University community, and to other individuals and institutions upon request, all at the discretion of the Central University librarian at Southern Methodist University.

Lyle School of Engineering: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

All SMU undergraduate students and graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Guildhall, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Dedman School of Law, Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology and Simmons School of Education and Human Development are explained in their graduate catalogs.

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.

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.

- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging

and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students

make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming,

sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights

movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the two years means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at

SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Lyle School of Engineering: Faculty and Staff

Office of the Academic Dean

Marc P. Christensen, *Dean, Bobby B. Lyle Endowed Professor of Engineering Innovation*

M. Volkan Otugen, *Senior Associate Dean, George R. Brown Chair in Mechanical Engineering*

Duncan L. MacFarlane, *Associate Dean for Engineering Entrepreneurship, Bobby B. Lyle Centennial Chair in Engineering Entrepreneurship*

Panos Papamichalis, *Associate Dean for Academic Affairs*

DeeDee Conway, *Assistant Dean of Operations*

Ann C. Fielder, *Assistant Dean for Development and Communications*

Administration

Frederick R. Chang, *Director of the Darwin Deason Institute for Cyber Security*

Eva Csaky, *Director of the Hunt Institute for Engineering Humanity*

Dee Dee Conway, *Acting Director of the Caruth Institute for Engineering Education*

Bruce Gnade, *Executive Director of the Hart Center for Engineering Leadership*

Sukumaran V.S. Nair, *Director of the AT&T Center for Virtualization*

LaDonna Moore, *Director of Undergraduate Advising and Records*

Jim Dees, *Senior Director of Graduate Student Experience and Enrollment Management*

Teri Trevino, *Business Manager*

Becky Tiemann, *Executive Assistant to the Dean*

Lyle Faculty

Khaled F. Abdelghany, *Associate Professor of Civil and Environmental Engineering, Ph.D., Texas*

Richard S. Barr, *Associate Professor of Engineering Management, Information and Systems, Ph.D., Texas*

Ali Beskok, *Professor of Mechanical Engineering, Department of Mechanical Engineering Chair, Ph.D., Princeton*

Elena V. Borzova, *Senior Lecturer of Mechanical Engineering, Ph.D., SMU*

Jerome K. Butler, P.E., *University Distinguished Professor of Electrical Engineering, Ph.D., Kansas*

Joseph D. Camp, *Associate Professor of Electrical Engineering, Ph.D., Rice*

Sila Çetinkaya, *Professor of Engineering Management, Information, and Systems, Cecil H. Green Professor of Engineering, Department of Engineering Management, Information and Systems Chair, Ph.D., McMaster*

Frederick R. Chang, *Professor of Computer Science and Engineering, Bobby B. Lyle Centennial Distinguished Chair in Cyber Security*, Ph.D., Oregon

Marc P. Christensen, P.E., *Professor of Electrical Engineering, Bobby B. Lyle Endowed Professor of Engineering Innovation*, Ph.D., George Mason

Frank P. Coyle, *Senior Lecturer of Computer Science and Engineering*, Ph.D., SMU

Carlos E. Davila, *Associate Professor of Electrical Engineering*, Ph.D., Texas

Scott C. Douglas, *Professor of Electrical Engineering*, Ph.D., Stanford

James G. Dunham, P.E., *Associate Professor of Electrical Engineering*, Ph.D., Stanford

Jennifer Lynn Dworak, *Associate Professor of Computer Science and Engineering*, Ph.D., Texas A&M

John H. Easton, *Lecturer of Civil and Environmental Engineering*, Ph.D., Alabama (Birmingham)

Usama S. El Shamy, P.E., *Associate Professor of Civil and Environmental Engineering*, Ph.D., Rensselaer Polytechnic Institute

Donald E. Evans, *Lecturer of Computer Science and Engineering*, D.M.A., North Texas

Gary A. Evans, P.E., *Professor of Electrical Engineering*, Ph.D., California Institute of Technology

Mark E. Fontenot, *Clinical Professor of Computer Science and Engineering*, Ph.D., SMU

Xin-Lin Gao, *Professor of Mechanical Engineering*, Ph.D., Wisconsin-Madison

Harsha Gangammanavar, *Assistant Professor of Engineering Management, Information, and Systems*, Ph.D., Ohio State University

Rachel P. Goodman, *Lecturer of Engineering Management, Information and Systems*, M.S., SMU

Ira Greenberg, *Professor of Creative Computation*, M.F.A., Pennsylvania

Ping Gui, *Professor of Electrical Engineering*, Ph.D., Delaware

Michael Hahsler, *Assistant Professor of Engineering Management, Information and Systems*, Ph.D., Wirtschaftsuniversität Wien

Ali Heydari, *Assistant Professor of Mechanical Engineering*, Ph.D., Missouri University of Science and Technology

LiGuo Huang, *Associate Professor of Computer Science and Engineering*, Ph.D., Southern California

Yildirim Hürmüzlü, *Professor of Mechanical Engineering*, Ph.D., Drexel

Tindaro Ioppolo, *Assistant Professor of Mechanical Engineering, Brown Foundation, Inc. Professor of Engineering*, Ph.D., New York: Polytechnic Institute

Mohammad Khodayar, *Assistant Professor of Electrical Engineering*, Ph.D., Illinois Institute of Technology

MinJun Kim, *Professor of Mechanical Engineering, Robert C. Womack Endowed Chair in Engineering*, Ph.D. Brown

M. Scott Kingsley, *Senior Lecturer of Electrical Engineering*, D.E., SMU

Radovan B. Kovacevic, *Professor of Mechanical Engineering, Herman Brown Chair in Engineering*, Ph.D., Montenegro (Yugoslavia)

Paul S. Krueger, *Professor of Mechanical Engineering*, Ph.D., California Institute of Technology

José L. Lage, P.E., *Professor of Mechanical Engineering*, Ph.D., Duke

Eric C. Larson, *Assistant Professor of Computer Science and Engineering*, Ph.D., Washington

Choon S. Lee, *Associate Professor of Electrical Engineering*, Ph.D., Illinois (Urbana-Champaign)

Charles M. Lovas, P.E., *Associate Professor of Mechanical Engineering*, Ph.D., Notre Dame

Duncan L. MacFarlane, *Professor of Electrical Engineering, Bobby B. Lyle Centennial Chair in Engineering Entrepreneurship*, Ph.D., Portland

Theodore W. Manikas, P.E., *Clinical Professor of Computer Science and Engineering*, Ph.D., Pittsburgh

Barbara S. Minsker, *Professor of Civil and Environmental Engineering, Bobby B. Lyle Endowed Professor of Leadership and Global Entrepreneurship, Department of Civil and Environmental Engineering Chair*, Ph.D., Cornell

Dona T. Mularkey, *Senior Lecturer of Mechanical Engineering*, Ph.D., Vanderbilt

Jaewook Myung, *Assistant Professor of Civil and Environmental Engineering*, Ph.D., Stanford

Sukumaran V.S. Nair, P.E., *University Distinguished Professor of Computer Science and Engineering, Department of Computer Science and Engineering Chair*, Ph.D., Illinois (Urbana-Champaign)

Xu Nie, *Assistant Professor of Mechanical Engineering*, Ph.D., Purdue

Eli V. Olinick, *Associate Professor of Engineering Management, Information and Systems*, Ph.D., California (Berkeley)

M. Volkan Otugen, *Professor of Mechanical Engineering, George R. Brown Chair in Mechanical Engineering*, Ph.D., Drexel

Panos E. Papamichalis, P.E., *Professor of Electrical Engineering*, Ph.D., Georgia Institute of Technology

Behrouz Peikari, P.E., *Professor of Electrical Engineering*, Ph.D., California (Berkeley)

Andrew N. Quicksall, *Associate Professor of Environmental Science*, Ph.D., Dartmouth

Peter E. Raad, P.E., *Professor of Mechanical Engineering*, Ph.D., Tennessee (Knoxville)

Dinesh Rajan, *Professor of Electrical Engineering, Department of Electrical Engineering Chair, Cecil and Ida Green Professor of Engineering*, Ph.D., Rice

Edmond Richer, *Associate Professor of Mechanical Engineering*, Ph.D., SMU

Alba Rojas-Cordova, *Assistant Professor of Engineering Management, Information, and Systems*, Ph.D., Virginia Tech

Ahmet Can Sabuncu, *Clinical Assistant Professor of Mechanical Engineering*, Ph.D., Old Dominion University

Thomas F. Siems, *Senior Lecturer of Engineering Management, Information and Systems*, Ph.D., SMU

Janille Smith-Colin, *Assistant Professor of Civil and Environmental Engineering*, Ph.D., Georgia Institute of Technology

Brett Story, *Assistant Professor of Civil and Environmental Engineering*, Ph.D., Texas A&M

Jerrell T. Stracener, *Professor of Practice of Engineering Management, Information and Systems*, Ph.D., SMU

Dario J. Villarreal Suarez, *Assistant Professor of Electrical Engineering*, Ph.D., University of Texas at Dallas

Wenjie Sun, *Assistant Professor of Civil and Environmental Engineering*, Ph.D., Arizona

Aurelie Thiele, *Associate Professor of Engineering Management, Information, and Systems*, Ph.D., MIT

Mitchell A. Thornton, P.E., *Professor of Computer Science and Engineering, Professor of Electrical Engineering, Cecil H. Green Chair of Engineering*, Ph.D., SMU

Jeff Tian, P.E., *Professor of Computer Science and Engineering, Professor of Engineering Management, Information and Systems*, Ph.D., Maryland

Wei Tong, *Professor of Mechanical Engineering*, Ph.D., Brown

Halit Üster, *Professor of Civil and Environmental Engineering, Professor of Engineering Management, Information and Systems*, Ph.D., McMaster

Jianhui Wang, *Associate Professor of Electrical Engineering*, Ph.D., Illinois Institute of Technology

James R. Webb, *Professor of Practice of Mechanical Engineering*, DM, University of Maryland (University College)

Sheila Williams, *Clinical Assistant Professor of Mechanical Engineering*, Ph.D., SMU

David A. Willis, *Associate Professor of Civil and Environmental Engineering, Associate Professor of Mechanical Engineering*, Ph.D., Purdue

Lyle Emeritus Faculty

H. Charles Baker, *Professor Emeritus of Electrical Engineering*, Ph.D., Texas

Margaret H. Dunham, P.E., *Professor Emeritus of Computer Science and Engineering*, Ph.D., SMU

Delores M. Etter, *Professor Emeritus of Electrical Engineering*, Ph.D., New Mexico

Richard Helgason, *Professor Emeritus of Computer Science and Engineering, Professor Emeritus of Engineering Management, Information and Systems*, Ph.D., SMU

Alireza Khotanzad, P.E., *Professor Emeritus of Electrical Engineering*, Ph.D., Purdue

David W. Matula, *Professor Emeritus of Computer Science and Engineering*, Ph.D., California (Berkeley)

Bijan Mohraz, P.E., *Professor Emeritus of Civil and Environmental Engineering, Professor Emeritus of Mechanical Engineering*, Ph.D., Illinois (Urbana-Champaign)

David B. Johnson, P.E., *Professor Emeritus of Mechanical Engineering*, Ph.D., Stanford

Paul F. Packman, P.E., *Professor Emeritus of Mechanical Engineering*, Ph.D., Syracuse

Stephen A. Szygenda, P.E., *Professor of Computer Science and Engineering, Professor of Engineering Management, Information and Systems, Ph.D., Northwestern*

Hal Watson, Jr., P.E., *Professor Emeritus of Mechanical Engineering, Ph.D., Texas*

Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.

Drew Aleto, *Adjunct Lecturer of Civil and Environmental Engineering, M.S., SMU*

Pelin Altintas-DeLeon, *Adjunct Professor of Engineering Management, Information, and Systems, Ph.D., Texas Tech*

Bogdan V. Antohe, *Adjunct Professor of Mechanical Engineering, Ph.D., SMU (MicroFab)*

Karl J. Arunski, *Adjunct Lecturer of Engineering Management, Information and Systems, M.S.E.E., Washington (Raytheon)*

Nima Baha, *Adjunct Lecturer of Computer Science and Engineering, M.S., SMU*

Charles W. Beall, *Adjunct Professor of Engineering Management, Information and Systems, Ph.D., Southern California*

Robert L. Bell, *Adjunct Lecturer of Engineering Management, Information and Systems, M.E.E.E., Brigham Young (Lockheed Martin)*

William D. Bell, *Adjunct Professor of Engineering Management, Information and Systems, D.E., SMU (U.S. Department of Defense)*

Yvonne Bijan, *Adjunct Professor of Engineering Management, Information, and Systems, Ph.D., SMU (Lockheed)*

April Blount, *Adjunct Lecturer of Civil and Environmental Engineering, M.A., Texas (Arlington) (UTA)*

Whitney Boger, *Adjunct Lecturer of Civil and Environmental Engineering, M.S., SMU*

Samir Bougacha, P.E. *Adjunct Professor of Civil and Environmental Engineering, Ph.D., Texas (Parsons Brinckerhoff)*

Andrew F. Bouma, *Adjunct Lecturer of Engineering Management, Information and Systems, M.S., Oklahoma State University*

Mark K. Boyd, P.E., *Adjunct Professor of Civil and Environmental Engineering, Ph.D., SMU (LCA Environmental)*

Ben A. Calloni, P.E., *Adjunct Professor of Computer Science and Engineering, Ph.D., Texas Tech (Lockheed Martin)*

Hakki C. Cankaya, *Adjunct Professor of Computer Science and Engineering, Ph.D., SMU*

Kristina Cannon, *Adjunct Lecturer of Computer Science and Engineering, M.S., SMU*

John P. Carbone, *Adjunct Professor of Computer Science and Engineering, Ph.D., Texas Tech*

Robert Casagrande, *Adjunct Lecturer of Civil and Environmental Engineering, M.B.A., SMU*

Sudipto Chakraborty, *Adjunct Professor of Electrical Engineering*, Ph.D., Georgia Institute of Technology (Texas Instruments Inc.)

Jagadeesh Chandramohan, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., Virginia Polytechnic Institute & State University

Zizhen Chen, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

Justin Childress, *Adjunct Lecturer of Multidisciplinary Studies*, MFA, Texas A&M University at Commerce

George W. Chollar, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., Texas Tech (The Statistical Design Institute)

Isaac Chow, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU

Christian P. Christensen, *Adjunct Lecturer of Computer Science and Engineering*, M.S. SMU

Joseph R. Cleveland, *Adjunct Professor of Electrical Engineering*, Ph.D., Iowa State (Samsung, retired)

Eric B. Cluff, *Adjunct Lecturer of Mechanical Engineering*, M.S., SMU (Abbott Labs)

Gretchen H. Coleman, *Adjunct Lecturer of Engineering Management, Information, and Systems*, M.B.A., Texas (Arlington)

Weiping Dai, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Carnegie Mellon (Trinity Consultants)

Viidroha Debroy, *Adjunct Professor of Computer Science and Engineering*, Ph.D. UT Dallas

H. Elizabeth del Monte, *Adjunct Lecturer of Civil and Environmental Engineering*, M.Arch., Rice (Cameron MacAllister Group)

Roger O. Dickey, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU

Matthew L. Durchholz, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., SMU

Maya El Dayeh, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU

Aaron L. Estes, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

John Fattaruso, *Adjunct Professor of Electrical Engineering*, Ph.D., California (Berkeley)

Dennis J. Frailey, *Adjunct Professor of Computer Science and Engineering*, Ph.D., Purdue (Raytheon, retired)

John R. Graham, III, *Adjunct Lecturer of Engineering Management, Information and Systems*, M.B.A., Wright Statue (Technisource)

Hope Hagar, *Adjunct Lecturer of Civil and Environmental Engineering*, M.A., SMU

Liliana Hickman-Riggs, *Adjunct Lecturer of Engineering Management, Information, and Systems*, M.S., Texas (Dallas) (Becker)

Anwar Hirany, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Cornell (EPRI)

Mark Hoffman, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

Michael E. Hopper, P.E., *Adjunct Professor of Engineering Management, Information and Systems*, D.E., SMU

Kenneth R. Howard, *Adjunct Lecturer of Computer Science and Engineering*, M.B.A., Saint Mary's (Improving Enterprises)

Sina Iman, *Adjunct Lecturer of Civil and Environmental Engineering*, M.S.C.E., SMU (CH2M)

Mihaela Iridon, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU

Robert H. Jones, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., SMU (Oncor)

Levent Kaan, *Adjunct Professor of Mechanical Engineering*, Ph.D., SMU

Bhanu Kapoor, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU (consultant/owner, Mismasic)

Clark D. Kinnaird, P.E., *Adjunct Professor of Electrical Engineering*, Ph.D., SMU (Texas Instruments)

Suzanne Larkin, *Adjunct Lecturer of Design and Innovation*, M.F.A., Texas A&M (Commerce)

John Lawrimore, *Adjunct Lecturer of Computer Science and Engineering*, M.B.A., University of Texas at Dallas

Michael Lefebvre, *Adjunct Lecturer of Computer Science and Engineering*, M.S., Georgetown University

Karl C. Lewis, *Adjunct Professor of Computer Science and Engineering*, D.Eng., SMU (Perot Systems)

John I. Lipp, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., Michigan Tech (Lockheed Martin)

D. Kall Loper, *Adjunct Professor of Computer Science and Engineering*, Ph.D., Michigan State

Mehedy Mashnad, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Illinois (Urbana-Champaign) (Walter P. Moore and Associates)

Matthew R. McBride, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

Steven D. McCauley, *Adjunct Lecturer of Civil and Environmental Engineering*, M.S., Texas Tech (El Centro College)

James K. McCloud, *Adjunct Lecturer of Engineering Management, Information and Systems*, M.B.A., Rollins

Lee D. McFearin, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU

M. Wade Meaders, *Adjunct Lecturer of Mechanical Engineering*, M.S., SMU (Halliburton)

John Medellin, *Adjunct Professor of Computer Science and Engineering*, Ph.D. SMU

Freeman L. Moore, *Adjunct Professor of Computer Science and Engineering*, Ph.D., North Texas (Raytheon, retired)

Nomaan Mufti, *Adjunct Professor of Datacenter Systems Engineering*, Ph.D., University of Essex

Robert Oshana, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

Padmaraj M.V. Nair, *Adjunct Professor of Computer Science and Engineering*, Ph.D., SMU

Mofid Nakhaei, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU (Parson Brinckerhoff Inc.)

William P. Nanry, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., Texas (Lockheed Martin)

David J. Nowacki, *Adjunct Lecturer of Mechanical Engineering*, M.B.A., M.S., Louisiana State

Greg Radighieri, *Adjunct Lecturer of Mechanical Engineering*, M.S., Massachusetts Institute of Technology

Jon D. Rauscher, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Colorado State (U.S. Environmental Protection Agency)

Mark E. Sampson, *Adjunct Lecturer of Engineering Management, Information and Systems*, M.S., Southern California (UGS)

Michael J. Savoie, *Adjunct Professor of Engineering Management, Information, and Systems, Adjunct Professor of Mechanical Engineering*, Ph.D., University of North Texas

Nandlal M. Singh, *Adjunct Professor of Engineering Management, Information and Systems*, D.E., SMU (MinMax Technologies)

Stephen C. Skinner, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., SMU (Bell Helicopter)

Kaitlin Smith, *Adjunct Lecturer of Computer Science and Engineering*, M.S., SMU

Klyne Smith, *Adjunct Professor of Computer Science and Engineering*, D.Eng., SMU

Peter J. Sorenson, *Adjunct Lecturer of Engineering Management, Information, and Systems*, M.A., Brigham Young (Strategic Organization Design)

Kamakshi Sridhar, *Adjunct Professor of Electrical Engineering*, Ph.D., Massachusetts Institute of Technology (Alcatel-Lucent)

Nagarajan Sridhar, *Adjunct Professor of Datacenter Systems Engineering, Adjunct Professor of Electrical Engineering*, Ph.D., State University of New York (Buffalo)

Patricia A. Taylor, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU (U.S. Environmental Protection Agency)

Allen D. Tilley, *Adjunct Lecturer of Mechanical Engineering*, M.B.A., SMU

Philip K. Turner, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., North Texas (U.S. Environmental Protection Agency)

Xinyu (Edward) Wang, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., SMU

Andrew K. Weaver, *Adjunct Lecturer of Mechanical Engineering*, M.A., Navy; M.P.A., Troy State

Timothy D. Woods, *Adjunct Professor of Engineering Management, Information and Systems*, Ph.D., SMU (Lockheed Martin)

Rumanda K. Young, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Texas (Arlington) (U.S. Army Corps of Engineers)

Natasha Zamani, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU

Meadows School of the Arts

Academic Calendar

Academic Year 2018-2019

www.smu.edu/registrar/academic_calendar.asp

This calendar includes a listing of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology, Dedman School of Law, the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development, and Research and Graduate Studies have different calendars.

Fall Term 2018

April 10–27, Tuesday–Friday: Enrollment for fall 2018 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. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 18, Saturday: Residence halls officially open at 9:00 a.m.

August 19, Sunday: Opening Convocation, McFarlin Auditorium.

August 20, Monday: First day of classes.

August 24, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in December.

August 31, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record (**withdrawal refund schedule applies**). See Bursar's website for more information.

September 3, Monday: Labor Day. University offices closed.

September 5, Wednesday: Last day to declare pass/fail or no credit grading options. Last day to request an excused absence for the observance of a religious holiday.

September 25, Tuesday: Early intervention grades due for first-year undergraduate students.

September 28-29, Friday-Saturday: Family Weekend.

October 8-9, Monday-Tuesday: Fall Break.

October 10, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 21, Sunday: Midterm grades due for first-year and sophomore students.

October 29, 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 2, Friday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

November 2-3, Friday-Saturday: Homecoming Weekend.

November 5–23, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

November 8, Thursday: Last day for December graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

November 12, Monday: Students should file for May graduation. The last day to file is January 25, 2019.

November 20, Tuesday: Last day to withdraw from the University.

November 21, Wednesday: No classes.

November 22–23, Thursday–Friday: Thanksgiving holiday. University offices closed.

November 28–December 3, Wednesday–Monday: No final examinations or unscheduled tests and papers.

November 29, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 3, Monday: Last day of classes.

December 4-5, Tuesday-Wednesday: Reading days.

December 6-12, Thursday–Wednesday: Examinations. (No examinations scheduled for Sunday).

December 13, Thursday: Residence halls close at 10:00 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).

December 14, Friday: December Rotunda Recessional.

December 15, Saturday: December Commencement Convocation. Official close of term and conferral of degrees.

December 24 - January 1, Monday - Tuesday: University closed.

December 25, Tuesday: Christmas Day.

January Intersession 2019

Some areas of instruction offer selected courses during the January intersession, December 13-January 16.

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

Dallas Jan Term 2019

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Official close of the term and conferral of degrees.

Jan Term at SMU-in-Taos 2019

January 4, Friday: Wellness student travel/arrival.

January 6, Sunday: Regular session travel/arrival.

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Travel Day. Official close of the term and conferral of degrees.

January 17, Thursday: Unofficial Taos Travel.

Spring Term 2019

November 5–January 25, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

January 10, Thursday: Residence halls officially open at 9:00 a.m. for new students.

January (TBA): Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

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

January 18, Friday: First day of classes.

January 21, Monday: Martin Luther King, Jr. Day. University offices closed.

January 25, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in May.

February 1, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record ([withdrawal refund schedule applies](#)). See Bursar's website for more information.

February 5, Tuesday: Last day to declare pass/fail or no credit grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 25, Monday: Early intervention grades due for first-year undergraduate students.

March 13, Wednesday: Last day for continuing undergraduate students to change their majors before April enrollment.

March 11-17, Monday-Sunday: Spring Break.

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

April 2, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 8-26, Monday–Friday: Enrollment for summer 2019 and fall 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

April 9, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

April 12, Friday: Last Day for May graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

April 15, Monday: Honors Convocation, 5:30 p.m.

April 19, Friday: Good Friday. University offices closed.

April 21, Sunday: Easter Sunday.

April 24, Wednesday: Students should file for August or December graduation. Last day to file for August graduation is June 6. Last day to file for December graduation is the last day to enroll for fall 2019.

April 26, Friday: Last day to withdraw from the University.

May 1–6, Wednesday–Monday: No final examinations or unscheduled tests and papers.

May 2, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 6, Monday: Last day of classes.

May 7, Tuesday: Reading Day.

May 8–14, Wednesday–Tuesday: Examinations (No examinations scheduled for Sunday).

May 15, Wednesday: Residence halls officially close for non-graduating students.

May 17, Friday: Baccalaureate.

May 18, Saturday: Commencement Convocation. Official close of term and conferral of degrees.

May 19, Sunday: Residence halls officially close for graduating seniors.

May Intersession 2019

Some areas of instruction may offer a limited number of selected courses during the May Intersession, May 16 – May 31. Each May Intersession course may have unique start and end dates within the May 16 – May 31 term to accommodate the particular needs of the course.

Dallas May Term 2019

Classes meet four hours per day, Monday through Friday.

May 16, Thursday: First day of classes.

May 16, Thursday: Last day to add/enroll and to declare pass/fail or no credit grading options.

May 27, Monday: Memorial Day. University offices closed.

May 28, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

May Term at SMU-in-Taos 2019

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

May 15, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 16, Thursday: First day of classes.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

June 1, Saturday: Travel Day.

Summer Term 2019

The summer term consists of three primary sessions: first session (June), second session (July) 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 Perkins School of Theology.

Full Summer Session

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 6, Thursday: Last day to enroll, add courses or drop courses without grade record. Last day to file for August graduation.

June 12, Wednesday: Last day to declare pass/fail or no credit grading options.

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

July 18, Thursday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 25, Thursday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

First Session (June)

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 4, Tuesday: Last day to enroll, add courses or drop courses without grade record.

June 6, Thursday: Last day to declare pass/fail or no credit grading options. Last day to file for August graduation.

June 25, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 26, Wednesday: Last day to withdraw from the University.

July 2, Tuesday: Last day of classes, including examinations.

June A (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 3, Monday: First day of classes.

June 3, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 12, Wednesday: Last day to drop/withdraw from the University (grade of W).

June 17, Monday: Last day of classes, including examinations.

June B (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 18, Tuesday: First day of classes.

June 18, Tuesday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W).

July 2, Tuesday: Last day of classes, including examinations.

Summer I Session at SMU-in-Taos

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

(Regular Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 18, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 20, Thursday: Last day of classes, including examinations.

June 21, Friday: Departure of students.

(Field Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 2, Tuesday: Last day of classes, including examinations.

July 3, Wednesday: Departure of students.

Second Session (July)

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

June 6, Thursday: Last day to file for August graduation.

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

July 8, Monday: First day of classes.

July 9, Tuesday: Last day to enroll, add courses or drop without grade record.

July 11, Thursday: Last day to declare pass/fail or no credit grading options.

July 16, Monday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 29, Monday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

July A (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 8, Monday: First day of classes.

July 8, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

July 17, Wednesday: Last day to drop/withdraw from the University (grade of W).

July 22, Monday: Last day of classes, including examinations.

July B (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 23, Tuesday: First day of classes.

July 23, Tuesday Last day to add/enroll and to declare pass/fail or no credit grading options.

August 1, Thursday: Last day to drop/withdraw from the University (grade of W).

August 6, Tuesday: Last day of classes, including examinations.

August Term at SMU-in-Taos 2019

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

August 6, Tuesday: Travel day and arrival of students, 2-6 p.m.

August 7, Wednesday: First day of classes.

August 21, Wednesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

August 22, Thursday: Last day of classes, including examinations. Official close of term and conferral of degrees.

August 23, Friday: Travel Day.

Major Religious Holidays

(August 2018-August 2019)

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018

Dasera: October 19, 2018

Diwali: November 7, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al-Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an-Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al-Fitr: June 4-7, 2019

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

Meadows School of the Arts: General Information

Meadows School of the Arts, founded through the generosity of Algur H. Meadows, his family and the Meadows Foundation, is recognized as one of the nation's premier fine arts schools. In the SMU community, it offers intense specialized education in the performing arts, visual arts and communications and provides a rich variety of coursework for students from other disciplines exploring the arts as part of their liberal arts education.

In addition to working closely with a nationally renowned full-time faculty, Meadows students have access to eminent visiting professors, artists and the winners of the Meadows Prize, an arts residency awarded annually to up to two pioneering artists and creative professionals active in one of the Meadows School's disciplines. Recipients are expected to interact in a substantive way with Meadows students and collaborating arts organizations and to leave a lasting legacy in Dallas. Winners have included a Grammy-winning ensemble, a Tony-winning playwright and screenwriter, and the Public Theater's director of public works.

Meadows also offers one of the finest university complexes in the nation for instruction, performance and exhibition in art, art history, arts administration, music, dance, cinema, television and theatre.

Academic, Performance and Exhibition Spaces

The Owen Arts Center, home of Meadows School of the Arts, houses the Greer Garson Theatre (a classical thrust-stage design), the Bob Hope Theatre (a proscenium design), the Margo Jones Theatre (a black-box theatre), Caruth Auditorium, the Charles S. Sharp Performing Arts Studio, O'Donnell Lecture/Recital Hall, several other performance spaces, classrooms, studios and rehearsal areas. The Doolin Gallery in Owen Arts Center and the Pollock Gallery, housed in the Hughes-Trigg Student Center, are the exhibition spaces of the Division of Art. Student work is exhibited and critiqued in the Doolin. Exhibitions organized in the Pollock Gallery provide students, faculty, staff and the surrounding community with opportunities to experience a thoughtful and wide array of exhibitions representing diverse artists, time periods and cultures.

The Meadows Museum, located at the south end of Bishop Boulevard, exhibits one of the most comprehensive collections of Spanish art outside of Spain, including works of such masters as Velázquez, Ribera, Sorolla, Murillo, Goya, Picasso, Miró and El Greco. The Elizabeth Meadows Sculpture Collection contains important works by such modern sculptors as Rodin, Maillol, Lipschitz, Henry Moore, Marini, Giacometti, Noguchi, David Smith and Claes Oldenburg.

In the last decade, Meadows School of the Arts has realized considerable expansion in academic, performance and exhibition spaces. Umphrey Lee Center houses state-of-the-art facilities for television, including a fully equipped studio. The Jake and Nancy Hamon Arts Library was completed as an addition to the Owen Arts Center. This four-story addition houses all arts library collections, a slide library, an audio/visual center and the Center for Instructional Technologies in the Arts. During the library expansion, the O'Donnell Lecture/Recital Hall, the Rosalie and Herman Taubman Family Atrium, a percussion studio, a music education and therapy suite, an electronic music studio, and numerous new office spaces also were built. The Greer Garson Theatre, completed in 1992, is a unique combination of historical stage design and a state-of-the-art technical theatrical environment. This addition to the Owen Arts Center also houses the Dean's Suite and the G. William Jones Film and Video Collection, as well as a screening room and a 3,800-square-foot refrigerated storage vault. With the completion of these projects, Meadows School of the Arts occupies approximately a half-million square feet of space.

Instructional Units and Programs of Study

The undergraduate and graduate programs of the Meadows School of the Arts are housed in 11 academic units, including four academic units that offer undergraduate programs only. The seven academic units that offer graduate programs include Advertising, Art, Art History, Arts Management and Arts Entrepreneurship, Film and Media Arts,

Music, and Theatre. Each division is outlined in detail in this catalog. Information on undergraduate programs in the arts is available in the SMU Undergraduate Catalog or from the Office of Enrollment Services, Southern Methodist University, PO Box 750181, Dallas TX 75275-0181.

Meadows School of the Arts offers the graduate degrees listed below. In conjunction with the Cox School of Business, the Meadows School offers a concurrent dual degree (M.A./M.B.A.) graduate program in arts management. In addition, the Temerlin Advertising Institute offers a graduate certificate as a Strategic Advertising Specialist and the Meadows Department of Music offers Performer's Diploma and Artist Diploma programs.

Div./Sch.	Area	Master	Doctor
ADV	Advertising	M.A. & Certificate	
Art	Art	M.F.A.	
AMAE	Arts Management	M.A.	
AMAE	International Arts Management	M.M.I.A.M.	
ARHS	Art History	M.A.	Ph.D.
FILM	Popular Film and Media Studies	M.A.	
Music	Choral Conducting	M.M.	
Music	Instrumental Conducting	M.M.	
Music	Music Composition	M.M.	
Music	Music Education	M.M.	
Music	Musicology	M.M.	
Music	Performance majors (various brass, keyboard, percussion, string, and woodwind instruments)	M.M.	
Music	Piano Performance and Pedagogy	M.M.	
Music	Theory Pedagogy	M.M.	
Music	Voice Performance	M.M.	
THEA	Theatre	M.F.A.	
Multiple	Data Science	M.S.D.S.	
Multiple	Sacred Music	M.S.M.	

National Center for Arts Research

SMU's National Center for Arts Research, the first of its kind in the nation, acts as a catalyst for the transformation and sustainability of the national arts and cultural community. The center analyzes the largest database of arts research ever assembled and makes its findings available free of charge to arts leaders, funders, policymakers, researchers, students and the general public. NCAR's mission is to be the leading provider of evidence-based insights that enable arts and cultural leaders to overcome challenges and increase impact. The scope of this work requires the collaboration of national organizations such as the Cultural Data Project, the National Center for Charitable Statistics, the National Endowment for the Arts, the Theatre Communications Group, TRG Arts, IBM, the Nonprofit Finance Fund and the Boston Consulting Group. Additional information is available online at www.smu.edu/artsresearch.

Admission

The application for admission to the graduate Meadows programs is available at www.smu.edu/Meadows/Admissions/Graduate. For information concerning auditions or interviews, assistantships or fellowships, scholarships, and degree programs, students should contact Joe Hoselton, Office of Graduate Admissions, hoselton@smu.edu, 214-768-3765, Meadows School of the Arts, PO Box 750356, Southern Methodist University, Dallas TX 75275-0356.

The online application and all supporting documents – including official transcripts from all institutions previously attended, recommendations, and GRE and GMAT graduate school admission test scores and/or TOEFL English language proficiency test scores when required – should be filed with the Office of Graduate Admissions for the Meadows School of the Arts as early as possible. Some academic units make admission decisions as early as January 1.

Qualifications

Applicants holding a four-year equivalent degree from an appropriately accredited college or university are eligible to apply for admission to graduate studies. Graduates of colleges not accredited may be required to demonstrate their qualifications by submitting satisfactory scores on the GRE. Any student whose bachelor's degree preparation is not judged equivalent to the comparable baccalaureate preparation from SMU may be required to take additional coursework to make up the deficiency. In exceptional cases, unusually qualified applicants not holding degrees may be considered for admission.

Student auditions or samples of creative work are requested by certain academic units as part of the application process.

After the application and supporting documents have been examined, the student will be notified of an admission decision. No student is allowed to enroll unless notified of admission. All transcripts and letters of recommendation become the property of SMU. International applicants whose first language is not English are required to submit their scores for the TOEFL English language proficiency test.

Transfer of Credit

Policies for transfer credit are found under Transfer Credit in the Academic Regulations section of this catalog.

Academic Regulations

Master's Degrees

The Master of Arts degree assumes a goal of general cultural development in the arts, communications and humanities, while the Master of Fine Arts, Master of Sacred Music and Master of Music degrees suggest professional graduate training, with activities more concentrated in one area. The M.F.A. and M.M. degrees are

normally predicated upon a bachelor's degree that has provided up to 65 credit hours in the major field of study. Consequently, a student who has earned a B.A. degree and enrolls for an M.F.A., M.S.M. or M.M. degree in Meadows School of the Arts may be handicapped by not having had sufficient undergraduate concentration in his or her particular field. It may be necessary for the student to extend graduate study to compensate for limited preparation.

Graduate Adviser

Each student will have a graduate adviser assigned by the appropriate department/division/institute chair or director of Meadows School of the Arts. Additional information is found in this catalog under the following headings: 1) Course Scheduling and Enrollment Cycles in the Enrollment Policies section and 2) Academic Advising in the Academic Advising and Satisfactory Progress Policies section.

Transfer Credit

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.

All credit for work transferred from another institution is subject to the approval of the department/division/institute. Unless special permission is granted by the dean of Meadows School of the Arts, no more than six credit hours of work from another institution may be counted toward a graduate degree at Meadows School of the Arts. (No credit is allowed for study by correspondence.) Courses taken as an undergraduate or as a special student at SMU will be regarded in the same way as transfer courses.

Thesis, Thesis-Equivalent or Recital

All candidates for the master's degree will be expected to complete at least one of the following, unless modified by the appropriate department/division/institute of the student's major study: 1) a written thesis, 2) a period of directed internship, 3) a creative project, 4) recital or 5) a comprehensive exam.

A thesis that demonstrates original research may be offered in lieu of two to six credit hours. The student may elect to pursue a full- or part-time internship. Hours so earned are applied toward the total number of hours required for the degree.

Following initial enrollment for thesis, project or recital credit, graduate students are required to enroll each term until the thesis, project or recital has been completed and accepted.

For any term in which satisfactory progress has been made, but in which the thesis or project has not been completed, the student will receive a grade of I (Incomplete). Upon completion and acceptance of the thesis or project, the adviser may change up to six credit hours (three for project, two for recital) of a grade of *I* to letter grades, according to department/division/institute policy. A total of six credit hours (three for project, two for recital) with grades of *P* (Pass) or letter grades not below a grade of *C* must be accrued toward the thesis, project or recital to satisfy degree requirements.

If the student fails to enroll for thesis, project or recital credit in any term for which it is required, he or she must enroll for the equivalent number of credit hours upon filing an application for candidacy to graduate.

Course Load

Enrollment for nine credit hours of coursework per term is recognized as a full-time load for persons engaged in graduate study. Graduate students not enrolled for the required number of hours may be certified as full-time or part-

time students if they are officially enrolled for at least one course and are recognized by their academic dean as meeting one of the following conditions: 1) he or she is enrolled in a music program requiring fewer than a total of 36 credit hours, 2) he or she is working on the completion of a required thesis, internship or performance recital requirement on a full-time or part-time basis, 3) he or she is a third-year theatre student working on the completion of a required series of production projects on a full-time or part-time basis or 4) he or she has a required instructor appointment as part of a teaching assistantship. Additional information is found under Term Hour Loads in the General Policies section of this catalog.

Credits

Candidates for a master's degree must have completed a minimum of 30–75 credit hours of graduate work, depending upon the degree or department involved. All courses attempted for credit must average a grade of B or better, with no grade lower than a grade of C (2.000) applying toward the degree. In studio art, all courses attempted for credit must average a grade of B or better, with no grade lower than a grade of B- (2.700) applying toward the degree. In art history, a graduate student who receives a grade of B- or less for a course or seminar taken for credit toward the Master of Arts degree will be placed on probation. A graduate student who receives a grade of B- or less for more than one course or seminar taken for credit toward the Master of Arts degree in art history will be suspended from the University.

Arts Management and Arts Entrepreneurship graduate students in pursuit of the Master of Arts/Master of Business Administration degree must maintain a cumulative GPA of 3.000 in their M.A. coursework and in their M.B.A. coursework, independently, to graduate from the program. If a student's cumulative GPA in either program falls below 3.000 for any term of study that student will be placed on academic probation. If the student fails to bring the cumulative GPA to 3.000 within the next term that student may be dismissed from the program.

In all courses attempted by graduate students, with the exception of a thesis or project, a grade of *I* may be changed to a grade of *F* (Fail) if not removed within one year after the grade is entered on the student's record.

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.

Residence

A residence (enrollment in courses offered at SMU's main campus) of at least two full terms or the equivalent of this residence period in the summer is required. Most graduate programs will require more than the minimum. Work done in absentia will not be accepted, except in unusual conditions with the *prior* approval of the division chair.

World Language

A reading knowledge of a world language or languages will be required by those departments that deem it necessary for the student's research or creative project.

Meadows School of the Arts: Academic Programs

Temerlin Advertising Institute for Education and Research

Professor Steven Edwards, **Director**

Professors: Patricia Alvey, Willie Baronet, Steven Edwards, Alice Kendrick, Carrie La Ferle

Associate Professors: Sidharth Muralidharan, Hye Jin Yoon

Assistant Professors: Yan Huang

Lecturers: Mark Allen, Cheryl Mendenhall

Professor of Practice: Peter Noble

Executive in Residence: Amber Benson

Adjunct Lecturers: Marie Bos, David Hadel, John Hall, Gordon Law, Alan Lidji, Cesar Ortega, Jason Shipp, Cindy Syracuse

General Information

The Temerlin Advertising Institute (TAI), one of the nation's only endowed advertising institutes, invites each student to build a foundation of strategic communication principles, to develop a deep appreciation of the power of advertising and to join in an exploration of how advertising can be channeled for the betterment of a product or service for a client as well as for society. Students will explore responsibility issues within traditional advertising courses and experiential opportunities. Within the program, students may opt to follow an industry focus or a research/thesis emphasis.

Because the Temerlin Advertising Institute is located in Dallas, it enjoys a strong relationship with a vibrant advertising industry. DFW is the nation's fifth largest media market and the headquarters for major advertising agencies, national and global corporations, large U.S. media corporations, public relations firms, and film production companies. This location affords access to professionals who are of the highest caliber and who serve as class clients, guest lecturers, executives-in-residence, adjunct faculty and internship sponsors.

Admission

Applicants will be expected to have an excellent undergraduate record in advertising or a related field. Previous work experience is desirable. Applicants from other disciplines will be considered provided they can show a keen interest in pursuing a career in advertising. Applicants must demonstrate an acceptable undergraduate GPA and submit an application to the Temerlin Advertising Institute.

International students will be required to demonstrate English language proficiency through scores on the TOEFL or other equivalent tests.

All applicants must submit acceptable references, and they may be asked to participate in a personal interview.

The GRE or GMAT is required to be considered for scholarships or graduate assistantships.

Advertising, Accelerated M.A.

Current SMU undergraduate students have the opportunity to apply to the MA in Advertising while working on their undergraduate degrees. If accepted, this program will allow for a student to receive both a B.A. and M.A. in five

years. Up to 9 credits of M.A. classes count toward both the undergraduate and graduate degrees. Students will be required to complete an additional 27 credits of graduate work to complete the Master's degree.

Students must be admitted into the M.A. program to be eligible to take the 6000 level classes.

Admission Requirements

For admission to the accelerated Master's Program, the student must:

- Be enrolled in an undergraduate program at SMU;
- Apply no later than one year prior to the time they would graduate with a B.A. degree;
- Have an overall GPA of 3.0 or higher;
- Have two letters of recommendation from faculty members at SMU;
- Be accepted into the M.A. program.

Masters Degree Requirements

To receive a Master's degree under the Accelerated Program, the student must:

- Have a cumulative GPA of 3.0 in the M.A. degree course work (including the graduate course work applied towards the undergraduate degree requirements);
- Complete a minimum of 27 credit hours of graduate course work at SMU beyond the undergraduate residency requirement to satisfy the graduate residency requirement;
- Have been awarded an undergraduate degree and fulfilled other requirements for M.A. degree.

Advertising, M.A.

Advertising as a cultural force can have a powerful impact on societies as well as brands. The rise of social media and the informed consumer has allowed advertisers to talk with (not at) consumers. Developing strategies for integrating consumers in branding decisions and developing long-term relationships with consumers are the keys to success. Therefore, the M.A. in advertising program provides training in global, social, cultural and technological sensitivity to give students the understanding needed to engage consumers in brand conversations. Strategic and conceptually rich creative messages are the conversation starters delivered to consumers using paid, earned and owned media. In addition to enhancing their understanding of traditional advertising theory and practice, students will learn about the use of social media, location-based targeting, cause marketing, viral messaging, adver gaming, product placement and branded entertainment as means to create meaningful brands for customers.

Individuals graduating from this program will go on to work, either domestically or internationally, in advertising agencies as account executives, art directors, copy writers, media strategists, research analysts or account planners. A graduate of the Institute will also be attractive to corporate marketing departments, media organizations, marketing firms, the event management field, branded entertainment, adver gaming, motion picture marketing and nonprofit organizations.

Degree Requirements

All students participate in courses that enhance understanding of communication theory and advertising practices necessary for future advertising leaders. The program offers students the ability to deepen their area of interest by pursuing elective coursework in the area(s) of their interest. Core courses are listed below.

Advertising Core

- ADV 6317 - Consumer Insight and Persuasion
- ADV 6320 - Social Media Engagement Strategies
- ADV 6365 - Marketing Communications Management

- ADV 6371 - Advertising as A Cultural Force

Total: 12 Credit Hours

Advertising Research/Analytics

One from the following:

- ADV 6391 - Metrics of Success
- ADV 6392 - Qualitative/Quantitative Research
- ADV 6396 - Advanced Research Project

Total: 3 Credit Hours

Advertising Capstone

One from the following:

- ADV 6311 - Thesis
- ADV 6312 - Thesis
- ADV 6399 - Advertising Campaigns

Total: 3 Credit Hours

Electives

Six from the following:

- ADV 6301 - Special Topics
- ADV 6310 - Directed Study
- ADV 6325 - Practicum: Executive Internship
- ADV 6362 - Account Management
- ADV 6372 - Responsibility and Social Entrepreneurship
- ADV 6374 - International Advertising
- ADV 6383 - Creativity, Art, and Problem-Solving
- ADV 6384 - Concepting
- ADV 6385 - Portfolio
- ADV 6393 - Account Planning
- ADV 6395 - Advanced Portfolio
- Approved electives outside of TAI

Total: 18 Credit Hours

Total: 36 Credit Hours

Note: Electives outside TAI are available but must be approved.

Strategic Advertising Specialist, Graduate Certificate

SMU's 18-credit-hour Advertising Graduate Certificate program provides students coursework that meets both their immediate needs and long-term goals. By staying current, building leadership acumen, and bringing innovative ideas back to work, students become more marketable as communications professionals. Evening classes fitting students' interests and schedules contribute to professional networking opportunities. In addition, students who earn the Graduate Certificate in Advertising can apply for admission to the Master of Arts in Advertising and use the Certificate credits toward fulfilling the requirements for the MA degree.

Admission

Before enrolling in the Graduate Certificate in Advertising Program, students must provide:

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

Certificate Requirements

The Graduate Certificate in Advertising requires completion of 18 graduate credit hours—nine hours of required core courses and 9 hours of electives. The 9 required hours are chosen from the MA required course list, with 2 courses from the Advertising Core section and one from the Advertising Research/Analytics section. The 9 elective hours are chosen from a variety of electives at the Temerlin Advertising Institute, and with approval, from elsewhere at SMU.

Advertising Courses

ADV 6101 - Special Topics

Credits: 1.5

Advanced study of current issues in advertising, with specialized topic(s) defined for intensive examination.

ADV 6102 - Purpose-Driven Marketing

Credits: 1.5

Explores the best practices for brands wanting to connect with consumers through a higher purpose. Topics include choosing partners, impact on employees, organizational culture change, and profit.

ADV 6103 - Business-To-Business Advertising

Credits: 1.5

Examines how to grow your business by selling to business customers. Uses market development frameworks to create compelling value propositions for (B2B) advertisers. Topics include the following: the B2B marketing mix including mass media, targeted trade advertising, sales collateral, corporate sponsorships, tradeshows and events, promotional materials, inbound marketing campaigns, and targeted social media. Discusses how to manage a B2B marketing budget and prospecting pipeline and the key performance indicators associated with meeting revenue targets.

ADV 6110 - Directed Study

Credits: 1

This is an independent study under the direction and supervision of a full-time faculty member. A directed study is a close collaboration between the professor and an advanced student who conducts a rigorous project that goes beyond the experience available in course offerings. The student must secure written permission from the instructor and return a completed Directed Studies Approval Form to the Temerlin Advertising Institute Office before the start of the term. Instructor and departmental consent required.

ADV 6301 - Special Topics

Credits: 3

Advanced study of current issues in advertising, with specialized topic(s) defined for intensive examination.

ADV 6310 - Directed Study

Credits: 3

Independent study under the direction and supervision of a full-time faculty member. A directed study is a close

collaboration between the professor and an advanced student who conducts a rigorous project that goes beyond the experience available in course offerings. The student must secure written permission from the instructor and return a completed Directed Studies Approval Form to the Temerlin Advertising Institute Office before the start of the term. Instructor and departmental consent required.

ADV 6311 - Thesis

Credits: 3

ADV 6312 - Thesis

Credits: 3

Prerequisite: ADV 6311.

ADV 6317 - Consumer Insight and Persuasion

Credits: 3

Focuses on applying knowledge from a variety of social sciences to the study of consumers, both as individuals and as members of larger groups. Draws upon theories from many disciplines to study the behavior of consumers from the standpoint of culture, sub-culture, social class, social groups, and family, all with a focus on advertising ramifications. Includes motivations, attitudes, beliefs and learning and ethical considerations in cross-cultural advertising.

ADV 6320 - Social Media Engagement Strategies

Credits: 3

Students explore ways to deliver messages to audiences using a variety of traditional and nontraditional media. Emphasis is placed on the development of delivery systems that can maximize consumers' engagement with marketing messages. Topics covered include word-of-mouth, viral marketing, social media marketing, cause-related marketing, product placement, and customer relationship management.

ADV 6325 - Practicum: Executive Internship

Credits: 3

Intensive advertising industry work experience. Agencies and corporations assign students to long-term clients and projects.

ADV 6362 - Account Management

Credits: 3

Enables students to understand what makes advertising agency account managers successful. Examines the personal and performance qualities that characterize successful account managers. Emphasis is placed on interpersonal skills, problem-solving skills, and discussions of advertising industry situations.

ADV 6365 - Marketing Communications Management

Credits: 3

In-depth examination of strategic messaging, target audiences, compelling brand platforms, brand portfolio management, brand equity building, online branding, global brand building, metrics and measurement, and marketing communications. Students participate in contemporary case analyses on a team and individually, studying branding issues and contemporary brand-building best practices.

ADV 6371 - Advertising as A Cultural Force

Credits: 3

Does advertising take its cues from culture, or is it a trendsetting change agent that deliberately or unintentionally

shapes society based on what is being advertised? Topics include the development of corporate images, racial and gender stereotypes, persuasive strategies, and international cultural differences. Highlights pertinent agencies, ideas, movements, events, and people from the past and present, as well as future trends. Using case studies from around the world, students consider the potential impact for good or bad that advertising can have on people and cultures, given the industry's power and influence.

ADV 6372 - Responsibility and Social Entrepreneurship

Credits: 3

Topics for this seminar include identifying the agents of change in the industry and what sets them apart, defining responsibility and where and how it manifests itself in the field of advertising, and determining how responsible advertising evolves into an agent of cultural change. Weekly lectures, guest speakers, and review of contemporary literature and case studies assist students in formulating educated responses. Prerequisites: ADV 6317, ADV 6371, ADV 6383.

ADV 6374 - International Advertising

Credits: 3

Advertising in today's global market economy demands a clear understanding of the environmental and cultural influences on the communication process. Specifically, tomorrow's professionals understand how the rapidly changing global environment influences marketing and advertising decisions about research, management, strategy, media, execution, and a host of other important advertising related issues. Examines the influence of culture on the consumer behavior process and responses to advertising. Students learn to recognize and vocalize similarities and differences between countries and consumers based on tangible cultural indicators. Provides the necessary tools to effectively communicate and advertise products in a global marketplace. Prerequisites: ADV 6317, ADV 6371, ADV 6383.

ADV 6383 - Creativity, Art, and Problem-Solving

Credits: 3

A seminar devoted to understanding the complex nature of creativity as both art and science. Considerations from philosophy, ethics, biology, sociology, economics, and the fine arts will all be brought to bear on the issue, culminating in an exploration of the form creativity takes in the realm of advertising, from ideation to execution, as well as in organizational dynamics. Special attention will be given to identifying necessary and sufficient conditions for creativity and an account of its more mysterious qualities, including the nature of objective, subjective, and cultural aesthetic realities. The study of important theories and the review of case studies from a variety of creative domains provide the basis for class discussions and projects.

ADV 6384 - Concepting

Credits: 3

A workshop for developing ideation skills and helping students self-identify as art directors or writers. Students acquire techniques and develop personal discipline inherent to the generation of novel, sophisticated creative work based on a solid concept - the distinctive, guiding idea that drives campaign messages. Assignments are evaluated in group critiques, and each student completes a final portfolio by term's end.

ADV 6385 - Portfolio

Credits: 3

A workshop course devoted to the continued development and professional-level execution of an advertising portfolio reflecting mastery of strategic and conceptual thinking. Work is prepared and evaluated to satisfy highest industry standards for placement. A jury of creative professionals reviews portfolios at an end-of-term critique. Restricted to advertising graduate students.

ADV 6390 - Production Studio

Credits: 3

Students learn the basic principles of advertising design and production in tandem with the use of industry-standard hardware and software programs, including the Adobe Creative Suite.

ADV 6391 - Metrics of Success

Credits: 3

A focus on the interpretation and application of research information to make decisions about marketing communication strategies. Emphasis is placed on the use of data as an aid to problem-solving and on the need to critically evaluate the quality of different types and sources of data. Addresses why measurement is important. Negotiates the meaning of words like "relevance" and "engagement." Examines how to conduct and assess measurement across multiple media. Discusses the who, what, and why of research metrics and the likely impact of measurement on the evolution of interactive media.

ADV 6392 - Qualitative/Quantitative Research

Credits: 3

Covers the entire research process: development of research questions; qualitative methods, including focus groups, in-depth interviews, and participant observation; quantitative methods, including surveys and experiments; sampling; data analysis; and communicating the result. The course also addresses important research concepts, including validity, reliability, and ethics.

ADV 6393 - Account Planning

Credits: 3

Covers the research-based and consumer-centered approach to strategic development of advertising. Expands on qualitative and quantitative research practices used in advertising, as well as specific planning techniques. Students create strategic briefs, report on primary and secondary research among consumers, and contribute to the creative and media strategies of an advertising campaign.

ADV 6395 - Advanced Portfolio

Credits: 3

Students continue development of an advertising portfolio. Special focus is given to the development of nontraditional and alternative media strategies. Students develop self-promotional materials to complement the portfolio. A jury of creative professionals reviews portfolios at an end-of-term critique. Prerequisite: ADV 6385. Restricted to advertising graduate students.

ADV 6396 - Advanced Research Project

Credits: 3

Prerequisites: ADV 6391, ADV 6392.

ADV 6399 - Advertising Campaigns

Credits: 3

Integrating major advertising principles, students work directly with an advertising agency to develop and present a real-world advertising campaign project for one of the agency's clients. Students use knowledge of research, strategy and planning, and media and creative execution, and they develop presentation techniques and team dynamics. Prerequisite: ADV 6320.

Art

Professor Ira Greenberg, **Division Chair**

Professors: Michael Corris, Barnaby Fitzgerald, James W. Sullivan, Philip Van Keuren

Associate Professor: Brian Molanphy

Assistant Professor: Melanie Clemmons, Nishiki Sugawara-Beda

Senior Lecturer: Eileen Maxson

Visiting Lecturers: Tamara Johnson, Jonathan Molina-Garcia, Lauren Woods

Adjunct Professor: Susan Kress, Peter Ligon, Maureen Munley, Juan Negron, Tabatha Trolli

Facilities

Facilities for the study of art include well-lighted studios, excellent supporting equipment for all media, including digital and video applications, and individual studios for graduate students. The Division of Art will provide every graduate student with dedicated individual or group workspace for his or her studies. Art students work broadly and as experimentally as they wish, surrounded by artists in dance, music, theatre, film and communications.

The Division of Art will provide every graduate student with individual or shared work-space. It is the responsibility of each student to make full and proper use of the space provided or lose the privilege. The division has no obligation to provide studio space for longer than two years.

Additional facilities include the Pollock Gallery, the art exhibition space of the Division of Art, located in the Hughes-Trigg Student Center. Exhibitions organized by the Pollock Gallery provide students, faculty, staff and the surrounding community with opportunities to experience a wide and thought-provoking array of exhibitions representing diverse artists, time periods and cultures.

Special Programs and Resources

The division offers two special programs of importance to graduate students: the New York Colloquium (a winter interterm program that fulfills a three-hour art history requirement) and a summer program at SMU's campus near Taos, New Mexico, for which a student can receive up to six hours of graduate studio credit. During the New York Colloquium, students visit a range of New York museums, galleries, artists' studios and other venues appropriate to the development of their critical and professional studies in art. SMU-in-Taos, the program at Fort Burgwin, near Taos, offers several approaches to independent and directed study each summer, including plein-air painting, an interdisciplinary studio workshop, sculpture, photography and printmaking.

The Dallas-Fort Worth area has a large artistic community with rich and varied resources. These include many internationally and nationally significant museums and contemporary exhibition spaces: the Dallas Museum of Art, SMU's newly designed Meadows Museum, the Nasher Sculpture Center, the Dallas Contemporary, the Crow Collection of Asian Art, the Latino Cultural Center of Dallas, the McKinney Avenue Contemporary, the Arlington Museum, the Kimbell Museum, the Fort Worth Museum of Modern Art and the Amon Carter Museum. There are also vibrant, artist-run alternative and cooperative galleries, and a strong commercial gallery system.

Admission

The M.F.A. program is a two-year residential program of study. Graduate students are admitted into the M.F.A. program in the spring for studies starting in the fall term. Candidates for the program must complete the online application available at <http://www.smu.edu/Meadows/Admissions/Graduate>. Additionally, candidates must upload to SlideRoom (www.smu.slideroom.com) a portfolio including 20 selections of their work. Portfolio submissions are due by February 15. Students are encouraged, but not required, to seek an interview with the division's graduate

adviser prior to application. Admission to the graduate program is selective. Only those individuals will be admitted in whom the Admissions Committee recognizes clear prospects for attaining the objectives of the program during the two-year period of graduate study. Admission also is based on the objectives and limitations of the department.

The applicant is required to have a Bachelor of Fine Arts degree equivalent to that offered at SMU (including 60 studio hours and 12 art history hours). In exceptional cases, unusually qualified applicants not holding this degree may be considered for admission. The ranked admission criteria are portfolio, statement of intent, transcript and recommendations.

In general, not more than six credit hours of transfer credit apply to the M.F.A. in art. However, if the applicant has an M.A. in studio art, up to 30 credit hours may be transferred to the SMU program with the approval of the faculty and the head of the graduate program. In any case, a minimum of 36 hours must be taken at SMU.

Scholarships and Financial Aid

Each year up to six Meadows Scholarships are reserved for incoming graduate students, awarded based upon artistic merit. These awards are for up to full tuition and fees remission and include teaching assistant stipends of \$3,000 per academic year. A number of other grant programs offer significant funding for projects, materials and travel in support of creative research.

Graduation Requirements

With the approval of the graduate committee, each student will participate in the M.F.A. Qualifying Exhibition. The M.F.A. Qualifying Exhibition is a group show of all graduate student candidates in their final semester. Approval to exhibit must be obtained in the term prior to the exhibition. This approval usually is given at the critique at the end of the prior fall term.

The quality of this exhibition will be the primary determinant of whether the M.F.A. degree will be granted. Once approved for the M.F.A. exhibition, the student must enroll in ASAG 6304 - M.F.A. Qualifying Exhibition, Oral Exam and Thesis in the spring term with the chair of his or her graduate committee.

During the period of the graduate exhibition, the entire faculty will interview each student. This examination is to establish that the student's creative work is of sufficient maturity and that his or her general knowledge of critical and historical issues is at the level expected of an M.F.A. candidate. Students are also expected to present an oral defense of his or her work, a slide presentation in the form of a professional artist lecture, a written thesis, as well as the following: an artist statement, 20 images of work produced during the graduate program, a current curriculum vitae, and a list of work in the graduate exhibition. This information should be presented in digital format. Students may not graduate unless this information is accepted and on file.

If the faculty finds the oral presentation or written thesis to be unsatisfactory, the student will have the option for a single retake within 10 days of the first review. The student will not be eligible to receive his or her degree after a second failure. Once the exhibition and the faculty examination are accepted and the required materials are turned in, the student will receive his or her degree at the graduation ceremony at the end of the term.

Possession of Work

Meadows School of the Arts is entitled to retain as many as two pieces of work by each student. The intention is to honor the successful candidate and to provide evidence of student success in lieu of the usual formal thesis. These works enter the University art collection.

Graduate Committees and Critiques

With the exception of the graduate seminars and the required coursework in art history, graduate study proceeds primarily through individual tutorials with members of the faculty, guided by a three-person graduate committee. Prior to the beginning of the first semester of study, the Graduate Advisor will appoint three members of Faculty to serve as Committee members for the forthcoming semester. The Graduate Advisor, in consultation with the members of Faculty so selected, will nominate one individual to serve as Chair of the Graduate Committee. Graduate committees can change beginning with a student's second or third term. Membership on the graduate committee becomes permanent at the beginning of the student's second year except for substitutions for faculty who are on leave. Upon the return of a committee member who has been on leave, he or she will resume his or her place on the student's committee.

This committee will meet with the student in critique at least once every month during each term in which he or she is registered for studio credit. These critiques are normally held the first week of each month, and it is the student's responsibility to arrange these critiques.

Graduate Reviews

At the end of each term, a selection of completed and ongoing work and a written statement discussing the term's progress will be presented for review to the entire faculty of the division. Continuation in the graduate program is on a term-to-term basis and is determined by the graduate committee with the advice of the faculty at the critique at the end of the term.

Art, M.F.A.

The Master of Fine Arts is the terminal degree in studio art. Students who earn the M.F.A. will be able to show a substantial body of work of uniformly high quality and distinct originality. The student will also have an intellectual grasp of the broad context, historical and current, within which the artist functions. The degree program is designed to comprise a two-year focused period of study, terminating with the M.F.A. qualifying exhibition and oral exam.

Graduate-level study is offered in painting, drawing, sculpture, printmaking, ceramics, digital/hybrid media, video and photography. The system of critiques and seminars is designed to encourage development between media and diverse experimentation within disciplines, as well as depth of mastery. A goal of the graduate program of the Division of Art is to encourage a wide range of thought in its students, primarily through open, studio-based investigation. It is expected that the student will clearly state the course of study he or she intends to pursue. Admission is based on the selection committee's estimation of the applicant's ability to succeed in the stated field of specialty. This plan may be altered should the work evolve in a manner that necessitates a change.

Degree Requirements

A minimum of 60 credit hours of coursework is required. All courses taken in the division must be numbered 5000 or above. Forty eight (48) credit hours are to be clearly related to the major field of study. Nine (9) hours of graduate-level art history, theory, criticism and the humanities are required. Approval for courses outside of art history must be obtained from the graduate adviser. All students participate in the Studio Graduate Seminar (ASAG 6300) each semester.

Only grades of B- and above may apply toward the degree. Meadows School of the Arts ordinarily will approve no more than six credit hours of transferred credit. Petitions for exceptions may be filed with the dean after the student is enrolled at SMU.

Upon entering the graduate program, candidates will be given, by the graduate adviser, a thorough outline of the expectations a graduate student will meet.

- Graduate Studio Courses (ASAG 63XX) - 33 credit hours
- ASAG 6300 - Graduate Seminar -12 credit hours
- ASAG 6301 - M.F.A. Qualifying Exhibition and Exam
- Art History, Theory, Criticism, and the Humanities - 9 credit hours
- Elective - 3 credit hours

Total: 60 Credit Hours

Notes:

- Courses at or above the 5000 level in individual disciplines may count toward the graduate studio course (ASAG) requirement.
- Study in other academic departments may be substituted, with the permission of the committee and graduate advisor. There are 3 credit hours of electives.

Art-General Courses

ASAG 5001 - B.F.A. Qualifying Exhibition

Credits: 0

(for students who entered prior to fall 2010) Participation in the qualifying exhibition is required for all candidates for the degree of B.F.A. in art.

ASAG 5100 - Internship in Studio Art

Credits: 1

Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5200 - Internship in Studio Art

Credits: 2

Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5300 - Internship in Studio Art

Credits: 3

Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5310 - Professional Practice in Art

Credits: 3

For art majors in their final year of studies. A practical and informed approach to understanding the competencies that are required to sustain practice as an artist beyond the undergraduate experience. Students learn how to

negotiate the professional aspects of art and to identify and take advantage of a host of opportunities. Topics include establishing a studio; applying for residencies and grants; exhibiting work; intellectual property law; the contemporary art market; and alternative models of production, distribution, and exchange of art. Prerequisite: ASAG 3390.

ASAG 5315 - Advanced Studio II

Credits: 3

A forum for art majors in the fourth year of studies that facilitates the students' ability to articulate their work as artists and to defend and present it in a peer-group setting. Serves as a culmination of the study of art through the production of a body of work for exhibition. Required for the B.A. in art and the B.F.A. in art. Prerequisite: ASAG 3380.

ASAG 5325 - Studio Workshop

Credits: 3

An intensive investigation in arts by students engaged in independent work, group collaboration, and analytical study. Prerequisite: 15 credit hours in art or permission of instructor.

ASAG 5350 - Art Colloquium: New York

Credits: 3

Involves intensive analysis, discussion, and writing concerning works of art in museum collections and exhibitions, and in alternative exhibition spaces. Students study the philosophical as well as the practical to define and understand the nature of the art society produces and values. The colloquium meets in New York City for 2 weeks in January.

ASAG 6100 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6101 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6102 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6103 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6104 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6105 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6106 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6107 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6108 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6109 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6110 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6111 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6112 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6113 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6114 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6115 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6116 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6117 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6118 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6119 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6120 - Graduate Studio

Credits: 1

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6204 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6205 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6206 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6207 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6208 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6209 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6210 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6211 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6212 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6213 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6214 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6215 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6216 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6217 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6218 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6219 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6220 - Graduate Studio

Credits: 2

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6300 - Graduate Seminar

Credits: 3

A forum for discussion of current issues in the theory and practice of art. As opportunity presents, students meet with artists, dealers, curators, critics, and collectors.

ASAG 6301 - M.F.A. Qualifying Exhibition and Exam

Credits: 3

Preparation for the qualifying exhibition for candidates for the degree of Master of Fine Arts in Art and oral presentation/exam.

ASAG 6302 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6303 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6304 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6305 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6306 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6307 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6308 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6309 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6310 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6311 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6312 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6313 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6314 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6315 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6316 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6317 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6318 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6319 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6320 - Graduate Studio

Credits: 3

Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6321 - Studio Workshop

Credits: 3

An intensive investigation in art by students engaged in independent work, group collaboration, and analytical study. Prerequisite: Graduate standing.

Ceramics Courses

ASCE 5100 - Directed Studies in Ceramics

Credits: 1

Students may take one course per term only. Prerequisite: ASCE 3300.

ASCE 5200 - Directed Studies in Ceramics

Credits: 2

Students may take one course per term only. Prerequisite: ASCE 3300.

ASCE 5300 - Advanced Ceramics

Credits: 3

Students refine their understanding of the discipline of ceramics based on their grasp of techniques and principles from the first two courses. Employing the fluid nature of ceramics to flow across disciplines, students select a common ground (for example, architecture, food service, or the human figure) and identify specific techniques (for example, printing, throwing, or painting) to accomplish primarily self-initiated projects of research and making. Prerequisite: ASCE 3300 or permission of instructor.

ASCE 5302 - Directed Studies in Ceramics

Credits: 3

Students may take one course per term only. Prerequisite: ASCE 3300.

ASCE 5310 - Special Topics in Ceramics

Credits: 3

To be announced by the Division of Art. Prerequisite: ASCE 1300, ASCE 1310, ASCE 3300, ASCE 3310, ASCE 3320, ASCE 3330 or permission of instructor.

Drawing Courses

ASDR 5100 - Directed Studies in Drawing

Credits: 1

Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5200 - Directed Studies in Drawing

Credits: 2

Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5300 - Drawing Advanced

Credits: 3

Drawing at the senior level exemplifying independent development in drawing. Prerequisite: ASDR 3300 or permission of instructor.

ASDR 5302 - Directed Studies in Drawing

Credits: 3

Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5303 - Directed Studies in Italy: Advanced Students

Credits: 3

Offers senior-level development in drawing and individual responses to the ruins, monuments, and landscape of Italy, which are themselves the subjects of many masterpieces encountered in churches, museums, and archaeological sites. Students are allowed the freedom to explore formal issues and expressive means in response to these subjects, producing a visual record of their perceptions and thoughts in representational, abstract, or conceptual modes. Critiques allow students to demonstrate skills in formal analysis and interpretation. Enrollment is limited. Prerequisite: ASDR 3300.

ASDR 5305 - Drawing as Concept and Performance

Credits: 3

This course begins with the premise that the contemporary artist conceives of drawing as an expanded field of expressive and conceptual possibilities. Drawing understood as concept or performance is neither solely preparatory nor descriptive. Rather, drawing is constructed using a variety of means, including imaginative systems of notation, graphic conventions drawn from visual culture at large, and scripted physical actions. Prerequisite: ASDR 3305.

Photography Courses

ASPH 5100 - Directed Studies in Photography

Credits: 1

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5101 - Directed Studies in Video

Credits: 1

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5200 - Directed Studies in Photography

Credits: 2

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5201 - Directed Studies in Video

Credits: 2

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5302 - Directed Studies in Photography

Credits: 3

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5303 - Directed Studies in Video

Credits: 3

Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5304 - Advanced Photography and Digital Media

Credits: 3

An advanced investigation of lens-based creative practice, which culminates in a self-directed body of work. Execution and exploration of students' work is open to digital, analog, video, and hybrid processes. Prerequisite: ASPH 3303 or permission of instructor.

Printmaking Courses

ASPR 5100 - Directed Studies in Printmaking

Credits: 1

Prerequisite: Permission of instructor.

ASPR 5200 - Directed Studies in Printmaking

Credits: 2

Prerequisite: Permission of instructor.

ASPR 5300 - Printmaking Workshop

Credits: 3

Further intermediate- and advanced-level exploration of the possibilities of the printing medium as an expressive tool. The ambience of the workshop, with no fixed structure, offers freedom to experiment in all directions (emotionally, intellectually, and technically) and to seek inspiration from any source. Students gain the self-discipline necessary for coherent results and mastery of the craft of printing. Prerequisite: ASPR 3300 or permission of instructor.

ASPR 5302 - Directed Studies in Printmaking

Credits: 3

Prerequisite: Permission of instructor.

Painting Courses

ASPT 5100 - Directed Studies in Painting

Credits: 1

Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5200 - Directed Studies in Painting

Credits: 2

Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5300 - Advanced Painting

Credits: 3

An intensive studio experience for students who wish to develop a significant body of work in painting. Independent development is stressed alongside a program of readings and individual and group critiques. Prerequisite: 6 credit hours in painting at the 3000 level or permission of instructor.

ASPT 5302 - Directed Studies in Painting

Credits: 3

Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5306 - Painting in Taos II

Credits: 3

An advanced study of painting in the physical and cultural environment of the Fort Burgwin Research Center. Prerequisite: ASPT 3300 or ASPT 3306, or permission of instructor.

Sculpture Courses

ASSC 5100 - Directed Studies in Sculpture

Credits: 1

Students may take one course per term only. Prerequisite: Permission of instructor.

ASSC 5200 - Directed Studies in Sculpture

Credits: 2

Students may take one course per term only. Prerequisite: Permission of instructor.

ASSC 5300 - Advanced Seminar in Sculpture

Credits: 3

Advanced investigation of contemporary practice in sculpture, including methods of research, means of production, and the critical and theoretical contexts of contemporary sculpture. Prerequisite: 9 credit hours in art courses at the 3000 level or permission of instructor.

ASSC 5302 - Directed Studies in Sculpture

Credits: 3

Students may take one course per term only. Prerequisite: Permission of instructor.

Art History

Senior Associate Dean Kevin Paul Hofeditz, Acting Chair

Professors: Randall C. Griffin, Lisa Pon

Associate Professor: Amy Freund

Assistant Professors: Elizabeth Eager, Adam Jasienski, Anna Lovatt, Stephanie Langin-Hooper, Abbey Stockstill

Visiting Assistant Professor: Beatriz Balanta

Adjunct Associate Professor: Mark Roglán

Art History, Ph.D.

In 2011, the Art History Department began enrolling students in an innovative Ph.D. program rooted in the fields of art history and visual culture studies. The program builds upon the strengths of a distinguished faculty who bring a renewed emphasis on historical and new media, visual technologies, architecture and the city, race and gender, and performance and ritual. Emphasizing spatial and well as visual culture, the program extends the department's commitment to the study of technologies of visual communication, while also advancing transnational scholarship in the arts of Latin America and Iberia.

Admission

All students admitted to the program will receive full fellowship support and close mentorship within a small-program setting. Candidates are ensured professional success through a program featuring

- Small seminars and ample options for tutorial studies.
- Fellowships for all doctoral candidates for five full years.
- Medical benefits, tuition waivers and professional travel support for doctoral students.
- Close mentoring from matriculation to graduation and beyond.

To be admitted to the Ph.D. program, an applicant must have obtained a B.A. or M.A. from a four-year accredited college or university.

Degree Requirements

The Ph.D. in art history requires up to 36 hours of coursework, as well as directed readings and dissertation hours. A student must pass a departmentally administered exam to demonstrate proficiency in at least two languages relevant to his or her course of study. Further requirements include oral and written exams and a colloquium in the third year; the fourth and fifth years are devoted to dissertation research and writing.

Students who leave the Ph.D. program after completing 30 hours and who have demonstrated proficiency in one language will be allowed to take an exam in order to receive the M.A. degree. Any student who has demonstrated language proficiency and achieves a GPA of 3.000 in 24 hours of coursework during the first year of study but who does not receive the positive recommendation of the advisory committee to continue on to Ph.D. candidacy will be allowed to fulfill the requirements for the M.A. by completing a thesis within the following 12 months.

Art History, M.A.

Admission and Financial Aid

Admission to the graduate program is selective. Students are expected to have had substantial undergraduate work in the history of art. A minimum of 12 credit hours of undergraduate art history above the survey level or equivalent is

required before a student may begin to accumulate hours for graduate credit. Students who have been admitted without adequate undergraduate preparation will be expected to take the requisite number of undergraduate hours before or during their first term at SMU. The applicant should have a reading knowledge of one world language. Applicants must take the GRE graduate school admission test or, in the case of non-U.S. citizens who are residents outside the U.S., have a previous degree from an English-speaking university. An interview with the art history graduate adviser is desirable.

Outstanding students are awarded tuition grants and teaching/research assistantships. These awards are based on merit. Students accepting the offer of a scholarship may not decline the accompanying assistantship. In addition, the division has funds available so that graduate students may travel to conduct research on their thesis topic.

Application for admission with financial aid must be filed in full by January 10 for the fall term. A graduate application for admission and information concerning assistantships, fellowships, scholarships and degree programs are available from the Office of Graduate Admissions and Records, Meadows School of the Arts, SMU, PO Box 750356, Dallas TX 75275-0356.

Degree Requirements

This is a 36-credit hour program. Thirty credit hours are required in coursework; each course is worth three credit hours. Twenty-one of the 30 credit hours must be of seminar standing – that is, ARHS 5303 plus six additional seminars. During the first term of graduate study, a student must enroll in at least two seminar courses. The final six credits must be taken in the form of a major research paper. This thesis must be approved by a committee of three faculty members at the conclusion of the student's M.A. work. Prior to enrollment in thesis hours, all students must pass a translation exam in a language related to the field of study and their graduate colloquium, which is generally scheduled at the beginning of their third term. If a student does not pass the colloquium, he or she has the opportunity to represent the work one final time. If unable to pass the second colloquium, he or she will be dropped from the program.

Each student will consult with the department's director of graduate studies upon arrival. Subsequently, students will select a permanent adviser and committee in their fields of special interest. Courses numbered 5000 or higher are graduate courses.

Art History Courses

ARHS 5011 - Museum Internship

Credits: 0

Available to majors with a GPA of 3.000 or higher.

ARHS 5012 - Museum Internship

Credits: 0

Available to majors with a GPA of 3.000 or higher.

ARHS 5101 - Directed Studies

Credits: 1

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5102 - Directed Studies

Credits: 1

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5201 - Directed Studies

Credits: 2

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5202 - Directed Studies

Credits: 2

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5301 - Directed Studies

Credits: 3

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5302 - Directed Studies

Credits: 3

To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5303 - History and Methods of Art History

Credits: 3

Introduction to the history of the discipline with discussion of major methodological approaches as they have shaped past scholarship and the present sense of crisis in the discipline. Exercise in methods of research and its presentation in good form. Required of all first-year graduate students.

ARHS 5304 - Seminar On Ancient Art

Credits: 3

Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 5305 - Seminar On Greek Art

Credits: 3

Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 5316 - Seminar On Non-Western Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5320 - Seminar on Medieval Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5322 - Seminar on Convivencia: Jewish, Islamic, and Christian Art in Medieval Spain

Credits: 3

The art and architecture produced by the Christians, Jews, and Muslims of Iberia during the 10th through 15th centuries. Students study the cultural contacts, conflicts, and compromises that affected each culture's artistic traditions and contributed to the diverse heritage of what now is called Spanish art.

ARHS 5326 - History and Theory of Creative Computation

Credits: 3

How have computers and information networks been used to create art? What ideas and practices have contributed to the development of creative computing? What does making art using code, algorithms, and the Internet say about

the nature of art today? The identity of the artist? How do we assess the quality of the art produced by computers or responsive systems? Students explore the rich history and theory of creative computation, from the earliest experiments in machine art of the 20th century to the most advanced concepts of the present, from Artificial Intelligence to Virtual Reality. Prerequisites: A second-level coding course (CSE 1342 or ASIM 3305 or CRCP 3305), or 9 credits in any 3000-level courses designated ARHS, ASAG, ASIM, CRCP, or CSE.

ARHS 5330 - Seminar on Italian Renaissance Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5331 - Seminar on Early Modern Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5333 - Seminar on 18th-Century Art

Credits: 3

Specific topics on 18th-century art and/or architecture chosen by the instructor.

ARHS 5340 - Seminar on Spanish Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5354 - Seminar on 19th-Century Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5355 - Seminar on 20th-Century Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5358 - Seminar on Modern Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5359 - Seminar on Contemporary Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5360 - Seminar on British Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5361 - Seminar on American Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5362 - Seminar on American Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 5366 - Seminar on Pre-Columbian Art

Credits: 3

Specific topics chosen by the instructor.

ARHS 6000 - Thesis Project

Credits: 0

This course is designed for graduate students who are completing a thesis project begun in an earlier term.

ARHS 6101 - Master's Thesis

Credits: 1

ARHS 6102 - Master's Thesis

Credits: 1

ARHS 6103 - Master's Thesis

Credits: 1

ARHS 6104 - Master's Thesis

Credits: 1

ARHS 6105 - Master's Thesis

Credits: 1

ARHS 6106 - Master's Thesis

Credits: 1

ARHS 6107 - Master's Thesis

Credits: 1

ARHS 6108 - Master's Thesis

Credits: 1

ARHS 6109 - Master's Thesis

Credits: 1

ARHS 6110 - Master's Thesis

Credits: 1

ARHS 6111 - Master's Thesis

Credits: 1

ARHS 6112 - Master's Thesis

Credits: 1

ARHS 6201 - Master's Thesis

Credits: 2

ARHS 6202 - Master's Thesis

Credits: 2

ARHS 6300 - Graduate Directed Study

Credits: 3

Specific topics for study selected by instructor.

ARHS 6301 - Master's Thesis

Credits: 3

ARHS 6302 - Master's Thesis

Credits: 3

ARHS 6303 - Archaeological Field Methods of Italy

Credits: 3

Archaeological field experience in classical archaeology in Italy. Introduces the principles of archaeological field method through lectures and field experience. Also, lectures on Etruscan history, art, and culture. (Temporalities pre-1500) (SMU-in-Italy: Archaeology)

ARHS 6311 - Mortals, Myths, and Monuments of Ancient Greece

Credits: 3

A visual analysis of the rich tapestry of ancient Greek culture, fountainhead of Western civilization, with emphasis on mythological, archaeological, and historical settings in which the art and architecture occur. Touches on various aspects of ancient Greek life, including religious practices, Olympic contests, theatrical performances, and artistic perfection.

ARHS 6313 - The Etruscans and Iron Age Italy

Credits: 3

The art and architecture of early Italy, including Etruscan art, early Roman art, and Italic art, are studied with respect to the cultural context and environment.

ARHS 6314 - Art of the Moving Image

Credits: 3

Considers how artists have made use of moving images in film, television, video, animation, and 3D projection, from the 1920s to the present day. Discusses how the uses of these media by artists intersect with and diverge from their uses in the film and television industries. Students will develop an in-depth knowledge of art of the moving image and an awareness of key themes and issues in film and media studies.

ARHS 6315 - Classical Sculpture

Credits: 3

A study of the styles, subjects, and techniques of the sculptor's art during the ancient Greek, Hellenistic, and Roman eras. Focuses on the functions of sculpture in the round, in relief, freestanding, and in architectural settings, with particular attention to historical background.

ARHS 6316 - Etruscan and Roman Art

Credits: 3

ARHS 6320 - Medieval Art

Credits: 3

An introduction to the art of Byzantium, Islam, and the medieval West through study of five genres to which each of these cultures made distinctive contributions: the congregational worship space, imaging the sacred word, the court and its objects, the pilgrimage site, and the urban religious complex.

ARHS 6322 - Art and the Italian Commune

Credits: 3

The interplay of artistic styles, workshop practice, religious change, and political controversy in the century between St. Francis and the Black Death, emphasizing the art of the Pisani, Cimabue, Cavallini, Giotto, Duccio, and the Lorenzetti. (Temporalities pre-1500)

ARHS 6324 - Art and Cultures of Medieval Spain

Credits: 3

Introduces the visual traditions of the diverse medieval cultures that coexisted from the fall of Roman Hispania to the cultural and political consolidations of Ferdinand and Isabella. Emphasizes instances of cultural coexistence and rivalry ("convivencia") among Spain's medieval Islamic, Christian, and Jewish cultures. Also, the interplay of foreign and indigenous traditions, the expression of religious and ethnic identity, and the reuse and reconception of artistic forms and objects. Direct study of medieval Spanish painting, sculpture, and manuscripts in the Meadows Museum and Bridwell Library supplement classroom lectures, discussion, and research projects. (Temporalities pre-1500; global perspectives)

ARHS 6325 - The Gothic Cathedral and Its World

Credits: 3

The social and spiritual centerpiece of medieval European life, the Gothic cathedral was also one of the greatest multimedia creations of its age. This lecture course uses the cathedral as a springing point for the investigation of the rich architectural and artistic traditions of the high and late Middle Ages in Europe. (Temporalities pre-1500)

ARHS 6331 - Art and Culture of the Italian Renaissance

Credits: 3

Surveys major artistic developments of the Renaissance (1300-1600), with special attention to the work of Giotto, Donatello, Leonardo, Raphael, Titian, and Michelangelo. Includes study of the customs, literature, and philosophy of the period through selected readings of primary sources. (Temporalities pre-1500)

ARHS 6332 - 16th-Century Italian Art

Credits: 3

Topics include the dominance of Leonardo, Michelangelo, Raphael, and Titian in the 16th century; the High Renaissance in Florence and Rome and its aftermath, Mannerism, in Catholic courts across Europe; the development of art history as a discipline in conjunction with the rise of academics, art collecting, and the search for elevated status; and the challenge of women artists such as Sofonisba Anguissola to prevailing notions of creativity. (Temporalities pre- and post-1500)

ARHS 6334 - The Look of Freedom

Credits: 3

This course investigates the visual history of freedom. The idea of freedom as a fundamental human right became

prominent in the 18th century, during the same time "vision" became an essential tool in science, the main axis of politics, and the leading sensitivity in art and aesthetics. To complicate matters, both liberty and vision emerged at a time of heightened colonialism and the expansion of empire. Students investigate the manner in which different visual media facilitated, documented, and articulated debates regarding freedom. Particular attention is given to the representation of the body, as this exercise negotiated a range of specific aesthetic, artistic, and cultural concerns regarding the social and political world: To what extent is the idea of freedom, both in historical actuality and in the cultural imagination, determined by the colonial system? What is the political history of freedom? How is freedom coded visually? What are the political limits of freedom? The course readings are organized to consider a range of theoretical and methodological approaches that show the complex history of the concept of freedom in the West. Graduate students enrolled in ARHS 6334 must fulfill additional course requirements as specified by instructor.

ARHS 6337 - The Baroque From a Northern Perspective

Credits: 3

Explores the world of Rembrandt, Rubens, Leyster, Vermeer, Van Dyck, De la Tour, Le Brun, Jones, and Wren in the context of such contemporary events as the Thirty Years' War and the Reformation. Also, art versus craft, nationalism versus internationalism, individual genius versus market, colourism versus classicism, and collector versus connoisseur. By considering a broad range of artworks - from tapestry to painting and from etching to architecture - in terms of the maker, market and patron or client, this survey seeks the underlying whys for this absorbing period. (Temporalities post-1500)

ARHS 6339 - El Greco to Goya: Spanish Painting of the Golden Age

Credits: 3

A survey of the painting traditions of Spain's 15th through early 19th centuries, including such artists as El Greco, Velazquez, Ribera, Murillo, and Goya. Lectures are supplemented by direct study of Spanish paintings and prints in the Meadows Museum. (Temporalities post-1500)

ARHS 6348 - 18th-Century Art

Credits: 3

A study of European visual culture, 1700-1800, in its many contexts. Topics include art and the public sphere; the rise of museums, exhibitions, criticism, and theory; shifts in patronage and artistic practice; connections among commerce, industry, and the arts; questions of identity; stylistic revivals and innovations; explorations of the past; and encounters with cultures outside Europe. (Temporalities post-1500)

ARHS 6349 - Hieroglyphs to Hypertext: The Art and History of the Book

Credits: 3

Examines the early development and the enduring cultural impact of the book - that is, the physical format of written communication known as the codex, which has dominated the intellectual landscape for the past two millennia. This survey traverses the historical forms of written communication, including cuneiform, hieroglyphs, calligraphy, woodblock, and letterpress printing, as well as the new dematerialized forms stored in digital information retrieval technologies. (Temporalities pre-1500)

ARHS 6350 - Modern Art and Media Culture, 1789-1870

Credits: 3

Examines the emergence of a public sphere and a culture of looking in the 19th century. Discusses European visual art in relation to the rise of museum and gallery culture, journalistic illustration, the department store display window, photography and the panorama, the art critic, and early cinema. (Methods and theories)

ARHS 6352 - Impressionism, Symbolism, and the Deviant Body: Making a Difference

Credits: 3

Examines impressionist and symbolist art in relation to the emergence of the modern metropolis and the concept of modernity in Europe during 1870-1940. The discourse of degeneration that emerged in the context of 19th-century racial theory, criminology, and medical science forms the framework for discussion. (Methods and theories) (Also SMU-in-Paris)

ARHS 6355 - History of Photography II: 1940-Present

Credits: 3

A survey of the history of photographic media from 1940 to the present, with particular emphasis on the still photograph in its various uses as art, document, aide-memoire, amateur pursuit, and social practice. Examines photographic images and image-makers in relation to the social historical contexts in which they are produced; the evolution of photographic technologies; and the idea of the photographic image as it appears in and is transformed through TV, video, film, conceptual art, and new media. (Temporalities post-1500)

ARHS 6356 - Modern Architecture

Credits: 3

Western architecture from the late 19th century to the present, focusing on the proto-modern trends of the late 19th century and the major masters of the modern movement: Sullivan, Wright, Gropius, Le Corbusier, and Mies van der Rohe. (Temporalities post-1500)

ARHS 6358 - Gender and Sexuality in the Visual Arts

Credits: 3

Considers the representation of gender and sexuality in the visual arts, as well as the gendering of art production, patronage, and viewership. Topics may include the work of female artists, representations of male and female bodies, the role of the visual arts in constructing, subverting, norms of gender and sexuality, and the gendering of art theory and the art historical canon.

ARHS 6359 - Topics in Art History: International Studies

Credits: 3

Specific topics for investigation will be chosen by the instructor.

ARHS 6361 - Special Studies in Art History

Credits: 3

Specific topics for investigation will be chosen by the instructor.

ARHS 6362 - Picturing Children and the Family in Art, 1850 to the Present

Credits: 3

Considers changing representations of children and the family in art from 1850 to the present. Artworks will be studied in relation to literary and theoretical texts, from Lewis Carroll's *Alice in Wonderland* to Melanie Klein's research on the emotional development of children. Key topics will include the perceived relationship between childhood and artistic creativity, the representation of gender and sexuality, family members as artistic collaborators, and representations of the changing structure of the family in the twenty-first century.

ARHS 6363 - Topics in Brazilian Art and Architecture

Credits: 3

Explores Brazilian art and architecture from the encounter of the Portuguese with native peoples of the New World in 1500, through the long period of colonial history, to the vibrant contemporary arts of Brazil today. Topics include

the complex tapestry of artistic and intercultural exchange among Brazil's Amerindian, African, and European populations; indigenous terra-forming; Tupi feather work, ceramics, and urban planning; European mapping of Brazil and the Amazon; religious art and architecture; Afro-Brazilian art forms and religious practices; Carnival and other performances of popular culture; the artistic production of the colonial period and the foundations of Brazilian modern art; video art during the dictatorship and contemporary allegories of underdevelopment; and historical artistic practices and their link to different national and international models for representing Brazilian national identity today, as well as their ethical, aesthetic, political, and/or social repercussions. (Temporalities post-1500; global perspectives)

ARHS 6364 - History and Theory of Prints

Credits: 3

Covers how prints are made and how they can function (newspapers, postage stamps, maps, works of art, etc.). Also, the history of printmaking; established and emerging printmakers and major printmaking techniques from the 15th through 21st centuries; and fundamental issues regarding originality and copying, uniqueness and multiplicity, display, and collecting as raised by the medium of print. Provides firsthand experience of prints through looking assignments, visits to local collections, and in-class exercises. (Temporalities post-1500)

ARHS 6365 - Race and Gender in Visual Culture

Credits: 3

The body is not just a compilation of organs. It is a site through which this era's most contentious political discussions (e.g., human rights violations, racism, and sexism) are experienced. Students explore the complex interconnections among race, gender, and politics in visual culture to analyze how these identities, locations, and markers are constructed and deployed in various media, including painting, photography, and TV. (Temporalities post-1500; methods and theories)

ARHS 6368 - Art and Context: 1940-1970

Credits: 3

An international survey of modern art during 1940-1970 that looks at the postwar development of modernist, formalist, figurative, realist, and antimodernist art in a social historical context, with particular attention to the cultural impact of World War II, the ideological conflicts and geopolitics of the Cold War, and the social and political upheaval of the 1960s. Also, the relevant histories of gender, sexual, racial, regional, and national identity in America and other industrialized nations (Britain, France, Germany, Italy, the Soviet Union, and Japan). (Temporalities post-1500)

ARHS 6369 - Contemporary Art: 1965-Present

Credits: 3

An international survey of contemporary art from 1965 to the present, with specific attention to the rise of the current proliferation of new modes and new media in art (multimedia, installation, performance, site-specificity, video, interactive, and digital art), locating its origins in the social upheaval and shifting artistic practices at the close of the 1960s. Also, contemporary art practices as they relate to a range of influential developments in critical theory, social history, and local and global visual cultures. (Temporalities post-1500)

ARHS 6370 - The Art Market: Making, Selling, and Displaying Art in Early Modern and Modern Europe

Credits: 3

Examines how art was produced, sold, collected, and displayed in early modern and modern Europe. Includes case studies of different centuries and cultures, which might include 16th-century Italy, 17th-century Holland, 18th-century England, or 19th-century France. Students consider issues such as artists' education and self-promotion, the

roles of private and governmental patronage, the development of art academies and public exhibitions, the circulation of art objects between Europe and non-European countries, the gendering of the production and consumption of art, and the rise of the dealer system. (Temporalities post-1500)

ARHS 6371 - The Decorative Arts and the History of Dress in 18th-Century Europe

Credits: 3

Explores the history of production and consumption of the decorative arts and clothing in 18th-century Europe. Topics include how decorative objects and clothing were made and by whom, how styles evolved and in what political and social contexts, how consumers used objects to define themselves in and against society, and how objects and textiles circulated between Europe and the rest of the world. Also, the gendering of production and consumption, and the relationship between the luxury market and more affordable objects. (Temporalities post-1500)

ARHS 6373 - American Art and Architecture to 1865

Credits: 3

A survey of American painting, sculpture, and architecture from the Colonial period through the Civil War.

ARHS 6374 - American Art and Architecture, 1865-1940

Credits: 3

Provides a stylistic and iconographic survey of American painting, sculpture, photography, and architecture from 1865 to 1940 and attempts to situate the images within their specific cultural contexts. Also, broad underlying issues such as nationalism, class, race, and gender. Group discussions on the strengths, assumptions, and weaknesses of these interpretations are relevant for the students' research, thinking, and writing. (Temporalities post-1500)

ARHS 6376 - Latin American Art

Credits: 3

A survey of art and architecture in Latin America from the initial contacts between European and American civilizations until the 20th century. (Temporalities post-1500; global perspectives)

ARHS 6382 - Art and Experience in Inka Peru

Credits: 3

The ritual and everyday objects of the native inhabitants of North America, and the architecture of the Mound Builders and the Southwestern Indians. (Temporalities post-1500; global perspectives)

ARHS 6383 - The Ancient Maya: Art and History

Credits: 3

Introduces the art and history of the Maya of Central America. Also, addresses the principal sites and monuments of the ancient Maya civilization, imparts a working understanding of the Maya hieroglyphic writing system, and surveys the political history of the fractious ancient Maya cities. (Temporalities pre-1500; global perspectives)

ARHS 6385 - The Aztecs Before and After the Conquest: Mesoamerica, 1400-1600

Credits: 3

Examines the art and cultural history of Mexico in the centuries immediately before and after the Spanish arrival in Mesoamerica. Topics include the art and ceremony of the imperial Aztec state; the nature of the conflict between 1519 and 1521 that ended in the fall of the Aztec capital to the Spanish; and the monuments of Spanish conquerors, missionaries, and the native elite in Mexico's early colonial period. (Temporalities pre-1500; global perspectives)

ARHS 6388 - Why We Go to Auschwitz: Art, Trauma, and Memory

Credits: 3

Examines how societal memory of the Holocaust is shaped by visual media and public spaces of remembrance like museums, memorials, and artistic monuments. Also, the close ties between fascism and visual culture in the 1930s (Leni Riefenstahl's propaganda films for Hitler and the Degenerate Art Exhibition of 1937) and the emergence of a Holocaust consciousness in philosophy, literature, art, and film in the 1960s, stimulated by Eichmann's trial in Israel. The primary focus is the preoccupation with the Holocaust in the last two decades by artists and intellectuals born after World War II whose knowledge of Shoah (the Holocaust) derives from its representation in books, photographs, and film. (Methods and theories; global perspectives)

ARHS 6391 - Visual Culture in Colonial Mexico

Credits: 3

The arrival of Europeans in the Americas in 1492 inaugurated one of the most remarkable and violent encounters in human history. This course examines the visual and material culture created in the aftermath of this cultural collision in Mexico, the former Viceroyalty of New Spain, from the 16th to 18th centuries. Topics include the interplay and creative synthesis of discrete European and indigenous visual cultures within the colonial sphere; the role of the arts in empire building; and feather work, manuscripts, painting, sculpture, architecture, urban planning, etc. as visual practices. (Temporalities post-1500; global perspectives)

ARHS 6392 - Islamic Art and Architecture: The Creation of a New Art

Credits: 3

Issues significant to the creation and expansion of Islamic art from the 7th to the 15th century, e.g., the cultural and political exchange and conflict between Muslims and Christians, religious concerns and the artistic forms created to meet them, the importance of the book in Muslim culture, the distinctions between religious and secular art, and the appropriation of sacred space in Muslim architecture. (Temporalities pre-1500; global perspectives)

ARHS 6393 - Culture of Oaxaca: A Sense of Place

Credits: 3

Learning adventure in Oaxaca: exploration of multilayered cultural history through field trips to artists' workshops, museums, archaeological sites, and religious fiestas. The focus is on art, art history, folklore, and religion. Lectures, readings, discussion, essays, interviews and photographs of artists for student projects, and numerous field trips provide a broad exposure to Oaxacan culture. (Global perspectives) (SMU-in-Oaxaca)

ARHS 6394 - Art and Architecture of Japan

Credits: 3

Surveys religious and secular arts from prehistoric times through the Edo period. Includes field trips to Kyoto and Nara. (Temporalities pre-1500; global perspectives) (SMU-in-Japan)

ARHS 6396 - Art and Architecture of China

Credits: 3

Important monuments in China, dating from 2000 B.C. to the present day, in a variety of media: cast bronze, stone, sculpture, painting on silk and paper, porcelain, wooden architecture, etc. Selected objects and sites illuminate the concept of monument from differing perspectives of technology, aesthetics, labor, religion, ethnicity, and politics. Also, comparisons to analogous monuments outside China and visits to collections of Chinese art in Dallas/Fort Worth. (Temporalities pre- and post-1500; global perspectives)

ARHS 6399 - The Medieval Jewish-Christian Dialogue in Art and Text

Credits: 3

Examines the mutual perceptions, conflicts, and commonalities among medieval European Christians and Jews as reflected in works of visual art and in philosophical, theological, legal, and literary texts. (Temporalities pre-1500; global perspectives)

ARHS 7301 - Doctoral Workshop

Credits: 3

A term-long, writing-intensive program of instruction and professional mentoring with a member of the ARHS faculty. Doctoral students participating in the workshop are expected to produce one or more publishable works of scholarship over the term.

ARHS 7302 - Doctoral Exam Preparation

Credits: 3

Faculty-advised preparation for doctoral exams.

ARHS 8000 - Dissertation

Credits: 0

Faculty-advised preparation of the doctoral dissertation. Prerequisite: Departmental consent.

ARHS 8101 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

ARHS 8102 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

ARHS 8103 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

ARHS 8104 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

ARHS 8105 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

ARHS 8106 - Dissertation

Credits: 1

Faculty-advised preparation of the doctoral dissertation.

Arts Management and Arts Entrepreneurship

Professor Alex Turrini, **Division Chair**

Professor: Zannie Giraud Voss

Assistant Professor: Kathleen Gallagher

Professor of Practice: Jim Hart

Adjunct Professor: Zenetta Drew, Jill Robinson

Adjunct Lecturers: Janet Clarkson Davis, Maureen Mixtacki, Andrea Perez, Jennifer Schuder

International Arts Management, M.M.I.A.M

SMU, HEC Montréal and SDA Bocconi University's School of Management in Milan, Italy, jointly offer a limited number of highly qualified candidates a global perspective on arts management. Through study at these three campuses, a student is able to gain exposure to three different arts markets. This program is offered on a full-time basis only and is intended to train a new generation of managers for positions in the international dimension of the performing arts, the heritage sector (museums, historic sites) or cultural industries (film, publishing, sound recording, radio and television).

The duration of the M.M.I.A.M. program is 12 months, and it consists of three consecutive terms that collectively provide 45 credit hours: 39 credit hours of coursework plus a final project worth six credit hours. Students will spend the fall term in Dallas, the winter term in Montréal and the spring/summer term in Milan. All coursework is offered in English. The curriculum includes instruction from internationally distinguished arts and business professors. The student's learning will be assessed with a combination of exams, team exercises, group projects, syntheses and participation in class. Teaching methods used in the program include theoretical courses, case studies, fieldwork, lectures by world leaders and visits to well-known cultural organizations and facilities.

Admission

The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores (GMAT or GRE graduate school admission test scores required for all applicants, TOEFL or IELTS English language proficiency test scores also required if English is not the applicant's first language), application form, previous academic records, references and self-evaluation essays. If the candidate's application is accepted, he or she will be invited for an interview with a program of the selection committee by teleconference. The applications for study in the M.M.I.A.M. program are accepted only for fall admission. More information is available online from the Meadows School at www.smu.edu/Meadows/AreasOfStudy/ArtsManagement/GraduateStudies/MMIAM ("Apply" link).

Degree Requirements

The 15 credit hours of M.M.I.A.M. courses offered through SMU focus on management of nonprofit arts organizations and private sector funding, and the 15 credit hours offered through HEC Montréal focus on marketing. The 15 credit hours offered through SDA Bocconi focus on cultural industries; the focus of the master's thesis is an arts sector or industry.

Required Courses

SMU Courses

- IAM 6351 - Cultural Economics and the International Art Market

- IAM 6352 - Comparative International Cultural Policy
- IAM 6353 - International Law and the Arts
- IAM 6354 - Fundraising in the Arts
- IAM 6355 - Nonprofit Arts Budgeting and Financial Management

Total: 15 Credit Hours

HEC Montréal

- 2001 MIHEC Accounting Management in Cultural Organizations (Film, Publishing, Recording)
- 2002 MIHEC Arts Marketing
- 2004 MIHEC Leadership in the Context of Cultural Organizations
- 2006 MIHEC Information Technologies for Arts and Culture
- 2005 MIHEC New Forms of Innovation
- 2007 MIHEC International Marketing of the Cultural Industries
- 2003 MIHEC Managing Cultural Products and Brands
- 2009 MIHEC Promotion and Advertising
- 2010 MIHEC Research Methods in Marketing for Arts and Culture
- 2012 MIHEC Database Marketing

Total: 15 Credit Hours

SDA Bocconi

- Master's Thesis (6 hours)
- Consulting Management
- Performing Arts Management
- Heritage Management

Total: 15 Credit Hours

Total: 45.0 Credit Hours

Master of Arts/Master of Business Administration, M.A./M.B.A.

As arts organizations today face a changing environment that presents both unprecedented opportunities and increased financial and competitive pressures, there is a need for skilled and resourceful administrators, managers and leaders in the arts. The SMU M.A./M.B.A. program in business and arts administration is designed to address this need. It is based on the philosophy that a successful career in arts management requires a thorough knowledge of contemporary business practices coupled with both a deep understanding of the arts and the ability to recognize and seize opportunities. Global exchange opportunities provide students exposure to the world's diversity of arts models, trends and challenges. Students gain an international perspective through exchange opportunities and partnerships.

The SMU Meadows School of the Arts, in conjunction with the Cox School of Business, offers to a limited number of highly qualified candidates the nation's only concurrent dual degree graduate program in arts management. Through the Division of Arts Management and Arts Entrepreneurship, the M.A./M.B.A. program combines development of contemporary general-management skills with in-depth study of today's professional arts world.

The program is five successive terms, including summer. The curricula include instruction from distinguished arts and business professors, continuing seminars with nationally recognized arts administrators, and study abroad and

internship components. During the first year, students take arts management seminars and the core required business curriculum, the basis on which to build for the variety of elective courses scheduled during mornings, afternoons and evenings of the second year. During the summer between the first and second year, students intern full time with a professional arts organization. In the first term of the second year, students study abroad at Bocconi University in Milan, Italy. Seminars and practica (part-time internships) in the arts tailored to the individual student's background, experience and career goals round out the education. The division office also assists graduates in their career objectives through guidance and assistance with their placement.

Admission

The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores (GMAT management/business graduate school admission test or GRE graduate school admission test required for all applicants; TOEFL or PTE English language proficiency test also required for international applicants), previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. (If a candidate has not earned a baccalaureate degree in an arts field, a degree in another field combined with significant academic, professional or personal experience in the arts is acceptable.) Personal interviews are conducted at the request of the Admissions Committee after a complete application has been received. Merit-based scholarships are available on a limited basis.

The applications for study in the M.A./M.B.A. program are accepted only for fall admission. Students must be accepted by both the Meadows arts management program and the Cox School of Business; however, candidates submit only the Cox M.B.A. online application and select M.A./M.B.A. as the degree choice. Students who matriculate into the M.A./M.B.A. dual program are required to complete concurrently both the M.A. and the M.B.A. requirements in order to graduate. Students cannot drop either part of the dual degree program nor fail to maintain a 3.000 GPA in each school independently as well as cumulatively.

For more information from the Meadows School of the Arts, students should visit www.smu.edu/Meadows/AreasOfStudy/ArtsManagement or email amaemeadows.smu.edu. Information is also available from the Cox School of Business (www.coxmba.com); email mbainfo@cox.smu.edu.

Degree Requirements

This 75-hour program requires 48 hours of business courses and 27 hours of arts administration courses. Cox School of Business courses are organized into modules.

Year 1

Fall Term

Module A Courses

- AMAE 6223 - Fundraising in the Arts
- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- MAST 6201 - Managerial Statistics
- MKTG 6201 - Marketing Management
- MNGT 6101 - Managing Your Career

Module B Courses

- AMAE 6224 - Advanced Fundraising Strategy
- ACCT 2nd required accounting course (2 Credit Hours)

- BUSE 6202 - Managerial Economics
- ITOM 6202 - Management Decision Analysis
- MNGT 6103 - Business Presentation Techniques

Term Total: 20 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Managerial Accounting I.

Spring Term

- AMAE 6051 - Practicum (10 hours per week)

Module A Courses

- AMAE 6205 - Nonprofit Financial Management
- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MKTG 6233 - Nonprofit Marketing Strategy
- MNGT 6011 - Managing Your Career, Part Two

Module B Courses

- AMAE 6222 - Audience Development and Marketing in the Arts
- MNGT 6210 - Global Leadership Program
- STRA 6201 - Strategic Management
- MNGT 6020 - First-Year Foundations

- BUSE 6203 - Macroeconomics
- or
- FINA 6222 - Financial Markets and Monetary Policy

Module A and B Courses

- Business electives: one course (2 Credit Hours)

Term Total: 18 Credit Hours

Note: MNGT 6020 is a requirement of the M.A./M.B.A. program. The successful completion of this degree requirement earns a grade of P (Pass). Students participate in various required activities to enhance professional development. These sessions will take place most Fridays during the first year of the M.B.A. program.

Summer Term

- AMAE 6304 - Arts Administration Internship

Term Total: 3 Credit Hours

Year 2

Fall Term

International Study

Courses at Bocconi University in Milan, Italy

- Arts management electives: four courses (12 Credit Hours)
- Business electives: 2 courses (4 Credit Hours)

Term Total: 16 Credit Hours

Spring Term

- AMAE 6054 - Practicum (10 hours per week)

Module A Courses

- AMAE 6215 - Independent Study: In-Depth Industry Exploration
or
- AMAE 6221 - Legal Issues in the Arts (elective option)
or
- AMAE 6225 - Economics of Arts and Culture (elective option)

Module B Course:

- AMAE 6202 - Strategic Planning in the Arts

Module A and B Courses:

- Business electives: seven courses (14 Credit Hours)

Term Total: 18 Credit Hours

Cox Credit Hours Summary for M.A./Full-Time M.B.A. Program

28 credit hours of required Cox courses

20 credit hours of elective Cox courses

48 credit hours total from Cox toward M.A./M.B.A. degree

Note: For the 20 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours.

Credit Hours Summary by School

<i>Year</i>	<i>Meadows Arts</i>	<i>Cox Business</i>
1	11	30
2	16	18
Total	27	48

Arts Management and Arts Entrepreneurship Courses

AMAE 6051 - Practicum

Credits: 0

Spring of first year, 10 hours per week.

AMAE 6053 - Practicum

Credits: 0

Fall of second year, 10 hours per week.

AMAE 6054 - Practicum

Credits: 0

Spring of second year, 10 hours per week.

AMAE 6201 - Introduction to Arts Management

Credits: 2

This course integrates arts management theory and practices from a variety of arts disciplines. The goals of the course are to explore management of arts organizations locally, nationally, and internationally.

AMAE 6202 - Strategic Planning in the Arts

Credits: 2

Focuses on the role of long-range planning in arts institutions, including alignment of organizational mission with strategic objectives, organizational capacity, and capital structure. After an in-depth analysis of an arts organization, students construct an appropriate, detailed strategic plan.

AMAE 6205 - Nonprofit Financial Management

Credits: 2

Emphasizes financial and operational management of nonprofit arts organizations. Also, budgeting as a reflection of the art form; as a means of fiscal prediction and control; and as a vehicle of communication among staff, trustees, and the organization's other constituencies.

AMAE 6215 - Independent Study: In-Depth Industry Exploration

Credits: 2

This research course will give students an opportunity to fully explore the structural and managerial specifics of their arts industry discipline of choice, including collective bargaining agreements, current trends and pressing issues, programming management, and technology.

AMAE 6221 - Legal Issues in the Arts

Credits: 2

Students will examine, debate, and critically assess legal and ethical aspects of creating and interacting with works of the visual and performing arts and the relationships between and among creators, performers, dealers, collectors, arts institutions, and the public.

AMAE 6222 - Audience Development and Marketing in the Arts

Credits: 2

Development of external and internal marketing plans, including the following topics: audience development, market segmentation, promotional strategies, sponsorships, e-market research, customer service, and media relations.

AMAE 6223 - Fundraising in the Arts

Credits: 2

Examination of strategies for raising funds in the private and public sectors, including the process of researching, preparing, and managing individual and corporate gifts as well as foundation and government grants.

AMAE 6224 - Advanced Fundraising Strategy

Credits: 2

This course offers students an advanced exploration of fundraising. Primary emphasis is on development of strategies for annual fund development; major gifts; capital campaigns; prospect research; and institutional fundraising, including government funding. Prerequisite: AMAE 6223.

AMAE 6225 - Economics of Arts and Culture

Credits: 2

This course explores the influence of cultural economics on the production, financing, and consumption of arts and culture, and their mechanisms. The course focuses on these topics: the demand and supply of art; the market of the visual arts; the market of the performing arts; the audiovisual industry and other cultural industries; cultural heritage and cultural tourism; art value and pricing; copies and fakes; artists' labor market; and habits, dynamics, and social interactions in cultural consumption. Prerequisite: Enrollment in the M.A./M.B.A. program or permission of instructor.

AMAE 6275 - Social Entrepreneurship: Creating a Movement and Innovating Through Social Good

Credits: 2

Explores how to use one's talents, passions, and interests to address world problems with innovative solutions that result in movements and cultural change. Special focus on learning to build a business that not only realizes success but also aids those in need.

AMAE 6304 - Arts Administration Internship

Credits: 3

An internship with a professional arts organization in the field of the student's specialty. A sampling of past internships includes Arena Stage, the Art Institute of Chicago, the Seattle Repertory Theatre, the Dallas Symphony Orchestra, the Guthrie Theatre, the Lyric Opera of Chicago, the Minnesota Orchestra, New York City Ballet, and the San Francisco Opera, as well as the American Association of Museums in Washington, D.C.

AMAE 6315 - Directed Studies in Arts Administration

Credits: 3

AMAE 6321 - Law and the Arts

Credits: 3

Examines laws and legal implications relating to 1) the activities of visual and performing arts organizations; 2) the creation, acquisition, use, transfer, and disposition of works of visual and performing arts and related intellectual properties; 3) the interests, obligations, and relationships of creators, users, and consumers of the arts; 4) and broader domestic and international issues impacting the art world.

AMAE 6325 - Cultural Economics

Credits: 3

Explores the mechanisms and influence of cultural economics on the production, financing, and consumption of arts and culture. Focuses on the demand and supply of art; the market of visual arts; the market of the performing arts;

the audiovisual industry and other cultural industries; cultural heritage and cultural tourism; art value and pricing; copies and fakes; artists' labor market; and habits, dynamics, and social interactions in cultural consumption.

Prerequisite: Enrollment in the M.A./M.B.A. program or permission of instructor.

AMAE 6326 - Cultural Policy

Credits: 3

Provides an overview of policy analysis and practice of the cultural sector in its different areas (heritage, visual and performing arts, etc.) and perspectives. Analyzes historical and theoretical backgrounds of cultural policy; cultural policies in practice (stylized facts and geographical and political divergence at local, national, and international levels); evaluation of cultural policies and their socioeconomic impact; culture, diversity, and development; and cultural access and arts education.

AMAE 6331 - International Arts/Business Exchange with Bocconi University

Credits: 3

AMAE 6332 - International Arts/Business Exchange with Bocconi University

Credits: 3

AMAE 6333 - International Arts/Business Exchange with Bocconi University

Credits: 3

AMAE 6334 - International Arts/Business Exchange with Bocconi University

Credits: 3

AMAE 6375 - Social Entrepreneurship: Creating a Movement and Innovating Through Social Good

Credits: 3

Explores how to use one's talents, passions, and interests to address world problems with innovative solutions that result in movements and cultural change. Special focus on learning to build a business that not only realizes success but also aids those in need.

AMAE 6387 - Attracting Capital: Donors, Investors, and Public Funds

Credits: 3

This course focuses on strategies for attracting capital for new arts-related ventures, whether for-profit or nonprofit. Each capital market is explored for its defining characteristics, mechanisms, and motivations. Students develop skills in preparing funding proposals and pitching their ideas to potential funders.

AMAE 6390 - Developing an Arts Venture Plan: Legal, Strategic, and Practical Issues

Credits: 3

Through this course, students 1) develop an idea for an unmet need in the marketplace; 2) create a plan for the intended impact of their service or product and the model for how that change will take place; 3) analyze the environmental, industry-related, legal, and market-related factors that will influence the success of their new venture; 4) analyze the risks involved with launching their new venture; and 5) develop a plan for the human, financial, space-related, and other resource needs that will be necessary to launch their venture.

International Arts Management Courses

IAM 6056 - Accounting Management in Cultural Organizations

Credits: 1.5

HEC Course Number 2001MIHEC. In order to make the best possible decisions, managers in the cultural industries use information that is produced by company information systems. In this regard, the financial information produced by a company's accounting system is of the utmost importance. In several countries, company financial statements are now being presented according to International Financial Reporting Standards (IFRS). This course is aimed at acquainting managers, who may be called upon to read financial statements produced in different countries, with the main IFRS rules of presentation. The second part of the course covers guidelines for using budget control efficiently in order to reach the above objectives. At the end of the course, students will have a firm grasp of both internal financial management (budgeting) and external financial management (reading financial statements).

IAM 6057 - Marketing and Consumer Culture

Credits: 1.5

HEC Course Number 2008MIHEC. Over the past 20 years, researchers in the social sciences and in the field of marketing have debated the topic of consumption and consumer culture. These experts have reflected on the rise of consumer culture, studied the impact of consumption in the arts field, and examined our understanding of culture. This course explores the issue of consumer culture from an anthropological perspective.

IAM 6058 - Arts Marketing

Credits: 1.5

HEC Course Number 2002MIHEC. This course covers key marketing concepts and their application in the cultural sector. It looks at the traditional definition of marketing and discusses the specifics of the marketing approach in the field of culture, including the centrality of the artwork and the artist in any marketing approach. The course considers the company not only in terms of its products but also in terms of its markets, taking into account the cultural specificity of each consumer market based on its demographic profile. Marketing strategies are analyzed from the perspective of commercial variables (product, price, place, promotion) and marketing information systems.

IAM 6059 - Leadership in the Context of Cultural Organizations

Credits: 1.5

HEC Course Number 2004MIHEC. This course examines the practice of cultural management at the international level, using specific cases to illustrate the theory and practice of cultural leadership around the world. After completing the course, students will have a better understanding of the environmental dynamics that surround cultural organizations, executive leadership as practiced in complex organizational environments, artistic leadership, the practice of dual executive leadership and the possibilities for collaborative leadership, the theory and practice of governance in organizations that experience a variety of resource dependencies, and possibilities for executive leadership transition in the cultural field.

IAM 6060 - Information Technologies for Arts and Culture

Credits: 1.5

HEC Course Number 2006MIHEC. In this era of communications technology, cultural organizations need to maintain reliable data on their business activities in order to offer the consumer a high-quality service and/or an exceptional experience. Reliable data are also the basis for sound management. The production of reliable data requires (1) a profound understanding of the business processes by which data are collected, generated and/or transformed; and (2) mastery of concepts related to data modelling, to enable the creation of quality databases. In this course, students learn how to create information systems designed specifically for cultural organizations and how to develop the skills necessary to manage information systems in any field.

IAM 6061 - New Forms of Innovation

Credits: 1.5

HEC Course Number 2005MIHEC. The objective of this course is to help students to understand key innovation processes and models and to apply them to the cultural field. The course offers an emerging view of innovation, such as open innovation, reverse innovation, inclusive and social innovation, digital innovation, creative commons, etc.

IAM 6062 - International Marketing of the Cultural Industries

Credits: 1.5

HEC Course Number 2007MIHEC. In this course students learn about the different export and import markets of the cultural industries, their mechanisms of supply and demand on a global scale, and how to identify international opportunities in existing markets. Students also learn about the various internationalization strategies used by the cultural industries. Specific cases of success and failure in the international market are presented.

IAM 6063 - Managing Cultural Products and Brands

Credits: 1.5

HEC Course Number 2003MIHEC. The purpose of this course is to familiarize students with the central decisions involved in managing products and brands in the cultural sector. Students are taught to appreciate the unique characteristics of cultural products; how to analyze product markets; how to create a meaningful consumption experience that complements the central work of art; and how to develop, protect, and leverage a strong brand. Students learn to articulate major product and brand management issues at the strategic and tactical levels, apply relevant theoretical models and analytical tools in the context of managing cultural products and brands, and analyze the implications inherent to the implementation of product and brand strategies.

IAM 6064 - Promotion and Advertising

Credits: 1.5

HEC Course Number 2009MIHEC. This course is aimed at developing managerial skills in marketing communication by demonstrating the range of communications options available to cultural organizations and the cultural industries today. It familiarizes students with the decisions that must be taken when developing integrated marketing communication strategies, always in the specific context of the arts field. The course presents the issues currently facing marketing communication specialists, such as how to define the new relations between agencies, the media, and cultural entities and how best to address the phenomenon of social media.

IAM 6065 - Research Methods in Marketing for Arts and Culture

Credits: 1.5

HEC Course Number 2010MIHEC. This course consists of a general review of the methods used by researchers to produce fundamental or applied knowledge in the domain of arts and culture. At the end of the course, students will be well-equipped to plan and conduct a research project as well as to critically evaluate research reports in the context of arts and culture.

IAM 6066 - Database Marketing for Culture and Arts Organizations

Credits: 1.5

HEC course number 2012MIHEC. Cultural organizations are facing expanding competition. Therefore, the quality of decision making is an important factor for success, and the ability to understand and use increasing amounts of available data has become vital. This course addresses this important issue for cultural organizations and is designed to fill a training gap for future managers in the cultural sector.

IAM 6071 - Internet, Publishing, and Music Workshop

Credits: 1.5

Completed at SDA Bocconi University. The main goal of this workshop is to turn out media professionals by addressing the economic and managerial implications associated with the transformation of media industries. The workshop focuses on transformation processes that involve content creation, publication, aggregation, distribution, and promotion across different platforms and in different configurations (as a product, as a service, as a license). The description of the evolution of business models parallels the analysis of different regulatory settings associated with intellectual property management, privacy, pluralism, and net neutrality. The comparison between bestselling titles and niche products leads to the identification of globalization and the evolution of narratives across media, cultures, and countries. The participation of end users in value-creation processes is addressed by examining the evolution of self-publication and digital platform-mediated publication. Similarities and differences across industries and countries are discussed.

IAM 6072 - Performing Arts Workshop

Credits: 1.5

Completed at SDA Bocconi University. The goal of this workshop is to turn out professionals for the performing arts sector. The workshop focuses on theatre, festivals, dance, classical music, ballet, and opera and is interdisciplinary and international in scope. Modes of theatre and opera appreciation, spectator behavior at performances, and the management of performing arts organizations and festivals are some of the issues addressed in the workshop. The workshop provides in-depth coverage of the policies, marketing strategies, and funding sources of European (particularly Italian) and northern American organizations and events. Students are given a unique opportunity to meet executives from distinguished institutions in the performing arts and to visit renowned theatrical and operatic venues.

IAM 6074 - Master Thesis Writing and Designing Seminar

Credits: 1.5

Supports students in the development of their master's thesis, from reviewing literature to presenting findings, with a focus on how to develop a comparative analysis among organizations that operate in different countries and contexts. Students work as a learning community and discuss specific issues arising in ongoing individual research.

IAM 6173 - Arts Management and Markets Workshop

Credits: 1

Completed at SDA Bocconi University. This workshop is intended for highly motivated students who wish to develop a professional and competitive edge in the field of arts management. It is structured and designed in order to present opportunities for the transfer of "high pressure" knowledge and experience from the instructor to the students through a mix of activities and approaches inside and outside the classroom. The objective is to help advanced students refine their profile as arts manager consistent with the needs of the international job market. Professional skills are considered to include the development of a critical approach to the art world and its systems of functioning. The course is based in the world of contemporary art and explores the global dynamics of this constantly changing professional environment. It combines a curatorial/art historical perspective with an institutional/entrepreneurial perspective, depending on the particular expertise of the instructor (Angela Vettese, critic, curator, and director of a contemporary art museum; Stefano Baia Curioni, economic historian specializing in the global art market) and depending as well on the particular needs of the current international art system. The course takes both a cultural and a managerial approach, concentrating on vision, organizational and narrative capabilities, and a strong tendency toward self-improvement.

IAM 6351 - Cultural Economics and the International Art Market

Credits: 3

Students gain a thorough understanding of the mechanisms of cultural economics and their influence on the production, financing, and consumption of arts and culture. Includes the application of economic analysis and tools to the different aspects, activities, and mechanisms of the cultural sector (e.g., the fine arts and performing arts markets, film, and other cultural industries). Students also compare, analyze, and evaluate the factors that form and influence international cultural heritage, cultural tourism, cultural districts, the arts labor market, and creative careers. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6352 - Comparative International Cultural Policy

Credits: 3

Overview of policy models, analysis, and practices of the cultural sector in its different areas (heritage, visual and performing arts, etc.) and countries. Students analyze historical and theoretical backgrounds of cultural policy; cultural policies in practice (stylized facts and geographical and political divergences at local, national, and international levels); cultural policies and their socio-economic impact; culture, diversity, and development; cultural access and arts education; and stimulation of the supply of art. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6353 - International Law and the Arts

Credits: 3

Analysis of the legal implications of managing arts institutions. Topics include organizational structures and tax implications; contracts and negotiating strategies; copyright and trademark ownership, licensing, and use; royalties and artists' economic rights; the rights and limitations of free expression; and the international treaties, laws, regulations, and policies that impact arts and culture. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6354 - Fundraising in the Arts

Credits: 3

Examination and mastery of strategies for raising funds in the private and public sectors. Includes the process of researching, preparing, and managing individual and corporate gifts as well as foundation and government grants. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6355 - Nonprofit Arts Budgeting and Financial Management

Credits: 3

The financial and operational management of nonprofit arts organizations, with an emphasis on the budget as a reflection of the art form, as a means of fiscal prediction and control, and as a vehicle of communication among staff, trustees, and the organization's other stakeholders. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6370 - Creative Entrepreneurship and Business Planning

Credits: 3

Completed at SDA Bocconi University. Issues of governance and corporate strategy are discussed in the context of diverse situations such as government bodies in charge of developing cultural policies, public-private partnerships and the struggle for sustainability, ownership and marketability of content for startups in participative media, the nature of stakeholders' involvement, and protection in crowdfunded projects. Builds upon students' knowledge in the fields of business, public administration, management of nonprofit organizations, intellectual property, and

corporate and private law. Addresses the issues of ownership; governance; management; control; value appropriation; and value distribution for established institutions, partnerships, startups in media companies, cultural institutions, and nonprofit institutions. Value creation in the arts, cultural institutions, and media is discussed at different levels: individual firms, collaborative firms, and territories.

IAM 6373 - International Arts Production Systems in Milan

Credits: 3

Surveys a broad spectrum of arts institutions and creative organizations operating in and around Milan. Students participate in on-site visits, meetings with curators and arts administrators, and talks with experts and creative people to better understand Milan as a creative city and to explore the international aspects of arts organizations' basic operations (i.e., their audience, staff, reputation, and supply chain). Grades take into account class participation and an in-class reflection paper.

IAM 6374 - Creativity and Urban Development Workshop

Credits: 3

Completed at SDA Bocconi University. Creativity is a multifaceted and complex concept, particularly as it relates to both the actors and the organizations involved in production and consumption and the urban settings in which production and consumption take place. This course is aimed at (1) investigating how the creative industries affect urban growth via the relationships between urban landscapes/geographies and creative innovation and production systems; (2) integrating managerial, urban, and cultural studies under the theme of creative professionals and urban creativity; and (3) developing competencies in field research, focusing on creativity within organizations and the urban setting and on producing project managers for creative projects, innovation managers or consultants, urban marketing experts within territorial agencies, researchers for the creative industries (both private and public) and urban settings, and consultants for developers and municipalities. The course is structured around three creative industries (design and architecture, visual arts, and pop culture), covering their internal organization and their relationships with the urban setting. Instructors are both academics and professionals working in the field. The course features several Italian and international guest speakers and company visits.

IAM 6375 - Cultural Entrepreneurship and Governance for Nonprofit in the Arts

Credits: 3

Introduces the process of startup entrepreneurship and presents a number of tools that can be useful as a support in the different phases of the business planning process. Covers governance and strategy issues (i.e., assembling teams, board-executive relationships, and organizational structure) that accompany the growth of arts and cultural organizations from their birth to their decision of going international.

IAM 6376 - International Consulting Management in the Arts

Credits: 3

Develops consulting management skills by supporting small groups through consulting project simulations. Students discuss issues and problems arising in consulting nonprofit and public sector organizations.

IAM 6377 - Consulting Management

Credits: 3

Completed at SDA Bocconi University. Develops consulting management skills by simulating the work of consultants hired to help and support arts institutions. The class will act as a learning community by discussing issues and problems arising in consulting work involving non-profit and public sector organizations. Addresses the consulting cycle, the importance of negotiation and the opportunities for consultants to become agents of change and innovation within organizations.

IAM 6379 - Performing Arts Management

Credits: 3

Completed at SDA Bocconi University. Examines Italian performing arts institutions and provides an understanding of how they work and the main challenges they face. Onsite visits, meetings with artistic and managing directors of opera houses and festivals, as well as with experts and artists, will help participants get a better sense of how performing arts organizations operate.

IAM 6387 - Heritage Management

Credits: 3

Completed at SDA Bocconi University. The starting point of the course is the international definition of heritage as defined by UNESCO. Students will investigate issues linked with conservation, promotion, and protection that cultural institutions face every day. By working closely with professionals and under the instructor's guidance, students will analyze how museums and heritage are managed and administered in Italy, reflecting on the advantages and drawbacks of marketing the arts.

IAM 6570 - Strategy and Governance of Cultural Institutions

Credits: 5

Completed at SDA Bocconi University. In this course, issues of governance and corporate strategy are discussed in the context of diverse situations, such as government bodies in charge of developing cultural policies, public-private partnerships and the struggle for sustainability, ownership and marketability of content for startups in participative media, the nature of involvement of stakeholders, and protection in crowdfunded projects. The course builds upon students' knowledge in the fields of business, public administration, management of nonprofit organizations, intellectual property, and corporate and private law. It addresses the issues of ownership, governance, management, control, value appropriation, and value distribution for established institutions, partnerships, startups in media companies, cultural institutions, and nonprofit institutions. Value creation in the arts, cultural institutions, and media is discussed at different levels: individual firms, collaborative firms, and territories.

IAM 6667 - Master's Thesis

Credits: 6

Master's thesis completed at SDA Bocconi University.

Data Science

www.datascience.smu.edu

The M.S.D.S. degree is an interdisciplinary program that combines courses taught by professors from SMU's Dedman College, Lyle School of Engineering and Meadows School of the Arts. The program is delivered online to provide access to working professionals and students located around the world. The program gives students who are prospective data scientists an enriched background in computer science, statistics, strategic behavior and data visualization. Graduates will be able to form relevant questions, collect and analyze appropriate data, and make informed decisions regarding the question of interest. Course instruction includes oral and written communication skills and the basics of database structure, including building, maintaining and securing databases. See the Research and Graduate Studies section of the catalog for admission requirements, courses, degree requirements and academic regulations and the calendar.

Data Science Courses

MSDS 6110 - Immersion

Credits: 1.5

A three (plus) day immersion experience on SMU's Dallas campus. Students collaborate on group projects, attend information and networking sessions, and meet program faculty and leadership. Required for M.S. in data science students.

MSDS 6120 - Capstone A

Credits: 1

Students spend the first of two consecutive full terms working on a collaborative group project. During the first of the two terms, students begin their work on the project and are expected to complete at least half the project by the end of the term. Students develop and work on their projects under faculty supervision. Prerequisite: MSDS 7331.

MSDS 6130 - Capstone B

Credits: 1

Students spend the second of two consecutive full terms working on their collaborative group project from Capstone A. Students are then required to present their completed projects during the on-campus immersion, typically held near week 11 of the term. Prerequisite: MSDS 6120.

MSDS 6306 - Doing Data Science

Credits: 3

An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Reserved for students in the M.S.D.S. program.

MSDS 6370 - Statistical Sampling

Credits: 3

Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 6371 - Statistical Foundations for Data Science

Credits: 3

Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Reserved for students in the M.S.D.S. program.

MSDS 6372 - Applied Statistics: Inference and Modeling

Credits: 3

Extension of techniques taught in MSDS 6371 to multivariate data, including multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6371.

MSDS 6390 - Visualization of Information

Credits: 3

Introduces data visualization and creative coding utilizing the Processing programming language. Explores visual and information design principles, primarily through hands-on programming exercises. Includes assignments and exams that incorporate 2-D and 3-D computer graphics, interactivity, and data input. Covers procedural and object-oriented programming approaches to data visualization and provides an overview of leading-edge data visualization libraries and application program interfaces, including Web-based approaches. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 6391 - Visualization of Information and Creative Coding II

Credits: 3

Extends the study of creative coding and visualization across numerous languages, specialized libraries/API's, and distribution platforms. Students build data-driven visualizations in Java, C++, and JavaScript, including the P5.js, three.js, and d3.js libraries. Prerequisite: MSDS 6390.

MSDS 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 7331 - Data Mining

Credits: 3

Introduces data mining topics, with an emphasis on understanding concepts through an applied, hands-on approach. Includes other related topics such as data warehousing and dimensional modeling. All material covered is reinforced through hands-on implementation exercises. Reserved for students in the M.S.D.S. program. Prerequisites: MSDS 6372, MSDS 7330 or MSDS 7346, and MSDS 6110.

MSDS 7333 - Quantifying the World

Credits: 3

In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply

statistical methods (descriptive and predictive) and information visualization to collected datasets. Students learn to use Python and R programming languages to carry out data collection, analysis, and visualization. Culminates in a final project using real data of the students' choosing. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 7335 - Machine Learning

Credits: 3

An online introductory course in Machine Learning providing an overview of multivariate nonlinear nonparametric regression, supervised classification, unsupervised classification, and deep learning. Begins with a portfolio of case studies to give an overview of the type of things that can be done with machine learning. Each area of machine learning is introduced with a description of how to test its performance. This is followed by hands on exercises. Learning through doing is the key goal of this class. Prerequisite: MSDS 7331.

MSDS 7337 - Natural Language Processing

Credits: 3

Introduces natural language processing (NLP) as applied to data mining, text mining, and machine learning tasks with unstructured Big Data. Students receive a broad survey of the major tasks in natural language understanding with some coverage of natural language generation. Topics include document clustering and classification, automated tagging and highlighting, semantic search, and text normalization to support machine learning applications. Focuses on best practices for choosing the right tool and method for an application, illustrated with real-world case studies. Students gain experience building solutions from real-world data sets, utilizing WordNet and the data of some leading websites. Learn text classification, clustering, tagging, and synopsis; taxonomy alignment; corpus analytics; and semantic query analysis. Apply WordNet, Python, R, SVM, and LSA. Prerequisite: MSDS 7331.

MSDS 7346 - Cloud Computing

Credits: 3

Introduces students to exponentially growing Cloud Computing technologies with an emphasis on the fundamental Cloud topics such as Virtualization, IaaS, PaaS, and DevOps. Includes a high-level overview of NoSQL. Covers big data topics such as Hadoop, MapReduce, Pig, Hive, and Spark. Intended to be hands-on with students working with current technologies that make Cloud possible. Prerequisite: MSDS 6306 and MSDS 7331, or instructor permission.

MSDS 7349 - Data and Network Security

Credits: 3

Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 8310 - Above and Beyond

Credits: 3

A research oriented, independent study experience. Prerequisite: Permission of the program director.

MSDS 8390 - Special Topics in Data Science

Credits: 3

Examines the practical applications of data sciences in the application of quantitative finance, specifically using the R language. Develops a foundation in modern economic theory with a focus on application to real world finance modeling solutions. The primary learning framework is based on utilization of real and simulated data sets for

business and economic situations. Students become very familiar with the use of R in the creation of data analysis combining financial theory and statistical analysis including portfolio theory, CAPM, and econometric modeling. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

Film and Media Arts

Associate Professor Derek Kompare, Division Chair

Professors: Sean Griffin, Rick Worland

Associate Professors: Kevin Heffernan, Mark Kerins, Derek Kompare, Troy Perkins, David Sedman

Assistant Professor: Amber Bemak

Adjunct Lecturers: Rebecca Flores, Sally Helppie, Tearlach Hutcheson

Facilities

The Division of Film and Media Arts is located in the Umphrey Lee Center, which houses faculty offices; classrooms; audio, video and film production areas; and media support areas. Computer labs with a full suite of editing, audio and graphics software are available to film and media arts majors seven days a week through ID card access. Other facilities include a recording studio, an audio mixing suite, storage and equipment checkout, a seminar room, and production classrooms. The division also has a screening classroom equipped for video projection in the Owen Arts Center.

Admission and Financial Aid

To be admitted to the graduate studies program in the Division of Film and Media Arts, an applicant must have obtained a bachelor's degree from a four-year accredited college or university, must have achieved a B average (3.000 on a 4.000 scale) in her or his major during the last two years of undergraduate coursework, must submit recent GRE graduate school admission test scores with verbal score achievement of 450 and must have the approval of the division's graduate faculty. An applicant whose GPA or GRE score is below the required level may be admitted conditionally at the discretion of the division's graduate faculty.

Several types of financial assistance are available to help meet the needs of students admitted to the graduate studies program. In addition, guaranteed student loans and some grants may be available to students with demonstrated need.

Popular Film and Media Studies, M.A.

The M.A. in popular film and media studies prepares students for professional careers in the critical study of motion picture, television and related media industries. Through an intensive examination of aspects of popular film and media, students learn larger concepts required for professional success in the study of the sociocultural role of film, television and digital media, including advanced research methodologies, historical and aesthetic principles, and theoretical concepts. Graduates are prepared to enter Ph.D. programs in film and media studies, to plan careers teaching film/media in secondary education or to attain careers as analysts with the media industries. In addition, graduates have the knowledge to appreciate, as well as challenge and question, the creative accomplishments of film, video and digital artists around the world. The curriculum seeks to develop well-rounded, imaginative graduates who not only understand the historical development of popular media but also the requirements of the present-day media world, and who can adapt and contribute to the new forms of media scholarship and culture.

Admissions Requirements

If a student applies with a degree from a field other than film/media, broadcasting or telecommunications, the division has the discretion to require her or him to complete undergraduate courses in film/media history (which may include FILM 1301 - The Art of Film and Media, FILM 3351 - International Film History, FILM 3352 - American Film History or FILM 3353 - American Broadcast History). These courses will not count in the degree

plan, but are especially helpful in preparing students for advanced study in fields with which they may not be sufficiently familiar. Such courses must be passed with a grade of C or better.

Degree Requirements

The 30-hour program in popular film and media studies is designed to be completed during a three-term period. Within the course requirements, the program is divided into one-half required courses, one-half electives and a comprehensive exam.

At the end of every term, a committee of faculty within the division will evaluate the candidate's overall progress in the program.

Required Courses

Core Courses

- FILM 6313 - Contemporary Media Studies
- FILM 6351 - Seminar in Media History
- FILM 6352 - Seminar in Popular Film
- FILM 6354 - Seminar in Popular Media
- FILM 6356 - Seminar in Contemporary Media Culture

Total: 15 Credit Hours

Electives

- Five FILM or other courses at the 5000 level or above (Non-FILM courses must be approved by the division to count as electives.)

Total: 15 Credit Hours

Total: 30 Credit Hours

Note: Students desiring to enroll in the following courses for elective credit are required first to pass a basic production competency test administered by the division faculty: FILM 6301 - Experimental Camera and FILM 6308 - Editing.

Comprehensive Exam

Each M.A. candidate must pass a comprehensive exam that assesses a student's overall knowledge of film/media history and expertise in film/media theory. The exam will require the student to write two in-depth essays based on question topics drawn from her or his completed coursework; the essays will be evaluated by graduate faculty. If the graduate faculty judge the exam to be below acceptable standards, the student has the right to request an oral defense of her or his work, which must be scheduled and completed within one year of the exam. If the graduate faculty judge the exam to display sufficient depth and facility, the student will receive her or his degree at the end of the term.

Popular Film and Media Studies Courses

FILM 6313 - Contemporary Media Studies

Credits: 3

This course prepares students themselves for careers applying the concepts of film/media studies, though in-depth research into career options (including doctoral programs, secondary school media teaching opportunities, and

analytical positions within the media industries). Students will also create original research/analysis projects work on film/media.

FILM 6315 - Critical Studies Seminar

Credits: 3

A high-level research seminar, with variable topics.

FILM 6351 - Seminar in Media History

Credits: 3

An intensive research seminar in film/media history and criticism. The specific topic under consideration will vary from term to term.

FILM 6352 - Seminar in Popular Film

Credits: 3

An intensive research seminar in popular film history, criticism, and theory. The specific topic under consideration varies from term to term.

FILM 6353 - Philosophy of Film and Media

Credits: 3

Provides an overview of major philosophical and theoretical writings on cinema, television, and new media (including the work of theorists such as Andre Bazin, Sergei Eisenstein, Laura Mulvey, and Christian Metz) and demonstrates the application of various analytical approaches to specific texts.

FILM 6354 - Seminar in Popular Media

Credits: 3

An intensive research seminar in popular media history, criticism and theory. The specific topic under consideration will vary from term to term.

FILM 6355 - History of Documentary Film and Television

Credits: 3

An overview of the development of the documentary mode in cinema and television, offering a survey of the nonfiction film and video provided by newsreels, training films, propaganda movies, wartime documentaries, and reality TV.

FILM 6356 - Seminar in Contemporary Media Culture

Credits: 3

An intensive research seminar in contemporary popular film/media cultures and industries. The specific topic under consideration varies from term to term.

Music

Associate Professor David Mancini, Director

Professors: Joaquín Achúcarro, Jack Delaney, Andrés Díaz, Virginia Dupuy, Stefan Engels, Clifton Forbis, Samuel Holland, David Karp, Carol Leone, Barbara Hill Moore, Alfred Mouledous, Paul Phillips, Thomas Tunks

Associate Professors: Sarah Allen, Christopher Anderson, Robert Frank, Kevin Hanlon, Pamela Elrod Huffman, Peter Kupfer, David Mancini, Xi Wang

Assistant Professors: Daniel Tague, Zachary Wallmark

Artists-in-Residence: Alessio Bax, Emanuel Borok, Lucille Chung

Professors of Practice: Ryan Anthony, Aaron Boyd, Derrick Horne, Catharine Lysinger, Julie Scott, Pawel Wnuk

Senior Lecturers: Dale Dietert, Mark Feezell, Hank Hammett, Melissa Murray, Jason Smith

Lecturers: Kevin Gunter, Lane Harder, Hyae-jin Hwang, Michael Lively

Adjunct Professors: Christopher Adkins, Jean Larson Garver, Robert Guthrie, Douglas Howard, Gregory Hustis, John Kitzman, Wilfred Roberts

Adjunct Associate Professors: Ann Marie Brink, Kevin Finamore, Paul Garner, Matthew Good, Erin Hannigan, Nora Henson, Haley Hoops, Diane Kitzman, Thomas Lederer, Deborah Perkins, Brian Perry, Gregory Raden, Ellen Rose, Barbara Sudweeks, Frank Troyka

Adjunct Assistant Professors: Deborah Baron, John Bryant, Kim Corbet, Don Fabian, Lynne Jackson, Brian Jones, Camille King, Jon Lee, David Matthews, Naoko Nakamura, Paul Schmidt, Kara Kirkendoll Welch

Adjunct Lecturers: Brian Bentley, Liudmila Georgievskaya, Melissa Heffner, Drew Lang, Jamal Mohamed, James Richman, Edward Smith

Assistant Director for Operations: David Brown

Accompanist: Tara Emerson

Mustang Band Staff: Don Hopkins, Tommy Tucker

Facilities

Concert performances are presented in Caruth Auditorium, a 490-seat concert hall; the 168-seat Robert J. O'Donnell Lecture–Recital Hall; and the Dr. Bob and Jean Smith Auditorium in the Meadows Museum. Opera productions are presented in the 392-seat Bob Hope Theatre. The Jake and Nancy Hamon Arts Library houses a collection of more than 110,000 books and scores, more than 31,000 audio and video recordings, and more than 100,000 items in special collections of research materials such as the Van Katwijk Music Collection.

Facilities available to music students include 45 newly renovated practice rooms in the Jeanne R. Johnson Practice Complex.

Student recitals and faculty and ensemble performances are digitally recorded in formats that are acceptable for auditions, competitions and archival purposes.

The Group and Individual Music Therapy Clinics, connected by an observation room, offer student therapists opportunities for clinical practicum experiences under faculty supervision.

The Division of Music maintains an inventory of 40 Steinway grand pianos, three harpsichords and eight pipe organs, including a celebrated three-manual 51-stop tracker organ built by C.B. Fisk located in Caruth Auditorium.

The Electronic Music Studio is a comfortable, multitrack, MIDI and digital audio facility featuring hardware and software on a Macintosh platform. The studio is well equipped to support algorithmic composition, interactive performance, synthesis, sampling, sequencing, signal processing, video post scoring and digital recording with stereo, quad and 5.1-surround monitoring.

Admission

Master of Music students seeking admission to the graduate programs of the Division of Music must have earned a Bachelor of Music degree (or the equivalent) from an accredited institution and must submit complete transcripts of previous college work, along with three letters of recommendation. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **80** with a minimum score of at least **20** in each of the four sections
- IELTS: A minimum overall score of at least 6.5 with a minimum score of at least 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 213

Incoming graduate students are required to take the Graduate Music Diagnostic Examinations upon matriculation. The results of these examinations are used to identify any deficiencies in the areas of music history/literature, music theory and aural skills. Students found to be deficient in these areas will be required to take appropriate review courses. Failure to pass required review courses in the first term of study will result in academic probation and a second-term continuation of review. (Financial aid does not cover any review courses.) Failure to pass the review courses during the second term will result in academic suspension from the degree program.

The standard required for admission is a cumulative minimum GPA of 3.000 (on a 4.000 scale) in all undergraduate work. Under rare circumstances, acceptance on probation may be granted to a student whose cumulative GPA is less than 3.000. In such instances, seven credit hours in approved coursework must be completed during the first term of residence and a GPA of 3.000 must be achieved. A student who does not meet these criteria will be dropped automatically from the University and may not enroll in the following term. The student may reapply after a lapse of one term.

No more than six credit hours of transfer credit may be applied to any degree program other than the Master of Sacred Music program. Such credits must have been earned in graduate-level courses and cannot have been taken in order to fulfill undergraduate degree requirements. The acceptance of transfer credits is subject to the approval of the student's adviser, the chair of the department offering the comparable SMU course if it is a required course, and the Director of the Division of Music.

Applicants to the Master of Sacred Music program may apply up to nine credit hours of transfer hours of nonperformance music or theological study. Approval by the Division of Music is required if such hours are in music and approval by the Perkins School of Theology Committee on Academic Procedures is necessary if such hours are in theology.

Applicants should consult the Meadows Graduate Admissions Office for material beyond the following guidelines:

- A performance audition is required in each field except music education, music composition, music theory pedagogy and musicology. Applicants in these fields may elect to audition for placement in ensembles. Musicology, music education, music theory pedagogy and music composition applicants are required to submit evidence of competency and creativity in the form of term papers, analysis or compositions. Musicology majors are expected to have a reading ability in at least one world language. Music education applicants are required to submit a sample term paper and video-recorded teaching examples, and to complete a personal interview with the music education faculty.
- Piano performance and pedagogy majors are strongly encouraged to audition and interview in person. In addition to a graduate performance audition, applicants to this program are required to present a live or video-recorded teaching demonstration.
- Choral and instrumental conducting majors are required to submit a video recording of a recent conducting rehearsal. A video recording of a performance will be accepted if a rehearsal is not available. Video recordings should be DVD format.

Note: Information on admission to the M.S.M. program is found in the Master of Sacred Music section of this catalog.

Act of Enrollment

When a student enrolls with the Meadows School of the Arts Division of Music for participation in a music course – whether as a music major, music minor or through elective study – by the act of enrollment and in consideration of the right to participate in such course, the student 1) acknowledges his or her willingness to accept and comply with the standards and policies set forth in the *Division of Music Handbook, the Graduate Supplement to the Division of Music Handbook* and all other University rules and regulations; 2) assigns to the University the exclusive right to use the proceeds from any curricular or extracurricular promotional, publicity or entertainment activities associated with the course, including but not limited to photographs, television, recordings, motion pictures, concerts and theatrical productions, and any right the student may have to receive any royalties and/or other sums that may be due to the student from such activities; 3) releases the University, its trustees, officers, agents, employees and assigns from any obligation to pay any proceeds, royalties and/or other sums that may be due to the student in connection with the course; and 4) agrees, on request of the University, to periodically execute all documents necessary to acknowledge the assignment and release set forth herein.

Degree Requirements

Any required remedial work in music history/literature and/or music theory must be completed before students may enroll in graduate courses in those areas. MUHI 6335 - Introduction to Graduate Studies should be taken during the first year of graduate study. Music education majors must take MUED 6340 - Research in Music Education instead of MUHI 6335 - Introduction to Graduate Studies. Piano performance and pedagogy majors may take either MUED 6340 - Research in Music Education or MUHI 6335 - Introduction to Graduate Studies.

No electives outside of music or below the 5000-level will be counted toward the degree without prior written approval of the Meadows Academic Services Office. Such courses will be examined for their professional relevance to the student's course of study. Exceptions to this rule are world language courses.

During the first term of residency, each student must file a proposed course of study with the Meadows Academic Services Office. The proposal should be prepared in consultation with the student's adviser. It may be altered subsequently if circumstances warrant a change. To change a proposal, the student should make a written request, obtain the adviser's signature and submit the request to the Meadows Academic Services Office for approval.

All music performance majors, with the exception of guitar, piano and organ majors, are required to enroll in one large ensemble (wind ensemble, orchestra or choral ensemble) each term of residence. Wind and percussion students are required to enroll for both Meadows Symphony Orchestra and Meadows Wind Ensemble at the discretion of the ensemble directors.

Exemptions may be granted by written approval of the ensemble director and the Director of the Division of Music. Transfer students will not be exempted from the large ensemble requirement based on transfer credits. Exceptions for music education majors may be considered. A maximum of five credits of chamber ensembles, large ensembles and/or repertory classes will be accepted for graduate elective credit, with approval of the adviser.

Students completing multiple music programs or majors may do so with abbreviated course requirements. In such cases, the abbreviated course requirements may be completed within one or two academic years as determined by the Division of Music upon admission. The following are approved combinations of programs and the abbreviated credit hour requirements for each:

- Completion of a second major within the master's degree will result in a program of studies containing a minimum of 10 additional credit hours beyond those required for the first major.

- Master of Music students who have received the Artist Diploma or Performer's Diploma from SMU may apply 10 credit hours from the Artist Diploma or Performer's Diploma toward the master's degree, which will result in an abbreviated program of study containing a minimum of 20 credit hours.
- Performer's Diploma students who have received the Master of Music degree from SMU may apply 10 credit hours from the master's degree toward the Performer's Diploma, which will result in an abbreviated program of study containing 10 hours.
- Artist Diploma students who complete a master's degree or Performer's Diploma from SMU may apply 10 credit hours from the master's degree or Performer's Diploma to the Artist Diploma, which will result in an abbreviated program of study containing 10 hours.

No more than five credit hours in directed studies will be permitted for any degree program.

Specific courses of study leading to the Master of Music and Master of Sacred Music degrees will be determined by the results of the Graduate Music Diagnostic Examinations and the student's educational and professional objectives. Requirements for master's degrees are stated in terms of minimums.

The Division of Music requires attendance at all scheduled class meetings, lessons and ensemble rehearsals. In all instances, the instructor determines the extent to which absences affect a student's grade. Students should become thoroughly acquainted with the class attendance policy established by their teachers and ensemble directors. Instructors are not obligated to make special arrangements for the student to accommodate any absence. All reasons for absence should be submitted in advance to the instructor. Failure to do so may result in a student being dropped from a course with a grade of WP (before the calendar deadline to drop) or receiving a grade of F for the course.

Graduation Requirements

All graduate degree programs require the completion of a Graduate Comprehensive Review that may include a recital, composition, thesis, professional project or formal examination. A committee of no fewer than three faculty members will supervise and evaluate the work for this requirement. This committee must be appointed before work on the recital, composition, thesis or professional project has begun.

Specific guidelines for the preparation of a thesis or project may be obtained from the Meadows Academic Services Office. Following initial enrollment for thesis credit, graduate students are required to enroll for thesis each term until the thesis has been completed and accepted.

Required recitals must include a cross-section of the repertory in the student's major performance area. The performance of contemporary works is encouraged. Incomplete recitals require enrollment in private study during the term in which they are completed.

The policies and procedures regarding the Graduate Comprehensive Review are outlined in the *Division of Music Handbook*. All graduate students are expected to have knowledge of the information presented in the *Division of Music Handbook*, which is available on the Division of Music website. Students may not complete their comprehensive review before their last term of residency and all required review work has been completed successfully.

All courses attempted for credit must average a grade of B (3.000) or better, with no grade lower than a grade of C (2.000) applying toward the degree.

Candidates are required to complete all degree requirements within seven years of the initial date of matriculation.

Degree Programs

Graduate degree programs in music are designed to provide increased specialization in the major field beyond the baccalaureate level and, at the same time, to assure that students continue to develop the breadth of competencies

required to function as well-rounded musicians. Although specific degree requirements will vary according to the major field pursued, all Master of Music degree programs include the following components in some demonstrable form: performance, research, pedagogy, music history and music theory. Detailed degree plans are presented on the following pages.

Performer's Diploma

The Performer's Diploma program is a two-year program for exceptional performers who already hold a minimum of a bachelor's degree or equivalent conservatory or professional qualifications and who are preparing for a career in performance. The Performer's Diploma is available in piano, strings, voice, organ, woodwinds, brass or percussion. By their performance and credentials, applicants must demonstrate that they have the potential to become professional performers and are well on the way to realizing that potential. The program provides intensive studio instruction in performance along with ensemble, chamber music and repertoire coursework related to the major. The Performer's Diploma program normally encompasses a four-term residency. Extensions are rarely granted and funding is limited to four terms. A minimum of 20 credits is required for completion of the diploma. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **64** with a minimum score of at least **20** on the speaking and listening sections and a minimum score of at least **12** on the reading and writing sections
- IELTS: A minimum overall score of at least 6.0 with a minimum score of at least a 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 193

Applicants who do not attain the minimum score outlined above have the option to complete a 6-week summer Intensive English Program offered by SMU before they begin their music studies. The cost of the program will not be covered by any scholarships that may be awarded by the Meadows School of the Arts.

Artist Diploma

The Artist Diploma program is a two-year program for a small number of extraordinary performers who already hold a bachelor's degree, master's degree or equivalent conservatory or professional qualifications and who are on the threshold of a solo career in performance. By their performance and credentials, applicants must demonstrate that they are in the final stages of preparation to enter major competitions and/or to begin a professional solo career. Candidates for the Artist Diploma must possess not only great talent, but also the ability and determination to realize that talent in the contemporary musical world. Students who apply are required to present an initial DVD recording of a recital and to provide a curriculum vitae and undergo an interview. If they are admitted to the final round, applicants must perform a recital at the Meadows School of the Arts for a faculty committee that governs admission standards. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **64** with a minimum score of at least **20** on the speaking and listening sections and a minimum score of at least **12** on the reading and writing sections
- IELTS: A minimum overall score of at least 6.0 with a minimum score of at least a 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 193

Applicants who do not attain the minimum score outlined above have the option to complete a 6-week summer Intensive English Program offered by SMU before they begin their music studies. The cost of the program will not be covered by any scholarships that may be awarded by the Meadows School of the Arts.

Assistantships for Artist Diploma students will consist of service as an artistic ambassador of the Meadows School. As such, an Artist Diploma student may be asked to perform without additional compensation in concert for special events, for donor events and/or in competition.

Brass, Percussion or Woodwinds Performance, Artist Diploma (Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Saxophone, Trombone, Trumpet, Tuba)

Advisers: Ryan Anthony, Douglas Howard

Required Courses

- ADPR 7200 - Private Study (four terms)
or
- ADPR 7300 - Private Study (four terms)

- ADRE 7001 - Artist Diploma Recital (four terms)
or
- ADRE 7101 - Artist Diploma Recital (four terms)
or
- ADRE 7201 - Artist Diploma Recital (four terms)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- PERE 5071 - Chamber Ensemble (four terms)
or
- PERE 5171 - Chamber Ensemble (four terms)

- PERE 5018 - Meadows Symphony Orchestra (four terms)
or
- PERE 5019 - Meadows Wind Ensemble (four terms)
or
- PERE 5118 - Meadows Symphony Orchestra (four terms)
or
- PERE 5119 - Meadows Wind Ensemble (four terms)

- Electives *Credit Hours*: 2-12 (chosen with adviser's approval)

Total: 20 Credit Hours

Notes:

- Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances may include an additional solo recital, a full concerto with orchestra, a mock orchestral audition, a chamber music recital or a lecture-recital. The recitals will be graded by the student's adviser, the student's teacher, another faculty member and the director of the orchestra or wind ensemble.
- PERE ensemble assignments are made by the applied music teacher, adviser and ensemble directors.

Brass, Percussion or Woodwinds Performance, Performer's Diploma (Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Saxophone, Trombone, Trumpet, Tuba)

Advisers: Ryan Anthony, Douglas Howard

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MURE 6001 - Graduate Recital (three required)
or
- MURE 6101 - Graduate Recital (three required)
or
- MURE 6102 - Graduate Recital (three required)

- PERE 5071 - Chamber Ensemble (four terms)
or
- PERE 5171 - Chamber Ensemble (four terms)

- PERE 5018 - Meadows Symphony Orchestra (four terms)
or
- PERE 5019 - Meadows Wind Ensemble (four terms)
or
- PERE 5118 - Meadows Symphony Orchestra (four terms)
or
- PERE 5119 - Meadows Wind Ensemble (four terms)

- Music Electives *Credit Hours: 2-6*
- Private Study: 8 Credits

Total: 20 Credit Hours

Notes:

- Recitals include three public performances on campus, one of which must be a solo recital of approximately one hour of music. The other two performances, with the approval of the head of winds/brass/percussion, may be selected from the following: additional solo recitals, a full concerto with the orchestra, mock orchestral auditions, chamber music recitals, significant competitions of national or international stature, or lecture-recitals. One of the recitals must include a chamber work. The three recitals will be graded by the student's teacher and two performance faculty.
- PERE ensemble assignments made by applied music teacher, adviser and ensemble conductors.

Guitar Performance, Artist Diploma

Adviser: Robert Guthrie

Required Courses

- ADPR 7200 - Private Study (four terms)
or
- ADPR 7300 - Private Study (four terms)

- ADRE 7001 - Artist Diploma Recital (four terms)
or
- ADRE 7101 - Artist Diploma Recital (four terms)
or
- ADRE 7201 - Artist Diploma Recital (four terms)

- MREP 5030 - Guitar Repertoire (four terms)
or
- MREP 5130 - Guitar Repertoire (four terms)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- PERE 5030 - Meadows Guitar Ensemble (four terms)
or
- PERE 5130 - Meadows Guitar Ensemble (four terms)

- Electives *Credit Hours*: 0-8 (chosen with adviser's approval)

Total: 20 Credit Hours

Notes: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. A third recital must include a significant component of chamber music, and a fourth performance could be a full concerto with orchestra or a lecture recital. The recitals will be graded by the student's teacher, a faculty member and an additional faculty member with knowledge of the guitar and its repertoire who is designated by the teacher.

Guitar Performance, Performer's Diploma

Adviser: Robert Guthrie

Required Courses

- GUIT 6200 - Private Study: Guitar (four terms)
- MREP 5130 - Guitar Repertoire (four terms)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MURE 6101 - Graduate Recital (four)
- PERE 5130 - Meadows Guitar Ensemble (four terms)

Total: 20 Credit Hours

Note: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. A third recital must include a significant component of chamber music, and a fourth performance could be a full concerto with the SMU Orchestra or a lecture-recital. The recitals will be graded by the student's teacher, a performance faculty member and a faculty member with knowledge of the guitar and its repertoire who is designated by the teacher.

Organ Performance, Artist Diploma

Adviser: Stefan Engels

Required Courses

- PIAN 6100 - Private Study: Piano (two terms)
- PIAN 6200 - Private Study: Piano (two terms)
- or
- HARS 6100 - Private Study: Harpsichord (two terms)
- HARS 6200 - Private Study: Harpsichord (two terms)
- or
- ORG 6105 - Organ Improvisation (two terms)
- ORG 6205 - Organ Improvisation (two terms)

- ADPR 7200 - Private Study (four terms)
- or
- ADPR 7300 - Private Study (four terms)

- ADRE 7001 - Artist Diploma Recital (four terms)
- or
- ADRE 7101 - Artist Diploma Recital (four terms)
- or
- ADRE 7201 - Artist Diploma Recital (four terms)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PERB 6001 - Departmental Performance Class (four terms)
- Electives *Credit Hours:* 2-8 (chosen with adviser's approval)

Total: 20 Credit Hours

Notes:

- Recitals include four public performances on campus, two of which must be solo recitals of about 1 hour of music. The additional performances may include an additional solo recital, a full concerto with orchestra, a chamber music recital or a lecture recital. Each recital will be graded by a committee that includes the professor of organ and two additional SMU faculty members or representatives from the professional community.
- Recommended electives: MREP 6122, MREP 6288, MUED 6320.

Organ Performance, Performer's Diploma

Adviser: Stefan Engels

Required Courses

- ORG 6200 - Private Study: Organ
- MREP 6122 - Chamber Music for Organ or Harpsichord
- MREP 6288 - Directed Studies: Advanced Organ Literature
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6320 - Organ History and Literature

- MURE 6001 - Graduate Recital (three required)
or
- MURE 6101 - Graduate Recital (three required)
or
- MURE 6201 - Graduate Recital (three required)

- PERB 6001 - Departmental Performance Class (four terms)

Private Study:

Two terms in one of the following:

- HARS 6100 - Private Study: Harpsichord
- HARS 6200 - Private Study: Harpsichord
or
- PIAN 6100 - Private Study: Piano
- PIAN 6200 - Private Study: Piano
or
- ORG 6105 - Organ Improvisation
- ORG 6205 - Organ Improvisation

Total: 20 Credit Hours

Notes:

- Chamber music requirement may be fulfilled by accompanying choral ensembles.
- MUHI 6320 is offered in the spring term of even-numbered years.
- Recitals include three public performances on campus, two of which must be solo recitals of approximately one hour of music. The third performance may be selected from the following: an additional recital, a full concerto with the SMU Orchestra, a chamber music recital or a lecture recital. The three recitals will be graded by a committee that includes the professor of organ and two additional SMU faculty members or representatives from the professional community.

Piano Performance, Artist Diploma

Advisers: Carol Leone

Required Courses

- ADPR 7200 - Private Study (four terms)

- or
- ADPR 7300 - Private Study (four terms)
- ADRE 7001 - Artist Diploma Recital (four terms)
- or
- ADRE 7101 - Artist Diploma Recital (four terms)
- or
- ADRE 7201 - Artist Diploma Recital (four terms)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PERB 6001 - Departmental Performance Class (four terms)
- Electives: 0-8 Credit Hours (chosen with adviser's approval)

Total: 20 Credit Hours

Notes:

- Required recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances may include an additional solo recital, a full concerto with orchestra, a chamber music recital or a lecture recital. The recitals will be graded by the chair of keyboard studies, the student's private teacher and at least one additional faculty member.
- Recommended electives (one to two credits per term; must be at the 6000–7000 level): MUAC 6103, MREP 6114. In a given term, the student can elect to take applied lessons for two credits, thereby leaving three credits available to take a graduate course in music history, music theory or an allied discipline.

Piano Performance, Performer's Diploma

Advisers: Carol Leone

Required Courses

- MREP 6114 - Advanced Piano Repertoire (two terms)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
- MUAS 6010 - Music Engagement (four terms)
- MURE 6001 - Graduate Recital (three required)
- or
- MURE 6101 - Graduate Recital (three required)
- or
- MURE 6102 - Graduate Recital (three required)
- PERB 6001 - Departmental Performance Class (four terms)
- PERE 5071 - Chamber Ensemble (four terms)
- or
- PERE 5171 - Chamber Ensemble (four terms)

- PIAN 6200 - Private Study: Piano (four terms)
- Electives: 1-8 Credit Hours (chosen with adviser's approval)

Total: 20 Credit Hours

Note: Recitals include three public performances on campus, two of which must be solo recitals of approximately one hour of music. The third performance may be selected from the following: an additional recital, a full concerto with the SMU Orchestra, a chamber music recital or a lecture recital. The three recitals will be graded by the chair of keyboard studies, the student's teacher and another artist faculty member.

Strings, Artist Diploma (Cello, Double Bass, Harp, Violin, Viola)

Adviser: Aaron Boyd

Required Courses

- ADPR 7200 - Private Study (Violin, Viola, Cello, Double Bass, or Harp - four terms)
or
- ADPR 7300 - Private Study (Violin, Viola, Cello, Double Bass, or Harp - four terms)
- ADRE 7001 - Artist Diploma Recital (four terms)
or
- ADRE 7101 - Artist Diploma Recital (four terms)
or
- ADRE 7201 - Artist Diploma Recital (four terms)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PERE 5071 - Chamber Ensemble (four terms)
or
- PERE 5171 - Chamber Ensemble (four terms)
- PERE 5018 - Meadows Symphony Orchestra (four terms)
or
- PERE 5118 - Meadows Symphony Orchestra (four terms)

Electives:

- MREP 5060 - Orchestral Repertoire: Strings
- MREP 5160 - Orchestral Repertoire: Strings
- or others with adviser's approval

Total: 20 Credit Hours

Notes:

- Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances may include an additional solo recital, a full concerto with orchestra, a mock orchestral audition, a chamber music recital or a lecture recital. One of the recitals must

include a chamber work. Each recital will be graded by the chair of strings, the student's teacher, another faculty member and the director of orchestral activities.

- PERE orchestra ensemble assignments made by applied music teacher, adviser and ensemble conductors.

Strings, Performer's Diploma (Cello, Double Bass, Harp, Violin, Viola)

Adviser: Aaron Boyd

Required Courses

- MREP 5060 - Orchestral Repertoire: Strings (two terms)
or
- MREP 5160 - Orchestral Repertoire: Strings (two terms)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MURE 6001 - Graduate Recital (3 total required)
or
- MURE 6101 - Graduate Recital (3 total required)
or
- MURE 6102 - Graduate Recital (3 total required)

- PERE 5071 - Chamber Ensemble (four terms)
or
- PERE 5171 - Chamber Ensemble (four terms)

- PERE 5118 - Meadows Symphony Orchestra (each term)

- VIOL 6200 - Private Study: Violin (8 credits)
or
- VLA 6200 - Private Study: Viola (8 credits)
or
- CELL 6200 - Private Study: Cello (8 credits)
or
- DBBS 6200 - Private Study: Double Bass (8 credits)
or
- HARP 6200 - Private Study: Harp (8 credits)

- Music Electives *Credits:* 0-4

Total: 20 Credit Hours

Note: Recitals include three public performances on campus, one of which must be a solo recital of approximately one hour of music. The other two performances, with the approval of the head of strings, may be selected from the following: additional solo recitals, a full concerto with the SMU Orchestra, mock orchestral auditions, chamber music recitals, significant competitions of national or international stature, or lecture recitals. One of the recitals must include a chamber work. The three recitals will be graded by the student's teacher and two artist faculty.

Voice Performance, Artist Diploma

Adviser: Private Instructor

Required Courses

- ADPR 7200 - Private Study (four terms)
or
- ADPR 7300 - Private Study (four terms)

- ADRE 7001 - Artist Diploma Recital (four terms)
or
- ADRE 7101 - Artist Diploma Recital (four terms)
or
- ADRE 7201 - Artist Diploma Recital (four terms)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- Meadows Choral Ensemble, 0-2 credits (two terms as determined by audition)

- PERE 5022 - Meadows Opera Ensemble (four terms)
or
- PERE 5122 - Meadows Opera Ensemble (four terms)

- Electives *Credit Hours*: 0-8 (chosen with adviser's approval)

Total: 20 Credit Hours

Note: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances may include additional solo recital, lecture recital or solo performance. Each recital will be graded by the chair of voice, the student's teacher and another faculty member.

Voice Performance, Performer's Diploma

Adviser: Private Instructor

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MURE 6001 - Graduate Recital (three required)
or
- MURE 6101 - Graduate Recital (three required)
or
- MURE 6102 - Graduate Recital (three required)

- PERB 5208 - Advanced Acting for Voice Majors
- PERB 6101 - Directed Studies in Voice
- Meadows Choral Ensemble, 0-2 credits (two terms as determined by audition)

- PERE 5022 - Meadows Opera Ensemble (four terms)
or
- PERE 5122 - Meadows Opera Ensemble (four terms)
- VOIC 6005 - Vocal Coaching
- VOIC 6007 - Vocal Coaching
- VOIC 6106 - Vocal Coaching
- VOIC 6108 - Vocal Coaching
- VOIC 6200 - Private Study: Voice (8 Credits)

Total: 20 Credit Hours

Notes:

- For directed studies, students may be advised to complete credits in the following areas: opera history, oratorio performance, song literature and chamber/contemporary music.
- Recitals include three public performances on campus, two of which must be solo recitals of approximately one hour in length. One must include songs and arias; one must include chamber music. One performance may be selected from an additional recital, a substantial performance with orchestra (to be approved by the voice faculty), an operatic role equivalent to an AGMA "A" or "B" rating, a chamber music recital or a lecture recital. The three recitals will be graded by the head of voice, the student's voice teacher or other voice faculty member if the teacher is the head, and another music faculty member. A prerecital hearing before the voice faculty is required. Not less than 3/4 of the recital material must be performed from memory at the hearing. Complete printed material for the recital is required at the hearing.

Choral Conducting, M.M.

Adviser: Pamela Elrod Huffman

All at least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All choral conducting majors are expected to have English, French, Italian and German diction courses on their undergraduate transcripts. Graduate Diction Review (PERB 5006) may be assigned when deficiencies exist.

All choral conducting majors are expected to have a minimum of two terms of world language study on their undergraduate transcripts. Any deficiency can be met during graduate study, with a maximum of four credit hours counting toward the degree.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6209 - Choral Conducting II
- MUCO 6210 - Seminar: Major Choral Works

- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6289 - Conducting Practicum
- MUCO 6307 - Choral Conducting I
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6384 - Survey of Choral Literature
- PERE 5013 - Meadows Chorale (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Electives:

Chosen with adviser's approval

Total: 8 Credit Hours

Total: 30 Credit Hours

Guitar Performance, M.M.

Adviser: Robert Guthrie

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- GUIT 6200 - Private Study: Guitar (8 Credits)
- MPED 6303 - Guitar Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6348 - Guitar History and Literature
- MURE 6201 - Graduate Recital

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensembles:

- PERE 5030 - Meadows Guitar Ensemble (four terms)
or
- PERE 5130 - Meadows Guitar Ensemble (four terms)

Total: 0-3 Credit Hours

Electives:

Chosen with adviser's approval; up to three credits may be in large ensemble, chamber ensemble, or repertory class

Total: 5-8 Credit Hours

Total: 30 Credit Hours

Instrumental Conducting, M.M., Orchestral Emphasis

Adviser: Paul Phillips

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6189 - Conducting Practicum
- MUCO 6200 - Applied Study in Conducting (four terms)
- MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6347 - Issues in Symphonic Literature
- PERE 5018 - Meadows Symphony Orchestra (four terms of orchestra unless otherwise approved)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

World Language

One term required at the 1402 level or above, chosen with the adviser's approval

Total: 4 Credit Hours

Electives:

Chosen with adviser's approval

Total: 6 Credit Hours

Total: 30 Credit Hours

Instrumental Conducting, M.M., Wind Emphasis

Adviser: Jack Delaney

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6189 - Conducting Practicum
- MUCO 6200 - Applied Study in Conducting (four terms)
- MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6374 - Wind Ensemble History and Literature
- PERE 5019 - Meadows Wind Ensemble (four terms of wind ensemble unless otherwise approved)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

World Language

One term required at the 1402 level or above, chosen with the adviser's approval

Total: 4 Credit Hours

Electives:

Chosen with adviser's approval

Total: 6 Credit Hours

Total: 30 Credit Hours

Music Composition, M.M.

Adviser: Kevin Hanlon

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MUHI (6000 level) *Credits: 3* (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6001 - Graduate Recital
- MUTH 5000 - Composition Seminar (each term of residence)
- MUTH (5000–6000 level) *Credits: 3* (elective chosen with adviser's approval)
- MUTH 6081 - Thesis in Composition

- MUTH 6310 - Introduction to Electro-Acoustic Music
or
- MUTH 6311 - Advanced Topics in Music Technology

- MUTH 6320 - Advanced Composition (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensemble:

Two terms

Total: 0-2 Credit Hours

Elective:

Chosen with adviser's approval

Total: 1-3 Credit Hours

Total: 30 Credit Hours

Notes:

- It is expected that the student will actively study composition every term in residence at SMU.
- The thesis work may be for any medium and must be equivalent in complexity and accomplishment to an eight- to ten-minute concert work for orchestra. A brief proposal of the work must be submitted for approval to the thesis committee upon enrollment for thesis credit.
- A degree recital (MURE 6001) consisting of works completed during graduate study is to be presented for approval by the student's committee.

Music Education, M.M.

Advisers: Sarah Allen, Julie Scott

Two options are provided in the M.M. in music education: 1) an option for candidates who already hold teaching certification and 2) an option for candidates with a degree in music who are seeking teacher certification. The M.M. in music education may be earned on a part-time basis, typically in three years, or on a full-time basis, typically in four terms (two years). Courses are offered in the evenings and summers to accommodate in-service teachers,

thereby enabling teachers to continue in their jobs while pursuing the degree. Full-time students may take daytime and evening classes. At least nine credit hours of the required coursework in MUHI, MUTH or electives must be from 6000-level courses that are not double listed.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms for full-time students only)
- MUAS 6010 - Music Engagement (four terms for full-time students only)
- MUED 6340 - Research in Music Education
- MUED 6352 - History and Philosophy of Music Education
- MUHI (6000-level) *Credits*: 3 (chosen with adviser's approval)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensemble:

Two terms (exceptions may be considered)

Total: 0-2 Credit Hours

Performance Studies

May include conducting, private performance study or pedagogy courses

Total: 3-6 Credit Hours

Electives:

Chosen with adviser's approval; must be pertinent to the candidate's career specialization and include at least 6 hours of coursework in MUED; other elective options include but are not limited to MPSY or MUCO courses, EDU courses, performance studies, or ensemble, as well as summer SMU Music Educators Workshops

Total: 10-15 Credit Hours

Total: 30 Credit Hours

Notes:

- Part-time music education graduate students are not required to take performance studies or to perform in ensembles.
- Part-time music education students take 18 credit-hours of elective courses.

Musicology, M.M.

Adviser: Zachary Wallmark

The M.M. in Musicology is completed through one of two specializations, research or pedagogy. Students take 20 credit hours of core courses, plus an additional 10 credits in their area of specialization.

Students must pass a translation exam in a second language relevant to their specialization, typically German, Italian, French, Spanish, or Latin.

Required Courses

Core Courses

- MUHI 63XX (At least three seminar courses chosen with adviser's approval)
- Ensembles (two terms)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6337 - Conceptual Foundations of Musicology

One from the following:

Select one with adviser's approval.

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 20 Credit Hours

Specializations

Research

- Elective (MUHI, MUTH, MUED, EDU, HIST, or other chosen with adviser's approval)
- Thesis
- MUHI 6154 - Practicum in Musicology Pedagogy

Total: 10 Credit Hours

Pedagogy

- Elective (MUHI, MUTH, MUED, EDU, HIST, or other chosen with adviser's approval)
- EDU 6322 - Educational and Behavioral Psychology
- MUHI 6154 - Practicum in Musicology Pedagogy
- MUHI 6250 - Final Project in Musicology Pedagogy

Total: 10 Credit Hours

Total: 30 Credit Hours

Organ Performance, M.M.

Adviser: Stefan Engels

Required Courses

- MPED 5114 - Organ/Harpsichord Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6320 - Organ History and Literature

- MUHI 6335 - Introduction to Graduate Studies
- MURE 6201 - Graduate Recital (written program notes required)
- ORG 6200 - Private Study: Organ (four terms)
- PERB 6001 - Departmental Performance Class (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensemble:

Two terms

Total: 0-2 Credit Hours

Private Study:

Two terms in one of the following:

- HARS 6100 - Private Study: Harpsichord
- HARS 6200 - Private Study: Harpsichord
or
- PIAN 6100 - Private Study: Piano
- PIAN 6200 - Private Study: Piano
or
- ORG 6105 - Organ Improvisation
- ORG 6205 - Organ Improvisation

Total: 2 Credit Hours

Electives:

Chosen with adviser's approval (three credits must be from music courses)

Total: 6-8 Credit Hours

Total: 30 Credit Hours

Percussion Performance, M.M.

Adviser: Douglas Howard

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 6305 - Introduction to Instrument Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MUHI (6000 level) *Credits: 3* (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6201 - Graduate Recital

- PERC 6100 - Private Study: Percussion (10 Credits)
- or
- PERC 6200 - Private Study: Percussion (10 Credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensembles:

One large ensemble each term in residence and four chamber ensemble enrollments

Total: 0-5 Credit Hours

Electives:

Chosen with adviser's approval; up to five credits may be in large ensemble, chamber ensemble, or repertory class

Total: 1-6 Credit Hours

Total: 30 Credit Hours

Piano Performance and Pedagogy, M.M.

Adviser: Catharine Lysinger

At least three credit hours of the required coursework in MUHI, MUTH and/or electives must be from 6000-level courses that are not double listed.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level) *Credits: 3* (chosen with adviser's approval)

- MUHI 6335 - Introduction to Graduate Studies
- or
- MUED 6340 - Research in Music Education

- MUPD 5210 - Current Trends in Piano Pedagogy
- MUPD 5312 - Survey of Precollege Piano Literature
- MUPD 6021 - Internship/Assistantship in Piano Pedagogy
- MUPD 6022 - Internship/Assistantship in Piano Pedagogy

- MUPD 6121 - Internship/Assistantship in Piano Pedagogy
- MUPD 6122 - Internship/Assistantship in Piano Pedagogy
- MUPD 6396 - Piano Pedagogy I
- MUPD 6397 - Piano Pedagogy II

- MURE 6201 - Graduate Recital (with adviser's approval)
or
- MURE 6202 - Graduate Lecture Recital (with adviser's approval)

- PERB 6001 - Departmental Performance Class (four terms)

- PERB 6112 - Piano Improvisation
or
- PERB 6113 - Advanced Piano Improvisation

- PIAN 6200 - Private Study: Piano (8 Credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensemble:

Two terms, chosen from:

- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
or
- PERE 5071 - Chamber Ensemble
- PERE 5171 - Chamber Ensemble
or
- other PERE course with adviser and instructor approval

Total: 0-2 Credit Hours

Electives:

Chosen with adviser's approval from MUED, MPSY, EDU, PERB, MUHI, MUTH

Total: 1-3 Credit Hours

Total: 36 Credit Hours

Piano Performance, M.M.

Adviser: Carol Leone

At least three credit hours of the required coursework in MUHI, MUTH or electives must be from 6000-level courses that are not double listed.

Required Courses

- MREP 6114 - Advanced Piano Repertoire (two terms)
- MSA 6049 - Graduate Full-Time Status
- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level) *Credits*: 3 (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies

- MUPD 5312 - Survey of Precollege Piano Literature
or
- MUPD 6396 - Piano Pedagogy I
or
- MUPD 6397 - Piano Pedagogy II

- MURE 6201 - Graduate Recital
- PERB 6001 - Departmental Performance Class (four terms)

- PERB 6112 - Piano Improvisation
or
- PERB 6113 - Advanced Piano Improvisation

- PIAN 6200 - Private Study: Piano (8 Credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensemble:

- PERE 5071 - Chamber Ensemble (two terms)
- PERE 5171 - Chamber Ensemble (two terms)

Total: 0-2 Credit Hours

Electives:

Chosen with adviser's approval

Total: 1-3 Credit Hours

Total: 30 Credit Hours

Sacred Music, M.S.M, Keyboards Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or

- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II
- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8201 - Instruction in Conducting
- Private Instruction in Keyboards *Credits: 7*
- CM 8140 - Practicum in Keyboards
- CM 8240 - Keyboards in Ensemble

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Choral/Conducting Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review

- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- MUCO 6307 - Choral Conducting I
- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6384 - Directed Study in Conducting
- PERB 6111 - Introduction to the Organ

Choral Conducting Elective

- MUCO 6209 - Choral Conducting II
or
- MUCO 6210 - Seminar: Major Choral Works

Total: 2 Credit Hours

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Composition and Arranging Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8201 - Instruction in Conducting
- MUTH 5325 - Class Composition

- MUTH 5330 - Instrumentation and Arranging
or
- MUTH 5360 - Advanced Orchestration

- MUTH 6190 - Directed Studies in Composition
- MUTH 6281 - Thesis in Composition (2 terms)

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Liturgical Musicology Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review

- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8300 - Thesis in Sacred Music

Perkins or Meadows Electives

Electives in the Meadows School of the Arts or Perkins School of Theology in an appropriate field of study to be determined by the student's goals in consultation with the student's adviser, etc., musicology, liturgical studies

Total: 9 Credit Hours

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Music Education Concentration

Program Director: C. Michael Hawn

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8201 - Instruction in Conducting
- MUED 5250 - Workshop in Music Education
- CM 8124 - Music Ministry with Children
- CM 8107 - Youth Choir and the Church

Electives

select two from the following

- MUED 6361 - Orff Schulwerk Level I
- MUED 6362 - Orff Schulwerk Level II
- MUED 6363 - Orff Schulwerk Level III
- MUED 6364 - Kodály Level I

- MUED 6365 - Kodály Level II
- MUED 6366 - Kodály Level III

Total: 6 Credit Hours

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Organ Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- ORG 6200 - Private Study: Organ (4 terms)
- PERB 6212 - Organ Improvisation and Service Playing
- MUHI 6320 - Organ History and Literature

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Sacred Music, M.S.M., Worship Arts Concentration

Program Director: Marcell Steuernagel

Admission

Acceptance by both the Perkins School of Theology and the Division of Music is necessary for admission to the Master of Sacred Music program. The M.S.M. degree requires a concentration in one of the following seven areas: Choral Conducting, Organ, Keyboards, Composition and Arranging, Music Education, Worship Arts, or Liturgical Musicology. The first four of these are Applied, the last three Academic Concentrations. The Division of Music requires a cumulative grade point average of 3.000 on all undergraduate work and, in the case of the above Applied Concentrations, an audition or recent recording demonstrating proficiency in choral conducting, organ, or keyboard performance or submission of a composition portfolio respectively. Applicants to the Academic Concentrations must include a description of previous experience or written work that demonstrates the ability to pursue graduate work in the chosen concentration. Application detail are found at www.smu.edu/Perkins/FacultyAcademics/degree/msm/MSMCourseofStudy.

Degree Requirements

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All M.S.M. students are required to take entrance exams in music history, music theory, and piano proficiency and score reading before beginning their first term of study. Students who do not pass a particular exam are required to take the following course(s):

- MUTH 6000 - Graduate Theory Review
- MUTH 6100 - Graduate Theory Review
- MUHI 6000 - Music History Review
- MUHI 6100 - Music History Review
- PERB 5107 - Keyboard Skills for Conductors I (recommended but not required)
- PERB 5108 - Keyboard Skills for Conductors II (recommended but not required)

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
or
- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- WO 6313 - Introduction to Christian Worship
- XX 6003 - Spiritual Formation I (participation required two terms of first year)
- XX 6004 - Spiritual Formation II (participation required two terms of first year)

Total: 12 Credit Hours

Church Music Study

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)

Select One

- MUTH 6300 - Analysis of Contemporary Music (music theory)
- MUTH 6326 - Seminar in Music Analysis (music theory)
- MUTH 6330 - Analytical Techniques (music theory)
- MUTH 6360 - Analysis of Tonal Music (music theory)

Total: 3 Credit Hours

Meadows Choral Ensemble

Participation required two consecutive terms within the same academic year, as determined by placement audition

Total: 0 Credit Hours

Electives

Chosen with adviser's approval

Total: 9 Credit Hours

Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8201 - Instruction in Conducting
- CM 8321 - Seminar in Worship Arts I
- CM 8322 - Seminar in Worship Arts II
- CM 8323 - Seminar in Worship Arts III
- CM 8121 - Practicum in Worship Arts

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 hours in theological studies may count toward the 24-hour requirement. It may be possible to use elective hours (bullet for organ concentration, below) to satisfy more of the 24-hour requirement.
- The prerequisite for course WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- The supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.
- Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts.
- For the organ concentration, students are encouraged to take CM 8201 - Instruction in Conducting during a fall term as a part of their nine elective hours.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- Choral conducting students with prior organ degree study may substitute one credit of private organ study for PERB 6111, with the permission of the instructor.

Strings Performance, M.M. (Cello, Double Bass, Harp, Violin, Viola)

Adviser: Aaron Boyd

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 6305 - Introduction to Instrument Pedagogy
or
- MPED 6308 - String Pedagogy I

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level) *Credits:* 3 (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6201 - Graduate Recital

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensembles:

One large ensemble each term in residence and four chamber ensemble enrollments

Total: 0-5 Credit Hours

Performance Studies

Total: 8 Credit Hours

Electives:

Chosen with adviser's approval; up to five credits may be in large ensemble, chamber ensemble, or repertory class

Total: 3-8 Credit Hours

Total: 30 Credit Hours

Theory Pedagogy, M.M.

Adviser: Mark Feezell

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- EDU 6322 - Educational and Behavioral Psychology
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level) *Credits: 3* (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MUTH (6000 level) *Credits: 6* (chosen with adviser's approval)
- MUTH 6156 - Practicum in Theory Pedagogy
- MUTH 6250 - Final Project in Theory Pedagogy
- MUTH 6355 - Pedagogy of Theory

Ensembles:

Two terms

Total: 0 Credit Hours

Electives:

Chosen with adviser's approval (3 hours must be in EDU, MPED, MPSY, MUED, or MUPD)

Total: 9 Credit Hours

Total: 30 Credit Hours

Note: In exceptional cases, the department may allow the substitution of a suitable alternative course for EDU 6322.

Voice Performance, M.M.

Adviser: Private Instructor

All graduate voice majors are expected to have English, French, Italian and German diction courses on their undergraduate transcripts. PERB 5006 may be assigned when deficiencies exist. All graduate voice majors are expected to have a minimum of two terms of foreign language study on their undergraduate transcripts. Any deficiency can be met during graduate study, with a maximum of four credit hours counting toward the degree. At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 5216 - Vocal Pedagogy I
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6345 - Issues in Opera History (or as recommended by the adviser)
- MURE 6001 - Graduate Recital
- Meadows Choral Ensemble, 0-2 credits (two terms as determined by audition)
- PERE 5022 - Meadows Opera Ensemble (two terms)
- PERE 5122 - Meadows Opera Ensemble (two terms)
- VOIC 6005 - Vocal Coaching
- VOIC 6106 - Vocal Coaching
- VOIC 6007 - Vocal Coaching
- VOIC 6108 - Vocal Coaching
- VOIC 6200 - Private Study: Voice (8 Credits)
- Foreign Language (details above)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Electives:

Minimum of four elective hours from the following:

- MPED 5217 - Vocal Pedagogy II
- MREP 5209 - Classical and Romantic Song Literature
- MREP 5210 - 20Th-Century Song Literature
- MREP 5212 - Sacred Masterpieces For Singers
- PERB 5208 - Advanced Acting for Voice Majors

Total: 4 Credit Hours

Free Electives:

Chosen with adviser's approval

Total: 2-5 Credit Hours

Total: 30 Credit Hours

Woodwind and Brass Instruments Performance, M.M. (Bassoon, Clarinet, Flute, French Horn, Oboe, Saxophone, Trombone, Tuba)

Adviser: Ryan Anthony

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 6305 - Introduction to Instrument Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level) *Credits:* 3 (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6201 - Graduate Recital

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Ensembles:

One large ensemble each term in residence and four chamber ensemble enrollments

Total: 0-5 Credit Hours

Performance Studies

Total: 8 Credit Hours

Electives:

Chosen with adviser's approval; up to five credits may be in large ensemble, chamber ensemble, or repertory class

Total: 3-8 Credit Hours

Total: 30 Credit Hours

Artist Diploma Private Studies Courses

ADPR 7200 - Private Study

Credits: 2

One 1-hour lesson per week (14 per term). Repeatable course offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Prerequisite: Auditioned acceptance into the Artist Diploma program.

ADPR 7300 - Private Study

Credits: 3

One 90-minute lesson per week (14 per term). Repeatable course offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Prerequisite: Auditioned acceptance into the Artist Diploma program.

Artist Diploma Recitals Courses

ADRE 7001 - Artist Diploma Recital

Credits: 0

Solo performance of approximately 1 hour of music or specific recital requirements of student's performance area. Graded pass/fail by committee.

ADRE 7101 - Artist Diploma Recital

Credits: 1

Solo performance of approximately 1 hour of music or specific recital requirements of student's performance area. Graded pass/fail by committee.

ADRE 7201 - Artist Diploma Recital

Credits: 2

Solo performance of approximately 1 hour of music or specific recital requirements of student's performance area. Graded pass/fail by committee.

Bassoon Courses

BSSN 6100 - Private Study: Bassoon

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

BSSN 6200 - Private Study: Bassoon

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until

degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Cello Courses

CELL 6100 - Private Study: Cello

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

CELL 6200 - Private Study: Cello

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Clarinet Courses

CLAR 6100 - Private Study: Clarinet

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

CLAR 6200 - Private Study: Clarinet

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Double Bass Courses

DBBS 6100 - Private Study: Double Bass

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

DBBS 6200 - Private Study: Double Bass

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Euphonium Courses

EUPH 6100 - Private Study: Euphonium

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Reserved for both graduate and undergraduate Music pre-majors, majors, and minors.

EUPH 6200 - Private Study: Euphonium

Credits: 2

One-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Reserved for both graduate and undergraduate Music pre-majors, majors, and minors.

Flute Courses

FLUT 6100 - Private Study: Flute

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

FLUT 6200 - Private Study: Flute

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

French Horn Courses

FRHN 6100 - Private Study: French Horn

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

FRHN 6200 - Private Study: French Horn

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Guitar Courses

GUIT 6100 - Private Study: Guitar

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

GUIT 6200 - Private Study: Guitar

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Harp Courses

HARP 6100 - Private Study: Harp

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

HARP 6200 - Private Study: Harp

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable

course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Harpsichord Courses

HARS 6100 - Private Study: Harpsichord

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

HARS 6200 - Private Study: Harpsichord

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Music Pedagogy Courses

MPED 5114 - Organ/Harpsichord Pedagogy

Credits: 1

(fall term of even-numbered years) A survey of teaching materials and pedagogical methods, both historical and modern, for organ and harpsichord students. Projects include compilation of graded repertoire lists and preparation and/or presentation of a supervised private lesson.

MPED 5216 - Vocal Pedagogy I

Credits: 2

A study of vocal techniques, including vocal acoustics, breathing, and laryngeal function. Provides information useful to the singer, studio voice teacher, and choral director. Prerequisite: Permission of instructor.

MPED 5217 - Vocal Pedagogy II

Credits: 2

A study of teaching strategies and philosophies, diagnosis of vocal problems, stage deportment, vocal repertoire, and ethics for teachers. Students gain practical, supervised experience in teaching.

MPED 6184 - Directed Study: Pedagogy

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MPED 6284 - Directed Study: Pedagogy

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MPED 6303 - Guitar Pedagogy

Credits: 3

(spring term of even-numbered years) Prepares guitarists for studio teaching.

MPED 6305 - Introduction to Instrument Pedagogy

Credits: 3

Prepares instrumental private teachers for studio teaching.

MPED 6308 - String Pedagogy I

Credits: 3

(fall term of odd-numbered years) A survey of methods, materials, and curriculum for teaching strings at the beginning level. Focus on the philosophical, psychological, and developmental bases of string study. Review and evaluation of current educational materials. Additional topics include current trends, history of string education, and pedagogical situations. Prerequisite: Proficiency on a string instrument as a major, or technique courses equivalent to MUAS 3146 and 3147, or permission of instructor.

MPED 6309 - String Pedagogy II

Credits: 3

(spring term of even-numbered years) Continuation of the skills and concepts developed in MPED 6308, as well as an in-depth study of methods, materials, and curriculum for teaching strings at the intermediate and advanced levels. Prerequisite: MPED 6308.

MPED 6384 - Directed Study: Pedagogy

Credits: 3

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Music Psychology Courses

MPSY 5340 - Acoustics of Music

Credits: 3

A study of the acoustical foundations of music. Covers topics such as basic acoustics, acoustics of musical instruments and voice, room and auditorium acoustics, acoustical principles of sound systems, and psychoacoustics. Includes 3 hours of lecture and one laboratory period per week.

MPSY 6341 - Music Psychology

Credits: 3

A study of the acoustical and psychological aspects of musical behavior, with emphasis on perception of and responses to musical stimuli. Also, interpretation of the interdependence of psycho-socio-physiological processes in musical behavior, such as musical preference and responses to music.

Music Repertoire Courses

MREP 5030 - Guitar Repertoire

Credits: 0

Student performances of their solo repertoire and individual instruction in a master-class setting.

MREP 5040 - Orchestral Repertoire: Woodwinds

Credits: 0

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5050 - Orchestral Repertoire: Brass

Credits: 0

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5060 - Orchestral Repertoire: Strings

Credits: 0

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5070 - Orchestral Repertoire: Percussion

Credits: 0

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5130 - Guitar Repertoire

Credits: 1

Student performances of their solo repertoire and individual instruction in a master-class setting.

MREP 5140 - Orchestral Repertoire: Woodwinds

Credits: 1

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5150 - Orchestral Repertoire: Brass

Credits: 1

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5160 - Orchestral Repertoire: Strings

Credits: 1

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5170 - Orchestral Repertoire: Percussion

Credits: 1

Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5209 - Classical and Romantic Song Literature

Credits: 2

(spring term of odd-numbered years) An overview of song literature from the Classical and Romantic periods. Students prepare repertoire for performance in class and make presentations on topics of specialized interest.

Lectures focus on specific developmental trends such as the genesis of the song cycle, the evolution of the piano accompaniment in the 19th century, and links between poets and composers.

MREP 5210 - 20Th-Century Song Literature

Credits: 2

(spring term of even-numbered years) A survey of repertoire and performance practices of song literature from the 20th century. Provides students with a general knowledge of the literature to acquaint them with performance notational practices and to develop the musical skills necessary to perform this literature.

MREP 5212 - Sacred Masterpieces For Singers

Credits: 2

An overview for singers of the great masses and oratorios of the 18th and 19th centuries, with an emphasis on performance. Baroque, Classical, and Romantic styles are taught through the study and performance of arias and ensembles from these works. Students are coached by the instructor, and they perform for the class. Open to junior, senior, and graduate voice majors, as well as singers in the Perkins' Master of Sacred Music program, or by instructor permission.

MREP 6114 - Advanced Piano Repertoire

Credits: 1

A broad survey of piano literature, including lectures and performances by the students enrolled. Emphasizes performance styles and practices of every historical period.

MREP 6122 - Chamber Music for Organ or Harpsichord

Credits: 1

Intensive research into the chamber literature for organ or harpsichord and from one to four instruments. Includes 1 or 2 hours weekly of scheduled rehearsal time with assisting instrumentalists.

MREP 6222 - Chamber Music for Organ or Harpsichord

Credits: 2

Intensive research into the chamber literature for organ or harpsichord and from one to four instruments. Includes 1 or 2 hours weekly of scheduled rehearsal time with assisting instrumentalists.

MREP 6288 - Directed Studies: Advanced Organ Literature

Credits: 2

Directed studies in advanced organ repertoire.

Music Accompanying Courses

MUAC 6001 - Techniques of Instrumental Accompanying

Credits: .5

Designed to acquaint pianists with the various skills associated with accompanying, and to familiarize them with some of the instrumental repertoire.

MUAC 6002 - Techniques of Vocal Accompanying

Credits: .5

Designed to acquaint pianists with the various skills associated with accompanying, and to familiarize them with some of the vocal repertoire.

MUAC 6003 - Practicum in Collaborative Performance

Credits: 0

Practical application of accompanying skills through studio assignments and performance. Fall and spring terms.
Prerequisites: MUAC 6001 and MUAC 6002, or MUAC 6101 and MUAC 6102.

MUAC 6101 - Techniques of Instrumental Accompanying

Credits: 1

Required of Artist Certificate pianists to acquaint them with the various skills associated with accompanying, and to familiarize them with some of the instrumental repertoire.

MUAC 6102 - Techniques of Vocal Accompanying

Credits: 1

Required of Artist Certificate pianists to acquaint them with the various skills associated with accompanying, and to familiarize them with some of the vocal repertoire.

MUAC 6103 - Practicum in Collaborative Performance

Credits: 1

Practical application of accompanying skills through studio assignments and performance. Prerequisites: MUAC 6001, MUAC 6002 or MUAC 6101, MUAC 6102.

Music Arts and Skills Courses

MUAS 5145 - Overview of Piano Technology

Credits: 1

An overview of the history and development of the piano, grand and upright construction and regulation, tuning, temperament, and relationships with technicians and retailers. Hands-on instruction in tuning techniques includes unison and octave tuning.

MUAS 5146 - Upper String Techniques

Credits: 1

Basic principles involved in playing and teaching violin and viola. Reserved for music majors and minors.

MUAS 5147 - Lower String Techniques

Credits: 1

Basic principles involved in playing and teaching cello and bass. Reserved for music majors and minors.

MUAS 5148 - Single Reed and Flute Techniques

Credits: 1

Basic principles involved in playing and teaching single reed and flute instruments. Reserved for music majors and minors.

MUAS 5149 - Double Reed Techniques

Credits: 1

Basic principles involved in playing and teaching double reed instruments. Reserved for music majors and minors.

MUAS 5150 - Low Brass Techniques

Credits: 1

Basic principles involved in playing and teaching low brass. Reserved for music majors and minors.

MUAS 5151 - High Brass Techniques

Credits: 1

Basic principles involved in playing and teaching upper brass. Reserved for music majors and minors.

MUAS 5152 - Percussion Techniques

Credits: 1

Basic principles involved in playing and teaching percussion. Reserved for music majors and minors.

MUAS 5153 - Vocal Techniques

Credits: 1

Basic principles involved in singing and teaching voice. Reserved for music majors and minors.

MUAS 5154 - Marching Band Techniques

Credits: 1

(fall term of even-numbered years) Provides music education students with opportunities to learn skills and techniques involved in marching band.

MUAS 5155 - Jazz Techniques

Credits: 1

(fall term of even-numbered years) Introduces jazz pedagogy, with an emphasis on improv.

MUAS 5310 - Directed Study in Music Skills

Credits: 3

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUAS 5320 - Recording Technology

Credits: 3

A comparison of approaches to music recording in all forms of mass media. Includes demonstrations of studio equipment and digital recording and editing.

MUAS 5322 - Analysis of Music Production

Credits: 3

Students gain a basic yet broad understanding of the function of a music producer in both artistic and music business environments, and of the process through which any musical work is produced as a live performance or recording. The role of the music producer is concentric to all decisions in recording and defining artistic endeavors. Whether working with a director in producing music for a film score, collaborating with a songwriter to define an expression, working with a composer to achieve an artistic vision, or understanding how an advertising agency needs musical help in order to sell a product, the producer must be able to coordinate the procedure with the vision. Even when the producer is also the artist, composer, recording engineer, and financier, he/she must step outside of all other roles to plan how the end result can best be achieved.

MUAS 5323 - Music Production Practices

Credits: 3

Students create recording projects in a wide range of areas, including artist recordings in a variety of musical genres, film scoring, and TV/Radio commercials. Prerequisite: MUAS 5322.

MUAS 6010 - Music Engagement

Credits: 0

Registration in this course supports the activities of the Music Division. Students are encouraged to take advantage of the opportunities for performance, master classes, and community engagement. Students may also be called upon to serve as ambassadors of the division for prospective students. Required of all music majors each term in residence.

MUAS 6020 - Language Skills

Credits: 0

Instruction in the English language for Performer's Diploma program and Artist Diploma program students who have not passed the TOEFL English language proficiency exam.

Conducting Courses

MUCO 5210 - Choral Conducting Practicum

Credits: 2

Stresses development of rehearsal techniques in a laboratory setting. Students choose, prepare, and rehearse music with other students in class to develop skills in error detection, rehearsal pacing, sequencing, and ordering of music for optimum rehearsals. Prerequisite: MUCO 3208 or equivalent.

MUCO 5309 - Advanced Instrumental Conducting

Credits: 3

Stylistic analysis of a range of large ensemble repertoire, with emphasis on historical context, performance practice, interpretive issues, performance techniques, and conducting problems. Also, the study of baton and rehearsal technique.

MUCO 6184 - Directed Study in Conducting

Credits: 1

Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

MUCO 6189 - Conducting Practicum

Credits: 1

Preparation and public performance of instrumental or choral ensemble.

MUCO 6200 - Applied Study in Conducting

Credits: 2

Private lessons for conducting majors. Study of historical context, performing practice, interpretive issues, performance techniques, kinetic control, conducting problems, and rehearsal techniques.

MUCO 6209 - Choral Conducting II

Credits: 2

Further development of conducting techniques as they apply to a variety of repertoires. Also, study and application of rehearsal techniques, and application of vocal and choral techniques.

MUCO 6210 - Seminar: Major Choral Works

Credits: 2

(fall term of even-numbered years) An in-depth study of selected choral works.

MUCO 6211 - Instrumental Techniques for Choral Conductors

Credits: 2

A study of the performance techniques of string, woodwind, brass, and percussion instruments in works for chorus and orchestra. Includes a comprehensive concentration on bowing techniques and methodologies, transposition, and historical perspective.

MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor

Credits: 2

(fall term of odd-numbered years) Develops a functional knowledge of choral singing and vocal production through the study and performance of works from the choral and operatic repertory.

MUCO 6252 - Vocal and Choral Techniques

Credits: 2

A study of all aspects of the choral rehearsal. Topics include development of choral tone; study of the changing voice; and laboratory conducting projects on a variety of choral rehearsal techniques.

MUCO 6284 - Directed Study in Conducting

Credits: 2

Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

MUCO 6289 - Conducting Practicum

Credits: 2

Preparation of instrumental and/or choral ensemble for public performance.

MUCO 6307 - Choral Conducting I

Credits: 3

Continued development and refinement for choral conducting techniques.

MUCO 6384 - Directed Study in Conducting

Credits: 3

Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

Music Education Courses

MUED 5115 - Methods and Materials: Church

Credits: 1

(spring term of odd-numbered years) the principles and practices of music education useful to church music professionals and others who may be interested in church work.

MUED 5147 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5149 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5150 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5151 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5152 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5153 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5154 - Workshop in Music Education

Credits: 1

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5250 - Workshop in Music Education

Credits: 2

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5251 - Workshop in Music Education

Credits: 2

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5252 - Wind Literature For the Secondary School

Credits: 2

(fall term of odd-numbered years) Survey of new and standard literature suitable for secondary school students. Examines music for instrumental solo, ensemble, band, and orchestra.

MUED 5253 - Vocal and Choral Literature For the Secondary School

Credits: 2

(fall term of odd-numbered years) Survey of new and standard vocal solo, ensemble, and choral literature suitable for the secondary school.

MUED 5254 - Workshop in Music Education

Credits: 2

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5255 - Workshop in Music Education

Credits: 2

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5257 - Computer Applications For Music Education

Credits: 2

Investigates the potential for computer use in music education, including computer-assisted instruction, information storage and retrieval, book and record keeping, and specialized uses such as computer-assisted management of schools of music. Also, the development of basic techniques for designing and implementing such uses.

MUED 5350 - Workshop in Music Education

Credits: 3

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5351 - Workshop in Music Education

Credits: 3

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5352 - Workshop in Music Education

Credits: 3

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5354 - Workshop in Music Education

Credits: 3

A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 6109 - Elementary Music Practicum

Credits: 1

Focuses on crafting and teaching mini lessons for peers in the college classroom and for area public school classrooms. Uses video camera extensively for accurate feedback. Restricted to music majors and minors.

MUED 6110 - Choral Conducting Practicum

Credits: 1

Stresses development of rehearsal techniques in a laboratory setting. Students choose, prepare, and rehearse music with other students in class to develop skills in error detection, rehearsal pacing, sequencing, and ordering of music for optimum rehearsals. Restricted to music majors and minors.

MUED 6111 - Instrumental Conducting Practicum

Credits: 1

Stresses development of rehearsal techniques in a laboratory setting. Students prepare and rehearse music in sectional and full-ensemble settings to develop skills in error detection, rehearsal pacing, sequencing, and ordering of music for optimal rehearsals. Restricted to music majors and minors.

MUED 6130 - Elementary Music Methods and Materials

Credits: 1

An investigation of major approaches for teaching elementary general music. Includes public school classroom observations. Restricted to music majors and minors.

MUED 6131 - Instrumental Music Education Methods and Materials

Credits: 1

Covers materials for instruction, motivation, administration, class control, and performance preparation. Restricted to music majors and minors.

MUED 6132 - Choral Music Education Methods and Materials

Credits: 1

Focuses on the art and practice of developing successful choral programs for grades five through 12. Topics include recruitment, auditions, behavior management, vocal techniques, the changing voice, choice of music, rehearsal planning, and management of nonmusical details. Includes public school observations.

MUED 6150 - Project in Music Education

Credits: 1

Independent work on thesis or professional project.

MUED 6194 - Directed Studies in Music Education

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUED 6249 - Music Education Practicum

Credits: 2

Development of rehearsal techniques through preparation and public performance of an elementary or secondary school ensemble.

MUED 6250 - Project in Music Education

Credits: 2

Independent work on thesis or professional project.

MUED 6260 - Orff Schulwerk Master Class

Credits: 2

(summer 1 term of odd-numbered years) Designed to explore advanced techniques and teaching of the Orff Schulwerk approach. Prerequisite: MUED 6363.

MUED 6294 - Directed Studies in Music Education

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUED 6310 - Music Education Methods and Materials

Credits: 3

Advanced study of music education methods and materials. A specialized topic is defined for intense examination. Emphasizes the development of master teachers in specialized areas of study.

MUED 6320 - Motivation, Discipline, and Management

Credits: 3

Techniques of classroom discipline and time management using standard behavior modification techniques.

MUED 6340 - Research in Music Education

Credits: 3

A study of representative research approaches and methods in music education and instruction, with emphasis on research designs, methods, materials, and analysis and interpretation of research literature.

MUED 6350 - Project in Music Education

Credits: 3

Independent work on thesis or professional project.

MUED 6352 - History and Philosophy of Music Education

Credits: 3

Philosophical and historical foundations of music education, with implications for organization and curriculum of school music.

MUED 6354 - Special Topics in Music Education

Credits: 3

Advanced study of current issues in music education, with specialized topic(s) defined for intensive examination. Emphasizes the practical application of research.

MUED 6358 - Kodály: A Historical Perspective

Credits: 3

An exploration of the history, techniques, and teaching of the Kodály method, set within the context of music education and Hungarian history of the 20th century. May include a trip to the Kodály Institute in Hungary.

MUED 6361 - Orff Schulwerk Level I

Credits: 3

This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools.

MUED 6362 - Orff Schulwerk Level II

Credits: 3

This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools. Prerequisite: MUED 6361.

MUED 6363 - Orff Schulwerk Level III

Credits: 3

This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools. Prerequisite: MUED 6362.

MUED 6364 - Kodály Level I

Credits: 3

This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools.

MUED 6365 - Kodály Level II

Credits: 3

This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools. Prerequisite: MUED 6364.

MUED 6366 - Kodály Level III

Credits: 3

This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools. Prerequisite: MUED 6365.

MUED 6394 - Directed Studies in Music Education

Credits: 3

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Music History and Literature Courses

MUHI 5206 - Performance Practicum in Early Music

Credits: 2

(spring term of even-numbered years) Studies in the interpretation of Baroque music from a stylistic point of view.

MUHI 5207 - Organ Survey

Credits: 2

Covers organ building fundamentals of construction and design and organ history as it relates to the development of a style-conscious concept of enrollment. Required of organ majors and concentrations (undergraduate).

Recommended elective for the M.M. and the M.S.M. degree.

MUHI 6000 - Music History Review

Credits: 0

A review course required of all graduate students scoring below 70 percent on the MUHI entrance assessment. Students required to take this course must complete it within their first year of enrollment in SMU courses. The course must be completed prior to enrollment in any other graduate MUHI course.

MUHI 6082 - Research in Music History Thesis

Credits: 0

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6100 - Music History Review

Credits: 1

A review course required of all graduate students scoring below 70 percent on the MUHI entrance assessment. Students required to take this course must complete it within their first year of enrollment in SMU courses. The course must be completed prior to enrollment in any other graduate MUHI course.

MUHI 6154 - Practicum in Musicology Pedagogy

Credits: 1

Teaching experience supervised by department. Students are required to attend and observe all music history survey (MUHI 3301 or 3302) class sessions during the semester, as well as sit in on two MUHI 4000 level seminars. Students deliver two lectures for the survey over the course of the semester on topics developed in consultation with the instructor. Students are expected to attend bi-weekly meetings with the MUHI faculty to discuss various topics in musicology pedagogy, including syllabus design, discussion leading, presentations, and assessment design.

Prerequisite: MUHI 6335.

MUHI 6182 - Research in Music History Thesis

Credits: 1

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6192 - Directed Studies in Music History

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6250 - Final Project in Musicology Pedagogy

Credits: 2

Independent research project in any area of musicology pedagogy (with approval of the department faculty), resulting in a 20-30 page report. Projects might include annotated syllabi and rationale for original courses, historical investigations of pedagogical techniques in musicology classrooms, or empirical studies to test novel pedagogical approaches. Prerequisite: MUHI 6335.

MUHI 6282 - Research in Music History Thesis

Credits: 2

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6292 - Directed Studies in Music History

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6320 - Organ History and Literature

Credits: 3

(spring term of even-numbered years) A survey of Renaissance to contemporary literature for the organ. Required of organ majors and concentrations. Prerequisite: MUHI 6335, or MUED 6340, or approval of instructor.

MUHI 6335 - Introduction to Graduate Studies

Credits: 3

Introduces the methods, tools, resources, issues, and types of musical research. Emphasis is given to several major skill areas including development of research questions; information location, retrieval, evaluation, and assimilation; and communication (both written and oral) to different types of audiences. Prerequisite: Successful completion of MUHI Diagnostic Exam or MUHI 6000/MUHI 6100.

MUHI 6336 - Seminar in Music History

Credits: 3

Area or topic for intense examination is determined each term, with an emphasis on the practical application of research techniques, knowledge of materials and sources, and varied methods of presentation. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6337 - Conceptual Foundations of Musicology

Credits: 3

A survey of the history, central questions, and methods of musicology to be offered in the fall of odd years. Topics to be addressed include historiography, nationalism, identities, periodization, narratives, canons, hermeneutics, archival work, empirical approaches, text criticism, and semiotics. Prerequisite (for non-MUHI MM students only): MUHI 6335.

MUHI 6345 - Issues in Opera History

Credits: 3

An exploration of cultural, historical, analytical, aesthetic, and scholarly issues related to representative operas. Addresses forms, compositional approaches, vocal writing, and orchestration, with a focus on the ways operas interact with larger cultural and historical trends around the time of their genesis and in the world today. Students are expected to demonstrate 1) an ability to understand and respond to recent and advanced scholarly writing on opera and 2) an ability to follow arguments informed by music analysis, to present analytical points deduced from listening and score study, to undertake original research on operas, and to report their research findings. Prerequisite: MUHI 6335, MUED 6340, or instructor permission.

MUHI 6347 - Issues in Symphonic Literature

Credits: 3

An exploration of cultural, historical, analytical, aesthetic, and scholarly issues related to representative symphonic

works. Addresses forms, compositional approaches, vocal writing, and orchestration, with a focus on the ways symphonic works interact with larger cultural and historical trends around the time of their genesis and in the world today. Students are expected to demonstrate 1) an ability to understand and respond to recent and advanced scholarly writing on symphonic literature and 2) an ability to follow arguments informed by music analysis, to present analytical points deduced from listening and score study, to undertake original research on symphonic works, and to report their research findings. Prerequisite: MUHI 6335, MUED 6340, or instructor permission.

MUHI 6348 - Guitar History and Literature

Credits: 3

(spring term of odd-numbered years) The course examines the history of guitar and its music from the early 16th century to the present. Included are the vihuela and Baroque guitar, four-string Spanish guitar, and related literature. Emphasis is given to the evolution of the modern instrument and its repertoire. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6374 - Wind Ensemble History and Literature

Credits: 3

A chronological study of the development of the wind ensemble, its literature, and its socio-political influences. Examines scores, recordings, original source materials, and scholarly research. Prerequisites: MUHI 6335 and MUED 6340, or instructor permission.

MUHI 6382 - Research in Music History Thesis

Credits: 3

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6384 - Survey of Choral Literature

Credits: 3

(spring term of even-numbered years) A survey of choral music from the medieval era to the present day. Examination of representative compositions is made with regard to genre, form, compositional procedures, and stylistic aspects. Discussion of the works also includes the social-political conditions, intellectual-artistic states of mind of patrons and composers, and other external influences. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6392 - Directed Studies in Music History

Credits: 3

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6482 - Research in Music History-Thesis

Credits: 4

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6682 - Research in Music History Thesis

Credits: 6

Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6692 - Directed Studies in Music History

Credits: 6

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Piano Pedagogy Courses

MUPD 5103 - Creative Piano Teaching

Credits: 1

Pedagogical projects designed to meet the needs of the piano teacher. Offered in conjunction with the SMU Institute for Piano Teachers in the summer of even-numbered years or the National Conference on Keyboard Pedagogy in the summer of odd-numbered years. Reserved for music majors. Pedagogy majors are limited to one credit.

MUPD 5196 - Directed Study in Piano Pedagogy

Credits: 1

MUPD 5203 - Creative Piano Teaching

Credits: 2

Pedagogical projects designed to meet the needs of the piano teacher. Offered in conjunction with the SMU Institute for Piano Teachers in the summer of even-numbered years or the National Conference on Keyboard Pedagogy in the summer of odd-numbered years. Reserved for music majors. Pedagogy majors are limited to one credit.

MUPD 5210 - Current Trends in Piano Pedagogy

Credits: 2

(spring term of even-numbered years) Students explore, through participation and observation, the psychological principles operative in group and class environments, with emphasis on teacher effectiveness. Surveys college-level keyboard texts.

MUPD 5312 - Survey of Precollege Piano Literature

Credits: 3

(spring term of odd-numbered years) Survey and performance of standard piano literature in all style periods for precollege students. Emphasis on technical preparation and curriculum-building.

MUPD 5325 - Piano Pedagogy Internship I

Credits: 3

Supervised teaching experience; specific goals and projects are agreed upon for the term. Required of all undergraduate piano majors with an emphasis in piano pedagogy performance.

MUPD 5326 - Piano Pedagogy Internship II

Credits: 3

Supervised teaching experience; specific goals and projects are agreed upon for the term. Required of all undergraduate piano majors with an emphasis in piano pedagogy performance.

MUPD 6021 - Internship/Assistantship in Piano Pedagogy

Credits: 0

Required for all graduate assistants in piano pedagogy; 15 hours per week as assigned by the department head. Supervised private and group instruction of children in the Piano Preparatory Department and class piano for

undergraduate students as assigned. Includes observation, preteaching conferences with faculty, and participation in all phases of departmental activity.

MUPD 6022 - Internship/Assistantship in Piano Pedagogy

Credits: 0

Required for all graduate assistants in piano pedagogy; 15 hours per week as assigned by the department head. Supervised private and group instruction of children in the Piano Preparatory Department and class piano for undergraduate students as assigned. Includes observation, preteaching conferences with faculty, and participation in all phases of departmental activity.

MUPD 6121 - Internship/Assistantship in Piano Pedagogy

Credits: 1

Required for all graduate assistants in piano pedagogy; 15 hours per week as assigned by the department head. Supervised private and group instruction of children in the Piano Preparatory Department and class piano for undergraduate students as assigned. Includes observation, preteaching conferences with faculty, and participation in all phases of departmental activity.

MUPD 6122 - Internship/Assistantship in Piano Pedagogy

Credits: 1

Required for all graduate assistants in piano pedagogy; 15 hours per week as assigned by the department head. Supervised private and group instruction of children in the Piano Preparatory Department and class piano for undergraduate students as assigned. Includes observation, preteaching conferences with faculty, and participation in all phases of departmental activity.

MUPD 6125 - Piano Pedagogy Practicum

Credits: 1

Specific supervised teaching and/or research projects as designed for the term.

MUPD 6130 - Composition of Pedagogical Music for Keyboard

Credits: 1

(spring term of odd-numbered years) Development of skills in composition of pedagogically effective keyboard literature. The student becomes familiar with a wide gamut of supplementary teaching materials, which are examined from a pianistic and musical perspective with reference to the various levels of instruction. Directed composition assignments, survey projects, class performance, analysis, and discussion. Students take 1 or 2 credit hours (MUPD 6130 or MUPD 6230) based on projects undertaken. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUPD 6196 - Directed Studies in Piano Pedagogy

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUPD 6230 - Composition of Pedagogical Music for Keyboard

Credits: 2

(spring term of odd-numbered years) Development of skills in composition of pedagogically effective keyboard literature. The student becomes familiar with a wide gamut of supplementary teaching materials, which are examined from a pianistic and musical perspective with reference to the various levels of instruction. Directed composition assignments, survey projects, class performance, analysis, and discussion. Students take 1 or 2 credit

hours (MUPD 6130 or 6230) based on projects undertaken. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUPD 6296 - Directed Studies in Piano Pedagogy

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUPD 6396 - Piano Pedagogy I

Credits: 3

(fall term of even-numbered years) An in-depth study of methods and curriculum for teaching piano at the elementary level. Focus on philosophical, psychological, and physiological bases of piano study. Survey and evaluation of current educational materials.

MUPD 6397 - Piano Pedagogy II

Credits: 3

(fall term of odd-numbered years) In-depth study of methods, materials, and curriculum for teaching piano at the intermediate and advanced levels. Also, current trends (including technology), professionalism, history of piano pedagogy, and employment opportunities.

Recitals

MURE 6001 - Graduate Recital

Credits: 0

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6002 - Graduate Recital

Credits: 0

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6101 - Graduate Recital

Credits: 1

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6102 - Graduate Recital

Credits: 1

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6103 - Graduate Recital

Credits: 1

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6104 - Graduate Recital

Credits: 1

Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6201 - Graduate Recital

Credits: 2

Solo performance of approximately one hour of music. Graded pass/fail by committee.

MURE 6202 - Graduate Lecture Recital

Credits: 2

Option for piano performance and pedagogy candidates. Approximately 30 minutes of music performance with 30 minutes of scholarly presentations as approved by applied teacher and head of piano pedagogy. Graded pass/fail by committee.

Music Composition and Theory Courses

MUTH 5000 - Composition Seminar

Credits: 0

Topics of common interest to all composers are presented and discussed by composition faculty, current students, and guest artists. Required each term of composition study.

MUTH 5010 - Keyboard Skills

Credits: 0

Applies the student's knowledge of music theory to practical keyboard musicianship and explores core principles of keyboard improvisation. Prerequisites: MUTH 2130, 2230 and PERB 2132, or permission of instructor.

MUTH 5110 - Keyboard Skills

Credits: 1

Applies the student's knowledge of music theory to practical keyboard musicianship and explores core principles of keyboard improvisation. Prerequisites: MUTH 2130, 2230 and PERB 2132, or permission of instructor.

MUTH 5130 - Collaborative Composition

Credits: 1

Students collaborate with artists in other disciplines on composition projects. Meadows disciplines rotate periodically.

MUTH 5150 - Advanced Musicianship

Credits: 1

Develops musicianship skills beyond the level attained in the undergraduate core musicianship courses. Includes sight reading and improvisation studies in a range of musical styles for both voice and instruments, advanced melodic and harmonic dictation exercises, aural analysis of musical examples from a wide range of style periods, and the use of the keyboard to support the continued development of skills. Repeatable for credit. Instructor consent required. Prerequisites: MUTH 2130, MUTH 2230 for undergraduate students, or a passing score for the Graduate Music Theory Diagnostic Exam or for MUTH 6023, MUTH 6124, and MUTH 6125 for graduate students.

MUTH 5250 - Advanced Musicianship

Credits: 2

Develops musicianship skills beyond the level attained in the undergraduate core musicianship courses. Includes sight reading and improvisation studies in a range of musical styles for both voice and instruments, advanced melodic and harmonic dictation exercises, aural analysis of musical examples from a wide range of style periods, and the use of the keyboard to support the continued development of skills. Repeatable for credit. Instructor consent

required. Prerequisites: MUTH 2130, MUTH 2230 for undergraduate students, or a passing score for the Graduate Music Theory Diagnostic Exam or for MUTH 6023, MUTH 6124, and MUTH 6125 for graduate students.

MUTH 5325 - Class Composition

Credits: 3

A composition course for noncomposition majors. Topics include notational practices; contemporary and traditional approaches to composition through study of model works from the literature; in-class presentation, reading, and critique of projects; and professional standards for the creation and distribution of scores, parts, and recordings of compositions and arrangements. Prerequisites: MUTH 2130, MUTH 2230 or permission of instructor. Restricted to music majors.

MUTH 5330 - Instrumentation and Arranging

Credits: 3

An overview of the ranges and performing characteristics of orchestral and band instruments and vocalists, with practical application via scoring and arranging for a variety of small instrumental and vocal ensembles.

Prerequisites: MUTH 2130, MUTH 2230.

MUTH 5360 - Advanced Orchestration

Credits: 3

Explores advanced techniques of orchestration through a series of scoring projects for a variety of ensembles.

Prerequisite: MUTH 5330 or permission of instructor.

MUTH 5370 - Survey of Counterpoint

Credits: 3

Through exercises in analysis and composition, this course provides a study of contrapuntal techniques from the Middle Ages to the 20th century, with emphasis on traditional modal and tonal styles. Prerequisites: MUTH 2130, MUTH 2230.

MUTH 6000 - Graduate Theory Review

Credits: 0

Intensive remedial work in aural perception and/or music theory based on the results of the Graduate Music Theory Diagnostic Examination.

MUTH 6081 - Thesis in Composition

Credits: 0

Culminating research/creative project for music composition majors. Prerequisite: Permission of instructor.

MUTH 6100 - Graduate Theory Review

Credits: 1

Intensive remedial work in aural perception and/or music theory based on the results of the Graduate Music Theory Diagnostic Examination.

MUTH 6120 - Advanced Composition

Credits: 1

Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests for students with atypical degree plans. Prerequisites: Permission of instructor and departmental approval.

MUTH 6156 - Practicum in Theory Pedagogy

Credits: 1

Teaching experience supervised by department faculty. Prerequisite: MUTH 6355.

MUTH 6184 - Directed Studies in Theory

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6190 - Directed Studies in Composition

Credits: 1

Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

MUTH 6220 - Advanced Composition

Credits: 2

Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests for students with atypical degree plans. Prerequisites: Permission of instructor and departmental approval.

MUTH 6250 - Final Project in Theory Pedagogy

Credits: 2

Independent research project in an area of theory pedagogy. Topic must be approved by department faculty. Prerequisite: MUTH 6355.

MUTH 6281 - Thesis in Composition

Credits: 2

Culminating research/creative project for music composition majors. Prerequisite: Permission of instructor.

MUTH 6284 - Directed Studies in Theory

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6290 - Directed Studies in Composition

Credits: 2

Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

MUTH 6300 - Analysis of Contemporary Music

Credits: 3

Detailed analysis of recent music written in a variety of styles and using diverse techniques. The course also explores early 20th-century antecedents of more recent music. Analysis and discussion are supported by readings from theoretical articles and composers' writings. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUTH 6310 - Introduction to Electro-Acoustic Music

Credits: 3

Covers historical and emerging concepts and techniques of composing, performing, and listening to fixed and interactive electro-acoustic music via lectures and laboratory projects. Topics include basic acoustics; hardware and software tools for the generation, processing, and reproduction of musical sound; and the history and literature of

electronically generated music. Students complete individual and collaborative projects applying their studies to the recording, creation, and performance of fixed and real-time interactive creative projects. Prerequisite: Approval of instructor.

MUTH 6311 - Advanced Topics in Music Technology

Credits: 3

Advanced investigation into topics in electro-acoustic music and technology-related art forms. Topics are announced each term the course is offered and may include film music, MIDIstration, real-time interactive performance using Max/MSP/Jitter, algorithmic composition, and technology-related interdisciplinary collaboration. Repeatable. Prerequisite: MUTH 6310 or approval of instructor.

MUTH 6320 - Advanced Composition

Credits: 3

Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests. Prerequisite: Permission of instructor.

MUTH 6326 - Seminar in Music Analysis

Credits: 3

A study of analytical methods applicable to music from a specific repertoire to be determined with each course offering. Offered irregularly. Prerequisite: Successful completion of the theory portions of the Graduate Music Diagnostic Examination or Graduate Theory Review.

MUTH 6330 - Analytical Techniques

Credits: 3

A survey of analytical methods applicable to music from a wide range of style periods. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUTH 6355 - Pedagogy of Theory

Credits: 3

Exploration of philosophies and methods, review of materials and resources available to the theory instructor, curriculum and syllabus design, practice teaching experience. Prerequisites: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review; EDU 6322 or substitute; or permission of instructor.

MUTH 6360 - Analysis of Tonal Music

Credits: 3

The study of harmony, voice leading, and form with techniques of reduction in music of the Baroque, Classical, and Romantic periods. Applications of theoretical ideas to performance and pedagogy are also discussed. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUTH 6384 - Directed Studies in Theory

Credits: 3

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6390 - Directed Studies in Composition

Credits: 3

Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

Oboe Courses

OBOE 6100 - Private Study: Oboe

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

OBOE 6200 - Private Study: Oboe

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Organ Courses

ORG 6100 - Private Study: Organ

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

ORG 6105 - Organ Improvisation

Credits: 1

Development of organ improvisation skills including introduction to Baroque counterpoint, figured bass, harmonizations, sequences, cantus firmus techniques, and other styles of improvisation. Permission of organ professor required.

ORG 6200 - Private Study: Organ

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

ORG 6205 - Organ Improvisation

Credits: 2

Development of organ improvisation skills including introduction to Baroque counterpoint, figured bass, harmonizations, sequences, cantus firmus techniques, and other styles of improvisation. Permission of organ professor required.

Class Instruction for Performance Courses

PERB 5006 - Singers' Diction Review

Credits: 0

A review course required of all students not passing an entrance assessment for proficiency in the pronunciation of Italian, French, and German.

PERB 5011 - Directed Studies in Performance

Credits: 0

Directed studies or approved internships in performance or pedagogy. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERB 5019 - Music Theatre Workshop

Credits: 0

Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 5022 - Music Theatre Acting and Performance

Credits: 0

Fundamentals of acting in musical theatre: script analysis, blocking, character development, and scene study. Introduces musical theatre movement and audition techniques. Culminates with a series of performed musical scenes. Prerequisite: By audition.

PERB 5101 - Directed Studies in Voice

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

PERB 5107 - Keyboard Skills for Conductors I

Credits: 1

Keyboard competencies for conductors, including basic technical patterns, harmonization, and relevant score reading. Review course for the M.S.M. and the M.M. in conducting keyboard proficiency requirement.

PERB 5108 - Keyboard Skills for Conductors II

Credits: 1

Advanced keyboard competencies for conductors, including basic technical patterns, harmonization, and relevant score reading. Review course for the M.S.M. and the M.M. in conducting keyboard proficiency requirement.

PERB 5111 - Directed Studies in Performance

Credits: 1

Directed studies or approved internships in performance or pedagogy. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERB 5118 - Introduction to the Harpsichord

Credits: 1

(spring term of odd-numbered years) Presents a variety of topics related to the harpsichord and its music. Provides

keyboard musicians, especially pianists, with knowledge and practical experience at the harpsichord to enable them to face future contacts with the instrument in a more informed, confident, and artistic manner.

PERB 5119 - Music Theatre Workshop

Credits: 1

Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 5122 - Music Theatre Acting and Performance

Credits: 1

Fundamentals of acting in musical theatre: script analysis, blocking, character development, and scene study. Introduces musical theatre movement and audition techniques. Culminates with a series of performed musical scenes. Prerequisite: By audition.

PERB 5201 - Directed Studies in Voice

Credits: 2

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

PERB 5208 - Advanced Acting for Voice Majors

Credits: 2

Acting and performance tools, character development, monologue study, and repertoire preparation and research. Prerequisites: Concurrent enrollment in VOIC and consent of instructor.

PERB 5211 - Directed Studies in Music Performance

Credits: 2

Directed studies or approved internships in performance or pedagogy. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERB 5213 - Studies Continuo Playing

Credits: 2

(fall term of even-numbered years) Designed for the harpsichord major, to fill the need for a well-developed skill in playing Baroque through bass accompaniments from an unrealized figured bass and/or from an unfigured bass with style performance suitable to the period.

PERB 5215 - Introduction to Jazz Theory and Improvisation

Credits: 2

Introduces jazz improvisation through applied theory. Students gain theoretical and practical experience in jazz improvisation using common jazz chord progressions and chord and scale relationships. Includes the study of jazz recordings to explore and understand the links among chords, scales, and melodies. May be repeated for credit. Prerequisite: Music major or minor, or instructor consent.

PERB 5319 - Music Theatre Workshop

Credits: 3

Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 6001 - Departmental Performance Class

Credits: 0

Departmental recitals, performance classes, master classes, guest artist performances, and lectures related to performance specialization. Students enroll concurrently with studies in applied music.

PERB 6009 - Program Notes

Credits: 0

Research for and preparation of program notes for required M.M. degree recitals following specified departmental requirements and timelines.

PERB 6101 - Directed Studies in Voice

Credits: 1

A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

PERB 6111 - Introduction to the Organ

Credits: 1

(fall term of even-numbered years) A practical initiation to the organ: its design, sound, liturgical functions, and musical capabilities. A hands-on introduction to organ playing technique, easy literature, and simple hymn-playing. Primarily for students in the choral/vocal track of the M.S.M. program, with others admitted by permission of the instructor.

PERB 6112 - Piano Improvisation

Credits: 1

(spring term of even-numbered years) Designed to provide the graduate-level student with a pedagogical and musical approach to a fascinating skill. Through class participation and group interaction, students develop their creative capabilities. In addition to developing skill at improvising, students sharpen their skill at harmonizing, transposing, sight-reading, and playing by ear.

PERB 6113 - Advanced Piano Improvisation

Credits: 1

Refinement and further development of improvisation skills.

PERB 6212 - Organ Improvisation and Service Playing

Credits: 2

(spring term of odd-numbered years) Practical skills for the church organist; hymn-playing, transposition, and anthem accompaniment; and hymn-based improvisations in the small forms.

PERB 6213 - Advanced Organ Improvisation

Credits: 2

(fall term of even-numbered years) Development of keyboard and musical skills for hymn-based and free improvisation in various forms. Prerequisite: PERB 6212 or permission of instructor.

Percussion Courses

PERC 6100 - Private Study: Percussion

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These

repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERC 6200 - Private Study: Percussion

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Performance Ensembles Courses

PERE 5010 - Point: Interdisciplinary Project and Performance Ensemble

Credits: 0

An interdisciplinary ensemble for inventive artists of all interests, exploring the future of personal expression through collaborative projects and performances. Innovative technologies are utilized and created. Open to all SMU students with instructor consent. May be repeated for credit.

PERE 5011 - Mustang Strings: An SMU Campus Orchestra

Credits: 0

Open to all students and community members. Does not meet the large ensemble requirement for music majors. Prerequisite: Audition or permission of instructor.

PERE 5012 - Mustang Marching Band

Credits: 0

Preparation and performance of music for field performances.

PERE 5013 - Meadows Chorale

Credits: 0

This large mixed choir is open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5014 - Meadows Chamber Singers

Credits: 0

A select vocal ensemble comprised of the most advanced vocal talent in the university; open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5015 - Meadows Jazz Orchestra

Credits: 0

Rehearsal and performance of standard and original works for jazz ensembles. By audition.

PERE 5016 - Diva Dolce

Credits: 0

A treble choir that performs an eclectic mix of repertoire from chamber works to opera excerpts to standard choral

works. Open to all female students (regardless of major) through audition. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5017 - SMU Symphony Band

Credits: 0

Open to all students and community members. Provides a concert band experience exploring band music ranging from transcriptions to original works. Does not meet the large ensemble requirement for music majors. Prerequisite: Audition or permission of instructor.

PERE 5018 - Meadows Symphony Orchestra

Credits: 0

Open to all students through audition, although most participants are music majors. Includes public performances of a wide variety of orchestral repertoire each season.

PERE 5019 - Meadows Wind Ensemble

Credits: 0

Open to all students through audition, although most participants are music majors or minors. Includes performance of a wide variety of literature that encompasses the symphonic band and wind orchestra idioms.

PERE 5021 - Meadows World Music Ensemble

Credits: 0

Exploration of rhythms, melodies, forms, and basic ethnic percussion techniques from Africa, Asia, Latin America, and a variety of cultures. Includes composition, improvisation, and performances within forms of ethnic traditions adapted to Western instruments. Prerequisite: Music major or consent of instructor.

PERE 5022 - Meadows Opera Ensemble

Credits: 0

Musical preparation, dramatic coaching, role study, rehearsal, and performance of opera (one-act operas and opera excerpts) and scenes from musical theatre. Eligibility, by audition, for the annual main stage production.

Prerequisites: By audition. Requires two consecutive terms of PERB 2017 or PERB 2117, or consent of instructor.

PERE 5023 - Directed Studies in Chamber Music

Credits: 0

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor. Reserved for projects that exceed the standard chamber music requirements.

PERE 5025 - Jazz Combo Performance Workshop

Credits: 0

Preparation and performance of jazz repertoire in small-group settings developing improvisation and fake book reading skills and gig protocol. Does not fulfill ensemble requirements for music majors. Prerequisite: Audition or consent of instructor.

PERE 5030 - Meadows Guitar Ensemble

Credits: 0

Preparation and performance of guitar ensemble literature. Prerequisite: Guitar major or consent of instructor.

PERE 5068 - Chamber Ensemble: Piano Duos

Credits: 0

Preparation and performance of piano duets for one piano, four hands and two pianos, four hands. Does not fulfill chamber music requirements for music majors.

PERE 5069 - Chamber Ensemble: Sonatas

Credits: 0

Preparation and performance of repertoire for one instrument and piano. With adviser approval, one term may be counted toward chamber music requirements for undergraduate piano majors. Does not fulfill chamber music requirements for graduate students.

PERE 5071 - Chamber Ensemble

Credits: 0

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor.

PERE 5072 - Additional Chamber Ensemble

Credits: 0

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor. Requires simultaneous participation in at least one additional chamber ensemble.

PERE 5073 - Meadows Percussion Ensemble

Credits: 0

Rehearsal and performance of standard percussion ensemble literature. By audition.

PERE 5077 - Syzygy Contemporary Chamber Ensemble

Credits: 0

Preparation and performance of the music of living and local composers as well as seminal works of the 20th century for various mixed ensembles, typically without conductor. Fulfills one term of chamber music requirement. Prerequisite: Audition or consent of instructor.

PERE 5110 - Point: Interdisciplinary Project and Performance Ensemble

Credits: 1

An interdisciplinary ensemble for inventive artists of all interests, exploring the future of personal expression through collaborative projects and performances. Innovative technologies are utilized and created. Open to all SMU students with instructor consent. May be repeated for credit.

PERE 5111 - Mustang Strings: An SMU Campus Orchestra

Credits: 1

Open to all students and community members. Does not meet the large ensemble requirement for music majors. Prerequisite: Audition or permission of instructor.

PERE 5112 - Mustang Marching Band

Credits: 1

Preparation and performance of music for field performances.

PERE 5113 - Meadows Chorale

Credits: 1

This large mixed choir is open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5114 - Meadows Chamber Singers

Credits: 1

A select vocal ensemble comprised of the most advanced vocal talent in the university; open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5115 - Meadows Jazz Orchestra

Credits: 1

Rehearsal and performance of standard and original works for jazz ensembles. By audition.

PERE 5116 - Diva Dolce

Credits: 1

A treble choir that performs an eclectic mix of repertoire from chamber works to opera excerpts to standard choral works. Open to all female students (regardless of major) through audition. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5117 - SMU Symphony Band

Credits: 1

Open to all students and community members. Provides a concert band experience exploring band music ranging from transcriptions to original works. Does not meet the large ensemble requirement for music majors. Prerequisite: Audition or permission of instructor.

PERE 5118 - Meadows Symphony Orchestra

Credits: 1

Open to all students through audition, although most participants are music majors. Includes public performances of a wide variety of orchestral repertoire each season.

PERE 5119 - Meadows Wind Ensemble

Credits: 1

Open to all students through audition, although most participants are music majors or minors. Includes performance of a wide variety of literature that encompasses the symphonic band and wind orchestra idioms.

PERE 5121 - Meadows World Music Ensemble

Credits: 1

Exploration of rhythms, melodies, forms, and basic ethnic percussion techniques from Africa, Asia, Latin America, and a variety of cultures. Includes composition, improvisation, and performances within forms of ethnic traditions adapted to Western instruments. Prerequisite: Music major or consent of instructor.

PERE 5122 - Meadows Opera Ensemble

Credits: 1

Musical preparation, dramatic coaching, role study, rehearsal, and performance of opera (one-act operas and opera excerpts) and scenes from musical theatre. Eligibility, by audition, for the annual main stage production.

Prerequisites: By audition. Requires two consecutive terms of PERB 2017 or PERB 2117, or consent of instructor.

PERE 5123 - Directed Studies in Chamber Music

Credits: 1

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor. Reserved for projects that exceed the standard chamber music requirements.

PERE 5125 - Jazz Combo Performance Workshop

Credits: 1

Preparation and performance of jazz repertoire in small-group settings developing improvisation and fake book reading skills and gig protocol. Does not fulfill ensemble requirements for music majors. Prerequisite: Audition or consent of instructor.

PERE 5130 - Meadows Guitar Ensemble

Credits: 1

Preparation and performance of guitar ensemble literature. Prerequisite: Guitar major or consent of instructor.

PERE 5168 - Chamber Ensemble: Piano Duos

Credits: 1

Preparation and performance of piano duets for one piano, four hands and two pianos, four hands. Does not fulfill chamber music requirements for music majors.

PERE 5169 - Chamber Ensemble: Sonatas

Credits: 1

Preparation and performance of repertoire for one instrument and piano. With adviser approval, one term may be counted toward chamber music requirements for undergraduate piano majors. Does not fulfill chamber music requirements for graduate students.

PERE 5171 - Chamber Ensemble

Credits: 1

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor.

PERE 5172 - Additional Chamber Ensemble

Credits: 1

Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor. Requires simultaneous participation in at least one additional chamber ensemble.

PERE 5173 - Meadows Percussion Ensemble

Credits: 1

Rehearsal and performance of standard percussion ensemble literature. By audition.

PERE 5177 - Syzygy Contemporary Music Ensemble

Credits: 1

Preparation and performance of the music of living and local composers as well as seminal works of the 20th century for various mixed ensembles, typically without conductor. Fulfills one term of chamber music requirement. Prerequisite: Audition or consent of instructor.

Piano Courses

PIAN 610 0 - Private Study: Piano

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PIAN 6200 - Private Study: Piano

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Saxophone Courses

SAX 6100 - Private Study: Saxophone

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

SAX 6200 - Private Study: Saxophone

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Trombone Courses

TROM 6100 - Private Study: Trombone

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TROM 6200 - Private Study: Trombone

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable

course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Trumpet Courses

TRPT 6100 - Private Study: Trumpet

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TRPT 6200 - Private Study: Trumpet

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Tuba Courses

TUBA 6100 - Private Study: Tuba

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TUBA 6200 - Private Study: Tuba

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Violin Courses

VIOL 6100 - Private Study: Violin

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in

performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VIOL 6200 - Private Study: Violin

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Viola Courses

VLA 6100 - Private Study: Viola

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VLA 6200 - Private Study: Viola

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Voice and Vocal Coaching Courses

VOIC 6005 - Vocal Coaching

Credits: 0

Intensive and detailed work on language inflection and diction. Phrasing, style, and interpretation as applied to art songs, Lieder, operatic arias, and the concert repertoire.

VOIC 6007 - Vocal Coaching

Credits: 0

Intensive and detailed work on language inflection and diction. Phrasing, style, and interpretation as applied to art songs, Lieder, operatic arias, and the concert repertoire.

VOIC 6100 - Private Study: Voice

Credits: 1

One half-hour lesson each week (14 per term), with a jury examination at the conclusion of each term. Repeatable course offered each fall, spring, and summer. Requires students to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VOIC 6106 - Vocal Coaching

Credits: 1

Intensive and detailed work on language inflection and diction. Phrasing, style, and interpretation as applied to art songs, Lieder, operatic arias, and the concert repertoire.

VOIC 6108 - Vocal Coaching

Credits: 1

Intensive and detailed work on language inflection and diction. Phrasing, style, and interpretation as applied to art songs, Lieder, operatic arias, and the concert repertoire.

VOIC 6200 - Private Study: Voice

Credits: 2

One 1-hour lesson each week (14 per term), with a jury examination at the conclusion of each term. Repeatable course offered each fall, spring, and summer. Majors must enroll in private studies each term until degree requirements are completed. Requires students to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Theatre

Associate Professor Gretchen Smith, **Division Chair**

Professors: Rhonda Blair, Kevin Paul Hofeditz, Bill Lengfelder, Stanley Wojewodski, Jr., Steve Woods

Associate Professors: Michael Connolly, Benard Cummings, Blake Hackler, Russell Parkman, Sara Romersberger, Anne Schilling, Gretchen Smith, Claudia Stephens

Assistant Professors: Kara-Lynn Vaeni

Lecturers: Brad Cassil, Marsha Grasselli

Adjunct Lecturers: Dawn Askew, Jason Biggs, Linda Blase, Steve Leary, J.D. Margetts, Melissa Panzarello, Steven Piechocki, Kathy Windrow

Costume Shop Manager: Melissa Panzarello

Costume Shop Manager: Melissa Panzarello

Costumer: Eugenie Stallings

Prop Master: JT Ringer

Scene Shop Foreman: Eliseo Gutierrez

Master Electrician: Dawn Askew

Associate Master Electrician: Steven Piechocki

Technical Director: J.D. Margetts

Assistant Technical Director: Steve Leary

General Information

The Division of Theatre offers three-year specialized professional training programs in acting and stage design leading to the Master of Fine Arts degree. The graduate training programs are committed to professionalism in attitude and practice. Only students with a serious interest in the theatre as an art – those committed to self-development and prepared to work responsibly and collaboratively in their discipline – should expect to enter and continue in graduate study.

Instructional Facilities

The Division of Theatre is part of the Meadows School of the Arts, housed in the well-equipped facilities of the Owen Arts Center. These include the Bob Hope Theatre (a 392-seat proscenium theatre), the Margo Jones Theatre (a 125-seat "black box" theatre), the Greer Garson Theatre (a 366-seat theatre with a classical thrust stage), the Ruth Collins Sharp Drama Building, and the Jake and Nancy Hamon Arts Library.

The Division of Theatre presents an annual subscription season of full-scale public productions chosen for their suitability for training, timeliness and public appeal. All theatre students are considered members of the Division of Theatre, and practical experience is considered a vital part of the theatre-training program.

Admission and Financial Aid

The Division of Theatre observes a highly selective admissions policy in its graduate programs. The acting program admits eight students in alternating years. The design program admits approximately four students each year.

Prospective students in all areas are strongly encouraged to visit the campus to gain a keener appreciation of the division's training, the environment and the University.

Acting Interview: Audition

The acting faculty auditions applicants for graduate study in acting. Applicants can choose to audition in Dallas, at the University/Resident Theatre Association's three venues or at a number of the division's own national sites.

Appointments for on-campus auditions can be made by contacting the Meadows Student Affairs Office. On-campus auditions require the preparation of two monologues: one taken from a classical play and one from a modern or contemporary play for a total of four minutes or less. Students may sing but are not required to do so.

Stage Design Interview: Portfolio Review

The design faculty interviews applicants for graduate study in scenery, costume and lighting design. Applicants can choose to interview in Dallas, at the University/Resident Theatre Association's three venues or at a number of the division's own national sites. Appointments for on-campus interviews can be made by contacting the Division of Theatre.

Theatre, M.F.A.

Acting

The M.F.A. acting program balances the development of the actor's unique skills with the acquisition of technique. The program seeks to train actors of integrity, capable of artistic excellence in a variety of venues. The acting studios form the program's spine. First-year studio focuses on the actor's self, identifying habitual performance behaviors and reshaping the instrument to respond more organically and efficiently to psychophysical stimuli. Second-year studio emphasizes the development of classical technique through immersion in Shakespeare and other classical authors. The third year addresses the remaining and unique needs of each class and augments students' skills with classes in professional development. Comprehensive training in movement, voice, speech and textual analysis augments and enriches every term of the studio process.

Third-year students participate in showcase in New York. Additional professional outreach is provided by annual professional auditions, in which casting directors, agents and artistic directors from regional and summer theatres audition students in the graduate program. Internships, both formal and informal, with professional theatres in Dallas provide students with significant opportunities for professional growth.

Stage Design

The M.F.A. stage design program is committed to the philosophy of supporting the development of artists who will passionately embrace the interpretation of words into visual imagery. The program emphasizes the process of artistic collaboration, especially with directors; the pursuit of artistic skills, including drawing, painting and drafting, necessary for communication; the development of critical thought and the ability to articulate ideas; and the acquisition of professional standards that prepare the student for a meaningful and productive life in the theatre.

Training in design is based on a balance of classroom work and fully realized productions. The first year of study includes extensive classroom projects and the development of foundational artistic and collaborative skills, culminating in the design of the playwrights' New Visions, New Voices festival. All students acquire comprehensive skills in scenery, costume and lighting design. The second year will focus on the student as a theatre designer, drawing upon prestigious programs of excellence in the Meadows School of the Arts and including designing in the Theatre Division season. During the third and master year, the student prepares for the professional world with opportunities to exercise collaborative, artistic and management skills not only in the Theatre Division, but also at professional venues that include, but are not limited to, the Dallas Theater Center and the Shakespeare Festival of Dallas.

Degree Requirements

Residency

The Theatre Division normally expects graduate students to be in residence for six terms during the regular academic year. Since the program of study includes both classroom and production activities, graduate students must obtain permission through the division chair before engaging in any other study, production work or outside employment. The M.F.A. degree requires a minimum of 66 credit hours.

Graduate Review

At the end of each term, the faculty of the division evaluates the development of each graduate student. All aspects of the student's work come under scrutiny. The heads of the respective programs oversee and coordinate the review process, collating faculty evaluations into a review document.

The review process culminates in an assessment of the student's overall progress toward degree completion. Students who receive unsatisfactory reviews will be placed on probation. Failure to address the concerns raised in the review within the following term will result in the probationary student's dismissal from the program.

At the end of the first year, a faculty evaluation of the progress and potentiality of each student determines whether that student should continue into the second year.

Conferral of Degree

The faculty reserves the privilege of recommending candidates for the M.F.A. degree only when it has been satisfied that students have demonstrated unquestionable professional competencies in the area of study.

Theatre Courses

THEA 5000 - Rehearsal and Performance Laboratory

Credits: 0

Embodied application in the processes of rehearsal and performance.

THEA 5001 - Design Laboratory I

Credits: 0

Exploration of techniques in advanced design.

THEA 5002 - Design Laboratory II

Credits: 0

Continuing exploration of techniques in advanced design.

THEA 5003 - Design Laboratory III

Credits: 0

Continuing exploration of techniques in advanced design.

THEA 5004 - Design Laboratory IV

Credits: 0

Continuing exploration of techniques in advanced design.

THEA 5005 - Rehearsal and Performance Laboratory

Credits: 0

Embodied application in the processes of rehearsal and performance.

THEA 5101 - Directed Study

Credits: 1

Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5103 - Projects I

Credits: 1

Performance/production workshops for first-year graduate acting students, directed by faculty.

THEA 5104 - Projects II

Credits: 1

Performance/production workshops for first-year graduate acting students, directed by faculty.

THEA 5106 - Singing For Actors

Credits: 1

Provides fundamental techniques for the embodiment and exploration of melody, rhythm, sustaining sound, shaping lyrics, etc.

THEA 5201 - Directed Study

Credits: 2

Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5204 - Acting II

Credits: 2

Furthering the embodiment of a fundamental acting process through exercise, discussion, reading, improvisation, and scene study. Dramaturgical materials are drawn primarily from the works of Chekhov, Ibsen, and early modern American realism.

THEA 5205 - Movement I

Credits: 2

Exploration of the actor's self through immersion in physical skills for the theatre, including t'ai chi ch'uan, corporal mime, improvisation, juggling, hatha yoga, unarmed stage combat, animal-style wu shu, and foil fencing.

THEA 5206 - Movement 2

Credits: 2

Exploration of the actor's self through immersion in physical skills for the theatre, including t'ai chi ch'uan, corporal mime, improvisation, juggling, hatha yoga, unarmed stage combat, animal-style wu shu, and foil fencing.

THEA 5207 - Voice For the Stage I

Credits: 2

Introduces basic principles of physical, vocal, and imaginative freedom through a series of progressive exercises and experiences. Encourages the removal of psychophysical barriers to sound production and develops the voice's sensitivity to impulse, power, flexibility, and range. Includes organic exploration of sounds of speech, using IPA pillows and sound and movement improvisations. Students develop self-scripted solo pieces, explore poetry and song, and apply voice work to modern dramatic texts.

THEA 5208 - Voice For the Stage II

Credits: 2

Introduces basic principles of physical, vocal, and imaginative freedom through a series of progressive exercises and experiences. Encourages the removal of psychophysical barriers to sound production and develops the voice's sensitivity to impulse, power, flexibility, and range. Includes organic exploration of sounds of speech, using IPA pillows and sound and movement improvisations. Students develop self-scripted solo pieces, explore poetry and song, and apply voice work to modern dramatic texts.

THEA 5209 - Applied Movement I

Credits: 2

Bodywork as it pertains to economy of movement, alignment, proper use, kinesthetic awareness, strength, flexibility, and freeing the physical instrument. Includes acrobatics, the Lecoq 20 movements, neutral mask, the physicalization of text, improvisation, and ensemble projects employing the physical work investigated throughout the term.

THEA 5210 - Applied Movement II

Credits: 2

Continuation of bodywork as it pertains to economy of movement, alignment, proper use, kinesthetic awareness, strength, flexibility, and freeing the physical instrument. Includes acrobatics, the Lecoq 20 movements, neutral mask, the physicalization of text, improvisation, and ensemble projects employing the physical work investigated throughout the term.

THEA 5215 - Text Analysis For Actors I

Credits: 2

Fundamentals of decoding play texts, from reading and comprehension to personalized embodiment, in order to facilitate and render efficiently imaginative the move of the actor. Dramaturgical focus falls on realism texts from the 19th and 20th centuries.

THEA 5216 - Text Analysis For Actors II

Credits: 2

Decoding and embodying the texts of Shakespeare.

THEA 5221 - Scene Design I

Credits: 2

An introductory course for designers focusing on the communication skills (visual and verbal) necessary for collaborating with the director and the other artists in the theatre. Includes a design seminar that explores the text relative to its literary, musical, social, and historical influences.

THEA 5222 - Scene Design II

Credits: 2

An introductory course for designers focusing on the communication skills (visual and verbal) necessary for collaborating with the director and the other artists in the theatre. Includes a design seminar that explores the text relative to its literary, musical, social, and historical influences.

THEA 5223 - Costume Design I

Credits: 2

An introductory course for designers with emphasis on the application of design principles and the use of research materials.

THEA 5224 - Costume Design II

Credits: 2

An introductory course for designers with emphasis on the application of design principles and the use of research materials.

THEA 5225 - Lighting Design I

Credits: 2

The fundamentals of learning how to see, exploring the mind's eye, and painting with light. Includes translating theatrical moments and music into lighting sketches, storyboards, and atmospheres, and developing points of view and approaches. Also, the fundamentals of the tools of the lighting designer and assistant skills and techniques.

THEA 5226 - Lighting Design II

Credits: 2

The fundamentals of learning how to see, exploring the mind's eye, and painting with light. Includes translating theatrical moments and music into lighting sketches, storyboards, and atmospheres, and developing points of view and approaches. Also, the fundamentals of the tools of the lighting designer and assistant skills and techniques.

THEA 5241 - Collaboration: Directors and Designers

Credits: 2

Team taught by directing and design faculty, this course emphasizes the building of a collaborative process among theatre artists. Students research historical collaborative relationships, create and conceptualize approaches to various texts, and familiarize themselves with the approaches of artists currently working in the theatre.

THEA 5258 - Photoshop

Credits: 2

A continuation of the exploration of tools for computer image creation (e.g., AutoCAD, MiniCAD, and Adobe Photoshop) and their applications.

THEA 5259 - Advanced Design Skills

Credits: 2

Students learn advanced skills in theatrical design practice, including hand drafting, theatrical model-making, set sketching, and digital tablet drawing. Also, fashion illustration and an introduction to textiles.

THEA 5275 - Lighting Automation I

Credits: 2

Advanced study in the field of automated lighting and control systems.

THEA 5298 - Product Research and Development I

Credits: 2

Script analysis, background research, and performance design for the actor, designer, director, and dramaturg.

THEA 5299 - Production Research and Development II

Credits: 2

Script analysis, background research, and performance design for the actor, designer, director, and dramaturg.

THEA 5301 - Directed Study

Credits: 3

Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5303 - Acting I

Credits: 3

Focuses on defining a fundamental acting process, identifying behavioral blocks, channeling impulses into uncluttered and organic psychophysical connections, and using the text as a blueprint for action. Combines a mix of exercise, improvisation, and scene study with materials drawn from modern American realism and the early modernist plays of Ibsen, Strindberg, and Chekhov.

THEA 5304 - Acting II

Credits: 3

Focuses on defining a fundamental acting process, identifying behavioral blocks, channeling impulses into uncluttered and organic psychophysical connections, and using the text as a blueprint for action. Combines a mix of exercise, improvisation, and scene study with materials drawn from modern American realism and the early modernist plays of Ibsen, Strindberg, and Chekhov.

THEA 5319 - History of Design

Credits: 3

How and why do elements of design describe a culture? Students study design elements and their role in various historical cultures, including the relationships among fashion, art, architecture, and the decorative arts of selected time periods. For majors and nonmajors.

THEA 5321 - Topics in Design I: Lighting

Credits: 3

Presents approaches to lighting design and poses specific design problems for the students to solve, with attention given to color composition, cueing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

THEA 5341 - The Art of Storytelling in Everyday Life

Credits: 3

Guides students towards a deeper understanding of ancient principles of narrative, while equipping them to identify and explore the stories that exist in their own lives. Develops personal, historical, contemporary, as well as biblical tales, and examines the creative nexus of the theology and mythology they all have in common. Students analyze stories from literature as well as the oral traditions, and discuss tales that exist in both the secular and the sacred realms. Moves students towards mastery of the foundational techniques of Story, and enables them to apply this knowledge in their chosen professions.

THEA 5351 - Scene Design III

Credits: 3

A continuation of the study of scene design incorporating individual class projects with the intensive study of style and genre.

THEA 5352 - Scene Design IV

Credits: 3

A continuation of the study of scene design incorporating individual class projects with the intensive study of style and genre.

THEA 5353 - Costume Design III

Credits: 3

An intermediate course with emphasis on play analysis, character relationships, and techniques of presentation.

THEA 5354 - Costume Design IV

Credits: 3

An intermediate course with emphasis on play analysis, character relationships, and techniques of presentation.

THEA 5355 - Lighting Design III

Credits: 3

Continued study in the art of lighting design. Explores advanced atmosphere creation, professional techniques, and specialized approaches. Professional assistantships are assigned to selected students.

THEA 5356 - Lighting Design IV

Credits: 3

Continued study in the art of lighting design. Advanced atmosphere creation, professional techniques, and specialized approaches are explored. Professional assistantships are assigned to select students.

THEA 5357 - Designing with Computers: Stage Photography

Credits: 3

An exploration of the tools for computer image creation (e.g., AutoCAD, MiniCAD, and Adobe Photoshop) and their applications.

THEA 5371 - Automated Lighting 2

Credits: 3

Students work with Vari-Lite, Robe, and Martin automated lighting fixtures while learning advanced programming skills.

THEA 5373 - Draping I

Credits: 3

A study of pattern making that utilizes the three-dimensional approach of draping fabric on a dress form and the approach of drafting patterns by formula. Students learn to drape a basic bodice, skirt, and collars, to create a basic sleeve pattern by formula, and to manipulate these patterns to achieve a variety of shapes.

THEA 5374 - Draping II

Credits: 3

Exploration of period dress from a draping point of view.

THEA 5375 - Theatre Technology 5: Lighting Automation

Credits: 3

Advanced studies in the field of automated lighting and control systems. Students will explore top brands of intelligent lighting equipment, learning to program and provide simple repair and upkeep of equipment.

THEA 5379 - Computer-Assisted Design I

Credits: 3

Students learn the fundamentals of computer-assisted design, using VectorWorks and Spotlight, in application for the theatre. Emphasizes 2-D work and includes 3-D work. Prerequisite: Knowledge of mechanical drawing and its conventions.

THEA 5380 - Computer-Assisted Design II

Credits: 3

Uses VectorWorks as the primary drafting software, with a focus on modeling scenic and lighting designs, organization of the drawing layouts, rendering techniques, and lighting-specific CAD tools.

THEA 5382 - Automated Lighting 3: Busking

Credits: 3

Focuses on creating a library of techniques that will permit the lighting designer to Busk.

THEA 5398 - Production Research and Development I

Credits: 3

Script analysis, background research, and performance design for actors, designers, and directors.

THEA 5399 - Production Research and Development II

Credits: 3

Script analysis, background research, and performance design for actors, designers, and directors.

THEA 6001 - Directed Study

Credits: 0

Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty.

Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6002 - Rehearsal and Performance Laboratory

Credits: 0

Embodied application in the processes of rehearsal and performance.

THEA 6003 - Rehearsal and Performance Laboratory

Credits: 0

Embodied application in the processes of rehearsal and performance.

THEA 6004 - Rehearsal and Performance Laboratory

Credits: 0

Embodied application in the processes of rehearsal and performance.

THEA 6017 - Transitioning to the Profession

Credits: 0

An introduction to business skills and self-marketing for the freelance professional designer entering the job market. Topics include union memberships, pension and health care, contracts, taxes, job opportunities, and portfolio development.

THEA 6101 - Directed Study

Credits: 1

Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6103 - Shakespeare Character

Credits: 1

The actor takes on a single character from Shakespeare or his contemporaries, creating a 20-30 minute, one-person performance piece.

THEA 6104 - Shakespeare Quartets

Credits: 1

An advanced acting course in which student cadres choose a play by Shakespeare or his contemporaries, cut the text for a 1-hour presentation, divide the roles among no more than four actors, rehearse the work, and then present the play as a studio production.

THEA 6105 - Movement V

Credits: 1

Continuation of bodywork, improvisation, and ensemble projects as they apply to acting. Also, additional Lecoq-based technique using character mask, physical inquiry in youth and age, partnership, and physical characterization and connectedness.

THEA 6107 - Voice for the Stage V

Credits: 1

A continuation of the voice and speech curriculum to further enhance the actor's technique, reinforce good vocal usage, and address any outstanding habits or issues in the actor's process.

THEA 6111 - Applied Voice I

Credits: 1

The application and acquisition of speech sounds and the International Phonetic Alphabet to expand the actors' technique, flexibility, and range. Ideas of standardization and the identification of habits and regionalisms are addressed.

THEA 6113 - Business and Professional Aspects of Theatre

Credits: 1

An introduction to business skills and self-marketing for the professional, including audition preparation, compiling résumés, photographs, cold readings, and monologues. Also, scene work for repertory, summer theatre, and professional theatre casting.

THEA 6114 - Theatre Lab I

Credits: 1

An advanced course in the exercise of actor spontaneity and intuition through theatre games and improvisation.

THEA 6119 - Drawing for Designers I

Credits: 1

Beginning drawing and painting for life with emphasis on developing designers for the stage. Emphasis is on the exploration of various media, development of the individual artist and collaborative projects. Each student advances at her/his own pace.

THEA 6120 - Drawing for Designers II

Credits: 1

Intermediate drawing and painting from life, with a focus on developing designers for the stage. Emphasizes the exploration of various media, development of the individual artist, and collaborative projects. Each student advances at her/his own pace.

THEA 6125 - Theatre Lab II

Credits: 1

Deepens individual abilities (e.g., listen, respond, surrender to the moment, hear) with respect to what is being sent, etc., and heightens the ensemble skills needed in working imaginatively and courageously together.

THEA 6201 - Directed Study

Credits: 2

Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6205 - Movement III

Credits: 2

Teaches extension of energy and physical listening skills. Skills taught include quarterstaff, rapier and dagger, court sword, and broad sword.

THEA 6206 - Movement IV

Credits: 2

Allows the student to process personal experience into the movement and sound of a character. Skills taught include clowning, Lecoq figures, and neutral mask.

THEA 6207 - Voice for the Stage III

Credits: 2

Continued exploration and reinforcement of basic physical, vocal, and imaginative freeing processes through the classic Linklater voice progression. Introduces structural analysis of Shakespearean text. Also, the application of voicework to the speaking of Shakespeare and other period texts, including scenes, monologues, and sonnets.

THEA 6208 - Voice for the Stage IV

Credits: 2

Further deepening of the voice foundation work set out in previous terms, expanding the breath connection, range,

and resonance using a variety of challenging texts. Uses texts such as Shakespeare, Shaw, and Milton to enlarge the actor's palette and to explore ways to use the voice in different venues, spaces, and media.

THEA 6209 - Applied Movement III

Credits: 2

Continuation of bodywork, improvisation, and ensemble projects as they apply to acting. Includes additional Lecoq-based work using character mask; physical inquiry into the young, old, and animals; and their relationship to creation of a physical characterization and connectedness (word to action).

THEA 6211 - Applied Voice I

Credits: 2

Students refine their ability to execute detailed speech actions and to identify specific phonetic changes using the International Phonetic Alphabet.

THEA 6212 - Applied Voice II

Credits: 2

An extension from speech sounds and IPA into the research and application of dialects and accents.

THEA 6214 - Applied Voice III

Credits: 2

A continuation of the extension from speech sounds and IPA into the research and application of dialects and accents.

THEA 6215 - Text Analysis for Designers

Credits: 2

Offers design students an interdisciplinary and integrated approach to the analysis of modern and postmodern dramatic literature. Students acquire the skills necessary to use texts as the blueprints for interpretation and/or departure. Reading, discussion, and written analyses of selected texts form the basis of class interaction, but secondary critical literature is used selectively to foreground key issues. Texts range from Dumas fils (c. 1850) to contemporary dramatists.

THEA 6217 - Text Analysis II

Credits: 2

Development of analytical skills in verse drama from Aeschylus to Derrick Walcott, with a focus on the text as a blueprint for action.

THEA 6257 - Designing with Computer

Credits: 2

Explores the tools for computer image creation and their applications (e.g., AutoCAD, MiniCAD, and Adobe Photoshop).

THEA 6258 - Advanced Designing with Computer

Credits: 2

Further exploration of the tools for computer image creation and their applications (e.g., AutoCAD, MiniCAD, and Adobe Photoshop).

THEA 6301 - Directed Study

Credits: 3

Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6303 - Acting III

Credits: 3

Focuses on the actor in the classics. Scene study work begins with the Greeks; moves to Shakespeare; and culminates with work in Moliere, Restoration drama, and Shaw.

THEA 6304 - Acting IV

Credits: 3

Focuses on the actor in the classics. Scene study work begins with the Greeks; moves to Shakespeare; and culminates with work in Moliere, Restoration drama, and Shaw.

THEA 6305 - Movement III

Credits: 3

The extension of energy and physical listening skills. Skills taught include quarterstaff, rapier and dagger, court sword, and broadsword.

THEA 6306 - Movement IV

Credits: 3

An opportunity for the student to process personal experience into the movement and sound of a character. Skills taught include clowning, Lecoq figures, and neutral mask.

THEA 6308 - Voice for the Stage VI

Credits: 3

Culmination of voice training with forays into other media. Addresses cold readings and the use of a microphone for commercial and radio work to prepare the actor for entry into the profession.

THEA 6313 - Acting V

Credits: 3

Stresses expansion of the actor's technique through extensive exposure to contemporary dramatic texts and performance demands.

THEA 6314 - Acting VI

Credits: 3

Stresses expansion of the actor's technique through extensive exposure to contemporary dramatic texts and performance demands.

THEA 6315 - Text Analysis I

Credits: 3

Offers acting, design, and directing students an interdisciplinary and integrated approach to the analysis of modern and postmodern dramatic literature. Students acquire the skills necessary to use texts as the blueprints for interpretation and/or departure. Reading, discussion, and written analyses of selected texts form the basis of class

interaction, but secondary critical literature is used selectively to foreground key issues. Texts range from Dumas fils (c. 1850) to contemporary dramatists.

THEA 6316 - Portfolio

Credits: 3

Preparation of the designer's portfolio for entry into the profession. Presentation, layout, and content are discussed, planned, and executed according to each student's primary adviser.

THEA 6317 - Business Aspects for Designers

Credits: 3

An introduction to business skills and self-marketing for the freelance working professional designer, including information about union membership, contracts, agents, portfolio presentation, résumés, pension and health plans, and taxes.

THEA 6318 - Movement VI

Credits: 3

Continuation of bodywork as it pertains to economy of movement, alignment, proper use of kinesthetic awareness, strength, and flexibility. Applies previous clown and comic mask techniques to comedy, farces, and contemporary plays, with a focus on finding and playing the implied and embedded physical storytelling in the text while integrating comic techniques into the acting process.

THEA 6319 - History of Design: Fashion, Architecture and Interiors

Credits: 3

A historical survey of fashion, interior design, and architecture and how they relate to designing costumes and scenery for theatre, film, and television.

THEA 6325 - Solo Performance

Credits: 3

Students construct and perform compelling and revealing solo performance pieces. Research into contemporary practitioners and solo practice and writing, both formally discursive and personally creative, contributes to the construction of the culminating solo play.

THEA 6351 - Scene Design V

Credits: 3

Master class in scene design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists.

THEA 6352 - Scene Design VI

Credits: 3

Master class in scene design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists.

THEA 6353 - Costume Design V

Credits: 3

Master class in costume design. An advanced course with emphasis on the design and execution of both theoretical and practical costume projects for the various theatrical media.

THEA 6354 - Costume Design VI

Credits: 3

Master class in costume design. An advanced course with emphasis on the design and execution of both theoretical and practical costume projects for the various theatrical media.

THEA 6355 - Lighting Design V

Credits: 3

Master class in lighting design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists. Professional assistantships and internships are assigned to select students.

THEA 6356 - Lighting Design VI

Credits: 3

Master class in lighting design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists. Professional assistantships and internships are assigned to select students.

THEA 6357 - Designing with Computers: Stage Projection

Credits: 3

Working with the tools necessary to create projected scenery, students learn the fundamentals of creating projected images for the stage.

THEA 6358 - Advanced Stage Projection

Credits: 3

Working with the tools necessary to create projected scenery, students learn the advanced technology of creating projected images for the stage.

THEA 6361 - Textiles

Credits: 3

Explores various fabrics and materials used in costume construction, millinery, and crafts for theatre and film. Includes skills such as dyeing, distressing, fabric painting, and various methods of fabrication. Completes the training for the designer beyond the sketch.

THEA 6362 - Advanced Skills in Painting

Credits: 3

The study of specific technical skills for the practical application of painting on scenery and costumes.

THEA 6365 - Advanced Digital Rendering

Credits: 3

An advanced exploration of a popular style of rendering for costume designers. Students learn advanced skills in Photoshop 2015, organization, digital design, and drawing.

THEA 6366 - Advanced Digital Rendering II

Credits: 3

Further studies in rendering for costume designers. Students continue to master advanced skills in digital design, drawing, organization and Photoshop.

THEA 6375 - Lighting Automation I

Credits: 3

Presents approaches to lighting design and poses specific design problems for students to solve. Attention is given to color composition, queuing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

THEA 6376 - Lighting Automation II

Credits: 3

Presents approaches to lighting design and poses specific design problems for students to solve. Attention is given to color composition, queuing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

Meadows School of the Arts: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Meadows School of the Arts: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 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.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or

greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

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.

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

Policies for transfer credit are found under Transfer Credit in the General Information section of this catalog.

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 school's records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with their academic advisers and 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.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

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 my.SMU Student Homepage. The specific deadline is listed on the Official University Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact iss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Homepage. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section and in the *Financial Information Bulletin*. Online/distance students who reside outside of Texas should visit the SMU Right to Know Web page to learn about state-specific refund policies. 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.

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 school's records office. The records 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 tenth class day of fall or spring semester 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

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

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces 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 University 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*.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith 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.

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10-15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

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	*

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

Grade of F, D, W, and Missing/Blank

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. Courses passed with a grade of *D*, *D-* or *D+* will generally not count toward major or minor requirements.

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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

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, 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 my.SMU 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, whichever is earlier, 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.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 unless the grade is for thesis work. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the University Registrar's Office.

Grades for Repeated Courses

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

Pass/Fail Option

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

Grade Appeals

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

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

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

Academic Advising and Satisfactory Progress Policies

Academic Advising

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

Students are assigned an academic adviser by their academic dean's office, records office or major department. 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 "timeout" – that may be necessary during an academic career. Students may elect to take leaves of absence for a variety of reasons, including 1) medical reasons due to accident or illness, 2) family crises or other personal situation that requires an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

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

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

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

Academic Progress

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

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

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

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

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 without permission from their school of record.

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 results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 student's school of record office.

Transfer Coursework

Policies for transfer credit are found under Transfer Credit in the Admission section of this catalog.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 requirements for graduation current at the time of readmission.

Meadows Graduate Programs Policies and Procedures

Concurrent Enrollment

A student who wishes to enroll concurrently in another college or university should first obtain written approval from the dean of graduate studies that the courses taken will be transferable.

Approved Courses

Normally all graduate-level courses are numbered 6000 and above. Graduate students may take courses numbered below 6000 if they are part of the program of study or with the approval of the faculty adviser. For the 6000 level or

above, the general prerequisite, in addition to admission to graduate studies, is 12 credit hours of advanced work in the department, or six credit hours in the department and six in a closely related program approved by the major department and the dean for the Office of Research and Graduate Studies. If other specific prerequisites are needed, these are stated in departmental listings of courses.

Readmission

Students already matriculated into a program who were not enrolled in the previous term must file a readmission application. This form must be received in the graduate office **no later than three weeks before the enrollment date** for the desired term of re-entrance.

Thesis/Praxis/Dissertation

Several master's degree programs require theses for completion; several others leave theses as an option. Dissertation is required of all Ph.D. programs.

Students submit a final copy of the thesis/praxis/dissertation electronically as partial fulfillment of degree requirements. The final thesis must be uploaded to the SMU Scholar website (<https://scholar.smu.edu>). SMU Scholar showcases SMU's research and scholarly achievements by providing open access to research, online journals, articles, conferences, articles, white papers, and other scholarly works of the SMU academic community. Placing items in the repository compliments peer-reviewed publication by providing unrestricted access to materials that are either previously published (with permission) or seeking a publisher. SMU Scholar is a partnership between Central University Libraries (CUL), the Office of Research and Graduate Studies, and the Office of Information Technology (OIT).

Meadows School of the Arts: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

All SMU undergraduate students and graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Guildhall, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Dedman School of Law, Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology and Simmons School of Education and Human Development are explained in their graduate catalogs.

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.

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.

- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging

and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students

make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming,

sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights

movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the two years means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at

SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Meadows School of the Arts: Faculty and Staff

Office of the Academic Dean

Samuel S. Holland, *Dean, Algur H. Meadows Deanship*

Kevin Paul Hofeditz, *Senior Associate Dean for Academic Affairs*

David Sedman, *Associate Dean for Administration*

Karen Drennan, *Associate Dean for Communications and Strategic Initiatives*

Corinna Nash-Wnuk, *Associate Dean for Admissions and Enrollment Management*

Administration

Mark Roglán, *Linda P. and William A. Custard Director of the Meadows Museum and Centennial Chair*

Deanna Johnson, *Executive Assistant to the Dean*

Jessica Whitt Garner, *Director of Development*

Chuck Donaldson, *Undergraduate Degree Counselor*

Ira Greenberg, *Director, Center of Creative Computation*

Pam Henderson, *Director of Scholarships and Financial Aid*

Jay Hengst, *Director of Operations and Events*

Joe Hoselton, *Director of Graduate Admissions and Institutional Research*

Jennifer R. Smith, *Student Academic Services Coordinator*

Janet Stephens, *Undergraduate Degree Counselor*

Cynthia Watson, *Financial Business Manager*

Clyde Valentín, *Director, Ignite/Arts Dallas*

Zannie Giraud Voss, *Director, National Center for Arts Research*

Meadows Faculty

Joaquín Achúcarro, *Professor of Music, Joel Estes Tate Chair*

Carter Alexander, *Visiting Artist-in-Residence in Dance*

Mark Allen, *Lecturer of Advertising, M.A., Southern Evangelical Seminary*

Sarah Allen, *Associate Professor of Music Education, Ph.D., Texas*

Patricia Alvey, *Professor of Advertising, Ph.D., Texas*

Christopher Anderson, *Associate Professor of Sacred Music, Ph.D., Duke*

Beatriz Balanta, *Assistant Professor of Art History*, Ph.D., Duke

Willie Baronet, *Stan Richards Creative Chair in Advertising*, M.F.A., Texas (Dallas)

Jacob Batsell, *Associate Professor of Journalism*, M.A., Texas

Alessio Bax, *Artist-in-Residence in Piano, Artist Certificate*, M.M., SMU

Amber Bemak, *Assistant Professor of Film and Media Arts*, M.F.A., Art Institute of Chicago

Amber Benson, *Executive-in-Residence in Advertising*, M.A., Savannah College

Shelley C. Berg, *Professor of Dance*, Ph.D., New York

Caitlin Berrigan, *Assistant Professor of Art*, M.S., M.I.T.

Rhonda Blair, *Professor of Theatre*, Ph.D., Kansas

Emanuel Borok, *Artist-in-Residence in Violin, Concertmaster DSO 1985-2010*, B.M., Gnessin Academy of Music

Aaron Boyd, *Professor of Practice in Violin, Director of Chamber Music*, B.M. Juilliard

Courtney Brown, *Assistant Professor of Creative Computing*, DMA, Arizona State

Brad Cassil, *Lecturer of Theatre*, B.F.A., California Institute of the Arts

Lucille Chung, *Artist-in-Residence in Piano, International Concert Artist*, M.M., Artist Certificate, SMU

Melanie Clemmons, *Assistant Professor of Art*, M.F.A., Colorado

Brandi Coleman, *Artist in Residence in Dance*, M.F.A., Wisconsin

Roberto Conduru, *Professor of Art History*, Ph.D., Universidade Federal Fluminense, Niterói

Michael Connolly, *Associate Professor of Theatre*, Ph.D., Indiana

Michael Corris, *Professor of Art*, Ph.D., University College London

Benard Cummings, *Associate Professor of Theatre*, M.F.A., Yale

Jack Delaney, *Professor of Music, Meadows Wind Ensemble Director*, D.M.A., Cincinnati College Conservatory of Music

Patricia Harrington Delaney, *Associate Professor of Dance*, M.F.A., SMU

Andrés Díaz, *Professor of Cello*, B.M., Artist Diploma, New England Conservatory

Dale Dietert, *Senior Lecturer of Voice*, M.M., Texas

Maria Dixon Hall, *Associate Professor of Corporate Communication and Public Affairs*, Ph.D., Missouri

Christopher Dolder, *Associate Professor of Dance, Chair, Division of Dance*, M.F.A., Mills

Albert Drake, *Visiting Artist-in-Residence in Dance*, B.F.A., SMU

Sandra Duhé, *Associate Professor of Corporate Communication and Public Affairs, Division of Corporate Communication and Public Affairs Chair*, Ph.D., Texas (Dallas)

Virginia Dupuy, *Professor of Voice*, M.M., Texas

LaShonda Eaddy, *Assistant Professor of Corporate Communication and Public Affairs*, Ph.D., Georgia

Elizabeth Eager, *Assistant Professor of Art History*, Ph.D., Harvard

Steven Edwards, *Distinguished Chair and Professor of Advertising, Director of the Temerlin Advertising Institute for Education and Research*, Ph.D., Texas

Stefan Engels, *Professor of Music, Leah Young Fullinwider Centennial Chair in Music Performance*, D.M.A., Northwestern

Valerie Evans, *Professor of Practice in Journalism*, B.A., Northern Illinois

Mark Feezell, *Senior Lecturer in Music Theory*, Ph.D., North Texas

Barnaby Fitzgerald, *Professor of Art*, M.F.A., Yale

Hugh Clifton Forbis, *Professor of Voice*, M.M., SMU

Robert Frank, *Associate Professor of Music Theory and Composition*, Ph.D., North Texas

Amy Freund, *Assistant Professor of Art History, Kleinheinz Family Endowment for the Arts and Education Endowed Chair in Art History*, Ph.D., California (Berkeley)

Kathleen Gallagher, *Assistant Professor of Arts Management and Arts Entrepreneurship*, Ph.D., Colorado (Denver)

Paula Goldberg, *Lecturer of Film and Media Arts*, M.F.A., Rutgers

Marsha Grasselli, *Lecturer of Theatre, Production Manager*, M.F.A., Goodman

Ira Greenberg, *Professor of Creative Computation*, M.F.A., Pennsylvania

Jack Greenman, *Associate Professor of Theatre*, M.F.A., California (Irvine)

Randall C. Griffin, *University Distinguished Professor of Art History*, Ph.D., Delaware

Sean Griffin, *Professor of Film and Media Arts*, Ph.D., Southern California

Jo Guldi, *Associate Professor of Creative Computing*, Ph.D., California (Berkeley)

Kevin Gunter, *Lecturer in Piano and Class Piano*, M.M., SMU

Pam Harris Hackett, *Executive-in-Residence in Journalism*, B.S., Texas

Blake Hackler, *Associate Professor of Theatre*, M.F.A., Yale

Hank Hammett, *Senior Lecturer in Music, Opera Director*, M.M., Texas

Kevin Hanlon, *Associate Professor of Music Theory and Composition*, D.M.A., Texas

Lane Harder, *Lecturer in Music Theory and Composition*, D.M.A., Texas

Jim Hart, *Associate Professor of Practice of Arts Management and Arts Entrepreneurship, Arts Entrepreneurship Director*, M.F.A., Yale

C. Michael Hawn, *Professor of Sacred Music*, D.M.A., Southern Baptist Theological Seminary

Kevin Heffernan, *Associate Professor of Film and Media Arts*, Ph.D., Wisconsin (Madison)

Adam Herring, *Associate Professor of Art History, Department of Art History Chair, Emily Rich Summers Endowed Professor in Art History*, Ph.D., Yale

Kevin Paul Hofeditz, *Professor of Theatre, Senior Associate Dean, Meadows School of the Arts*, M.F.A., Missouri (Kansas City)

Samuel S. Holland, *Professor of Music, Algur H. Meadows Deanship, Meadows School of the Arts*, Ph.D., Oklahoma

Derrick Horne, *Professor of Practice in Music*, M.M., SMU

Michele Houston, *Professor of Practice in Journalism*, M.A., North Texas

Yan Huang, *Assistant Professor of Advertising*, Ph.D., Pennsylvania State University

Pamela Elrod Huffman, *Associate Professor of Music, Director of Choral Activities*, D.M.A., Illinois

Hyae-jin Hwang, *Lecturer in Piano Performance and Pedagogy, Piano Preparatory Department*, D.M.A., Michigan

Cara Jacocks, *Assistant Professor of Corporate Communication and Public Affairs*, Ph.D., Texas A&M

Adam Jasienski, *Assistant Professor of Art History*, Ph.D., Harvard

David Karp, *Professor of Piano*, D.M.A., Colorado

Alice Kendrick, *Marriott Family Endowed Professor*, Ph.D., Tennessee (Knoxville)

Mark Kerins, *Associate Professor of Film and Media Arts*, Ph.D., Northwestern

Eunjin Kim, *Assistant Professor of Advertising*, Ph.D., Missouri

Rita Kirk, *Professor of Corporate Communication and Public Affairs*, Ph.D., Missouri

Derek Kompare, *Associate Professor of Film and Media Arts, Division of Film and Media Arts Chair*, Ph.D., Wisconsin (Madison)

Camille Kraeplin, *Associate Professor of Journalism*, Ph.D., Texas

Peter Kupfer, *Associate Professor of Musicology*, Ph.D., Chicago

Carrie La Ferle, *Professor of Advertising and Altshuler Distinguished Teaching Professor*, Ph.D., Texas

Stephanie Langin-Hooper, *Assistant Professor of Art History, Karl Kilinski, II Endowed Chair in Hellenic Visual Culture*, Ph.D., California (Berkeley)

Steve Lee, *Professor of Practice in Corporate Communication and Public Affairs*, B.J., Texas

Bill Lengfelder, *Professor of Theatre*, M.F.A., Lindenwood College

Carol Leone, *Professor of Piano*, D.M.A., North Texas

Michael Lively, *Lecturer in Music Theory*, Ph. D, North Texas

Owen Lynch, *Associate Professor of Corporate Communication and Public Affairs*, Ph.D., Texas A&M

Catharine Lysinger, *Professor of Practice in Piano Performance and Pedagogy, Piano Preparatory Department Director*, D.M.A., Houston

David Mancini, *Associate Professor of Music Theory, Division of Music Director*, Ph.D., Yale

Stephanie Martin, *Assistant Professor of Corporate Communication and Public Affairs*, Ph.D., California (San Diego)

Eileen Maxson, *Senior Lecturer in Photography*, M.F.A., Carnegie Mellon

Cheryl Mendenhall, *Senior Lecturer of Advertising, Graphic Design Minor Program Director*, M.F.A., Tennessee (Knoxville)

Brian Molanphy, *Associate Professor of Art*, M.F.A., Pennsylvania State

Barbara Hill Moore, *Professor of Voice*, M.S., Illinois

Alfred Mouldous, *Professor of Piano*, M.M., Eastman School of Music

Sidharth Muralidharan, *Associate Professor of Advertising*, Ph.D., Southern Mississippi (Hattiesburg)

Melissa Murray, *Senior Lecturer in Music Theory, Division of Music Associate Director*, M.M., SMU

Peter-J.E. Noble, *Professor of Practice in Advertising, Graduate Program Coordinator*, M.A., Texas

Russell Parkman, *Associate Professor of Theatre*, M.A., Illinois

Leslie Peck, *Associate Professor of Dance, Balanchine Trust Repetiteur and Principal Dancer*

Tony Pederson, *Professor of Journalism, Belo Foundation Endowed Distinguished Chair in Journalism*, M.A., Ohio State

Troy Perkins, *Associate Professor of Film and Media Arts*, M.F.A., New York

Paul Phillips, *Professor of Music, Martha Raley Peak Centennial Chair and Director of the Meadows Symphony Orchestra*, D.M.A., Eastman School of Music

Lisa Pon, *Associate Professor of Art History*, Ph.D., Harvard

Will Power, *Artist-in-Residence in Theatre*, B.A., San Francisco State

Sara Romersberger, *Associate Professor of Theatre*, M.A. (Certified in Mime), Illinois

Christopher Salinas, *Senior Lecturer of Corporate Communication and Public Affairs*, Ph.D., Wayne State

Anne Schilling, *Associate Professor of Theatre*, M.A., Central School of Speech and Drama (London)

Jared Schroeder, *Assistant Professor of Journalism*, Ph.D., Oklahoma

Julie Scott, *Professor of Practice in Music Education*, Ph.D., Eastman School of Music

David Sedman, *Associate Professor of Film and Media Arts*, Ph.D., Bowling Green

Lauren Smart, *Professor of Practice in Journalism*, M.A., Syracuse

Gretchen Smith, *Associate Professor and Interim Chair of Theatre*, Ph.D., Indiana

Jason Smith, *Lecturer in Music, Vocal Coach*, M.M., Florida State

Claudia Stephens, *Associate Professor of Theatre*, M.F.A., Carnegie Mellon

James W. Sullivan, *Professor of Art*, M.F.A., California State (Long Beach)

Daniel Tague, *Assistant Professor of Music Therapy*, Ph.D., Florida State

Karen Thomas, *Professor of Practice in Journalism*, M.S., Columbia

Thomas W. Tunks, *Professor of Music*, Ph.D., Michigan State

Alex Turrini, *Visiting Professor of Arts Management and Arts Entrepreneurship, Interim Chair*, Ph.D., Bocconi (Milan)

Kara-Lynn Vaeni, *Assistant Professor of Theatre*, M.F.A., Yale

Mark N. Vamos, *Journalist-in-Residence, William J. O'Neil Chair in Business Journalism*, M.S., Columbia

Philip Van Keuren, *Professor of Art*, M.F.A., SMU

Zannie Giraud Voss, *Professor of Arts Management and Arts Entrepreneurship, Director, National Center for Arts Research*, Ph.D., IAE, Aix-en-Provence (France)

Ben Voth, *Associate Professor of Corporate Communication and Public Affairs, Debate and Speech Director*, Ph.D., Kansas

Zachary Wallmark, *Assistant Professor of Musicology*, Ph.D., California (Los Angeles)

Xi Wang, *Associate Professor of Music Theory and Composition*, Ph.D., Cornell

Anne Westwick, *Professor of Practice of Dance*, M.F.A., Mills College

Pawel Wnuk, *Professor of Practice in Bassoon and Instrumental Music, Performer Diploma*, Indiana

Stanley Wojewodski, Jr., *Meadows Distinguished Professor of Directing*, M.F.A., Catholic

Myra Woodruff, *Professor of Dance*, B.A., New York, International Artist, Instructor and Choreographer, Graham Technique Scholar

Steve Woods, *Professor of Theatre*, M.F.A., New Orleans

Rick Worland, *Professor of Film and Media Arts*, Ph.D., California (Los Angeles)

Hye Jin Yoon, *Professor of Advertising*, Ph.D., Georgia

Jessie Zarazaga, *Lecturer of Creative Computing*, Ph.D. candidate, SMU

Meadows Emeritus Faculty

Robert Beard, *Professor Emeritus of Dance*, M.F.A., SMU

Janis Bergman-Carton, *Professor Emeritus of Art History*, Ph.D., Texas

Danny Buraczeski, *Professor Emeritus of Dance*, B.A., Bucknell

Annemarie Weyl Carr, *Professor Emeritus of Art History*, Ph.D., Michigan

Robert B. Chambers, *Professor Emeritus of Stage Design*, M.A., Kansas

Alessandra Comini, *Professor Emeritus of Art History*, Ph.D., Columbia

Charles Eagle, *Professor Emeritus of Music Therapy*

John Gartley, *Professor Emeritus of Cinema*, Ph.D., Michigan

Kenneth Hart, *Professor Emeritus of Sacred Music*, D.M.A., Cincinnati

Charley Helfert, *Professor Emeritus of Theatre*, Ph.D., Wisconsin (Madison)

Debora Hunter, *Professor Emeritus of Art*, M.F.A., Rhode Island School of Design

Arthur B. Koch, *Professor Emeritus of Art*, M.S.A., Washington

Robert Krout, *Professor Emeritus of Music Therapy*, Ed.D., Columbia, MT-BC

Margaret Loft, *Professor Emeritus of Theatre*

David McHam, *Professor Emeritus of Communications*, M.S., Columbia

Dale Moffitt, *Professor Emeritus of Theatre*, Ph.D., Washington State

Jim Morris, *Professor Emeritus of Communications*, Ed.D., North Texas

James A. Ode, *Professor Emeritus of Music Education*, D.M.A., Performer's Certificate, Eastman School of Music

Cecil O'Neal, *Professor Emeritus of Theatre*, B.A., Wisconsin

Larry Palmer, *Professor Emeritus of Organ/Harpsichord*, A.Mus.D., Eastman School of Music

G. Donald Pasquella, *Professor Emeritus of Communications*, M.A., Iowa

Darwin Payne, *Professor Emeritus of Communications*, Ph.D., Texas

Simon Sargon, *Professor Emeritus of Composition*, M.S., Juilliard School of Music

Martin Sweidel, *Professor Emeritus of Music*, D.M.A. University of Cincinnati College-Conservatory of Music

Don Umphrey, *Professor Emeritus of Advertising*, Ph.D., Texas

Mary Vernon, *Professor Emeritus of Art*, M.A., New Mexico

P. Gregory Warden, *Professor Emeritus of Art History*, Ph.D., Bryn Mawr

Stephen D. Wilder, *Professor Emeritus of Art*, M.F.A., Wisconsin

Meadows Artist Staff

Richard Abrahamson, *Staff Musician*, Juilliard School of Music

David Brown, *Piano Technician, Division of Music Assistant Director for Operations*, B.A., Coe College

Tara Emerson, *Accompanist*, M.M., South Carolina

Ryan Goolsby, *Studio Technician*, M.F.A., Texas Christian

Eliseo Gutierrez, *Scene Shop Foreman*

Don Hopkins, *Mustang Band Director*

Mina Polevoy, *Part-time Staff Musician*

JT Ringer, *Prop Master*, B.F.A., Emerson College

Eugenie Stallings, *Costumer*, B.A., Texas

Tommy Tucker, *Mustang Band Staff*

Meadows Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.

Christopher Adkins, *Adjunct Professor of Cello, Principal Cello DSO*, M.M.A., Yale

Ryan Anthony, *Adjunct Associate Professor of Trumpet*, M.M., Cleveland Institute of Music

Dawn Askew, *Adjunct Lecturer of Theatre, Master Electrician*, B.A., Southwestern Oklahoma State

Belinda Baldwin, *Adjunct Lecturer of Advertising*, Ph.D., Southern California

Deborah Baron, *Adjunct Assistant Professor of Flute, Assistant Principal Flute DSO*, M.M., Juilliard School of Music

Brian Bentley, *Adjunct Lecturer, Vocal Coach*, M.M., SMU

Lars Berg, *Adjunct Instructor of Creative Computing*, M.Arch., Pratt Institute

Jason Biggs, *Adjunct Lecturer of Theatre*, B.M., SMU

Linda Blase, *Adjunct Lecturer of Theatre*, M.F.A., Trinity

Ann Marie Brink, *Adjunct Associate Professor of Viola, Associate Principal Viola, DSO*, M.M., Juilliard

Trey Bowles, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.B.A., Baylor

John Bryant, *Adjunct Lecturer in Percussion*

Laura Bull, *Adjunct Lecturer of Advertising*, B.B.A., Belmont

Danya Casey, *Adjunct Lecturer of Advertising*, M.A., Texas

Zizhen Chen, *Adjunct Instructor of Creative Computing*, Ph.D. candidate, SMU

Christina Coats, *Adjunct Lecturer of Corporate Communication and Public Affairs*, B.S., Wyoming

Kim Corbet, *Adjunct Assistant Professor of Music History and Literature*, M.M., Texas Christian

Alise Cortez, *Adjunct Lecturer of Corporate Communication and Public Affairs*, Ph.D., Fielding Graduate

Janet Clarkson Davis, *Adjunct Professor of Arts Management and Arts Entrepreneurship*, B.F.A., Michigan

Zenetta Drew, *Adjunct Professor of Arts Management and Arts Entrepreneurship*, B.B.A., Texas A&M (Commerce)

Donald Fabian, *Adjunct Assistant Professor of Saxophone*, M.M., Michigan State

Rebecca Flores, *Adjunct Lecturer of Film and Media Arts*, M.F.A., University of Southern California

Paul Garner, *Adjunct Associate Professor of Clarinet, Associate Principal Clarinet DSO*, M.M., Kansas

Jean Larson Garver, *Adjunct Professor of Flute, Principal Flute DSO (retired)*, M.M., Texas

Liudmila Georgievskaya, *Adjunct Lecturer, Coordinator of Accompanying*, Moscow State Conservatory

Matthew Good, *Adjunct Associate Professor of Tuba, Principal Tuba DSO*, B.M., Curtis Institute of Music

Robert Guthrie, *Adjunct Professor of Guitar, Guitar Ensemble Director*, B.M., North Carolina School of the Arts

David Hadel, *Adjunct Lecturer of Advertising*, M.A., North Texas

John Hall, *Adjunct Lecturer of Advertising*, B.A., Oklahoma

Chris Ham, *Adjunct Lecturer of Dance*, M.F.A., SMU

Erin Hannigan, *Adjunct Associate Professor of Oboe, Principal Oboe DSO*, M.M., Eastman School of Music

Robert Hart, *Adjunct Lecturer of Journalism*, B.A., Texas (Arlington)

Sally Helppie, *Adjunct Lecturer of Film and Media Arts*, J.D., California (Los Angeles)

Nora Henson, *Adjunct Associate Professor of Music Education*, M.A., Sam Houston State

Haley Hoops, *Adjunct Lecturer in Horn, DSO*, M.M., Northwestern

Douglas Howard, *Adjunct Professor of Percussion, Principal Percussion DSO*, M.M., Catholic

Gregory Hustis, *Adjunct Professor of Horn, Principal Horn DSO (retired)*, B.M., Curtis Institute of Music

Tearlach Hutcheson, *Adjunct Lecturer of Film and Media Arts*, M.A., Colorado

Lynne Jackson, *Adjunct Assistant Professor of Music Education*, M.M., Michigan

Matthew Jacob, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A., Missouri

Brian Jones, *Adjunct Lecturer in Percussion, Principal Timpani DSO*, Professional Certificate, Temple

Elif Kavakci, *Adjunct Lecturer of Journalism*, M.L.S., SMU

Camille King, *Adjunct Assistant Professor of Voice*, B.A., California

Diane Kitzman, *Adjunct Associate Professor of Violin, Principal Violin DSO*, B.A., Michigan

John Kitzman, *Adjunct Professor of Trombone, Principal Trombone DSO (retired)*, B.M., Michigan

Susan Kress, *Adjunct Professor of Art*, M.F.A., Southern Illinois

Drew Lang, *Adjunct Lecturer in Percussion*, M.M., Arizona

Suzanne Larkin, *Adjunct Lecturer of Advertising*, M.F.A., Texas A&M (Commerce)

Gordon Law, *Adjunct Lecturer of Advertising*, B.S., Oklahoma State

Steve Leary, *Adjunct Lecturer of Theatre, Assistant Technical Director*, B.A., Cameron

Linda Leavell, *Adjunct Lecturer of Journalism*, B.A., Texas

Thomas Lederer, *Adjunct Associate Professor of Double Bass, Co-principal Double Bass DSO*, B.F.A., Carnegie Mellon

Jon Lee, *Adjunct Assistant Professor of Music, Percussion Ensemble Director*, M.M., SMU

Alan Lidji, *Adjunct Lecturer of Advertising*, B.F.A., Colorado State

J.D. Margetts, *Adjunct Lecturer of Theatre, Technical Director*, M.F.A., Northern Illinois

David Matthews, *Adjunct Assistant Professor of Music*, B.M., North Texas

Morgan May, *Adjunct Lecturer of ESL*, M.Ed., SMU

Meredith McKee, *Adjunct Lecturer of Corporate Communication and Public Affairs*, B.A., SMU

Michele Meitl, *Adjunct Lecturer of Corporate Communication and Public Affairs*, J.D., Catholic

Kimberly Millea, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A., New York

Maureen Mixtacki, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, B.B.A., Notre Dame

Jamal Mohamed, *Adjunct Lecturer in Percussion, World Music Ensemble Director*

Naoko Nakamura, *Adjunct Lecturer in Harp*, M.M., Rice

Bruce Orr, *Adjunct Lecturer of Advertising*, M.B.A., Illinois

Morgan Palmer, *Adjunct Lecturer of Dance*, B.F.A., SMU

Melissa Panzarello, *Adjunct Lecturer in Theatre, Costume Shop Manager*, M.F.A., Florida State

Andrea Perez, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, J.D., South Texas College of Law Houston

Deborah Perkins, *Adjunct Assistant Professor of Music Education*, Ph.D., North Texas

Brian Perry, *Adjunct Associate Professor of Double Bass*, DSO, M.M., Boston

Steven Piechocki, *Adjunct Lecturer in Theatre, Associate Master Electrician*, M.F.A., Utah State

Gregory Raden, *Adjunct Associate Professor of Clarinet, Principal Clarinet DSO*, B.M., Curtis Institute of Music

James Richman, *Adjunct Lecturer in Harpsichord, Dallas Bach Society Director*, M.M., Juilliard

Wilfred Roberts, *Adjunct Professor of Bassoon, Principal Bassoon DSO (retired)*, B.M., Oberlin College Conservatory of Music

Jill Robinson, *Adjunct Professor of Arts Management and Arts Entrepreneurship*, MBA, University of Colorado

Mark Roglán, *Adjunct Associate Professor of Art History*, Ph.D., Autónoma de Madrid

Ellen Rose, *Adjunct Associate Professor of Viola, Principal Viola DSO*, M.M., Juilliard School of Music

Paul Schmidt, *Adjunct Assistant Professor of Music Education*, M.M., North Texas

Jennifer Schuder, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, M.S., Texas

Jamaison Schuler, *Adjunct Lecturer of Corporate Communication and Public Affairs*, B.S. Southern Indiana

Jason Shipp, *Adjunct Lecturer of Advertising*, B.A., SMU

David Smith, *Adjunct Instructor of Creative Computing*, M.S., Embry-Riddle Aeronautical

Edward Lee Smith, *Adjunct Lecturer in Percussion*

Barbara Sudweeks, *Adjunct Associate Professor of Viola, Associate Principal Viola DSO*, Curtis Institute of Music

Jayne Suhler, *Adjunct Professor of Practice in Journalism*, M.A., Texas

Jean-Jacques Taylor, *Adjunct Lecturer of Journalism*, B.A., Ohio State

Bruce Tomaso, *Adjunct Lecturer of Journalism*, B.A., Texas

Frank Troyka, *Adjunct Associate Professor of Music Education*, M.M., Sam Houston State

Brittany Merrill Underwood, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A., Fuller Theological Seminary

Marc Valerin, *Adjunct Lecturer of Advertising*, Ph.D. North Texas

Alexandra Watson, *Adjunct Lecturer of Advertising*, M.A., SMU

Kara Kirkendoll Welch, *Adjunct Assistant Professor of Flute, DSO*, M.M., SMU

Shana Wilcox, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A. Yale

Kathy Windrow, *Adjunct Lecturer of Theatre*, M.A., M.F.A., SMU

Benjamin Wyeth, *Adjunct Lecturer of Advertising*, Ph.D., Texas

Perkins School of Theology

Academic Calendar

Fall 2018

August

14–15, **Tuesday–Wednesday:** Intern orientation.

16, **Thursday:** Orientation for all new students.

16–17, **Thursday–Friday:** Late registration, 206 Kirby Hall, Registrar's Office.

17, **Friday:** Last day to withdraw from all classes without any tuition charge.

20, **Monday:** First day of classes for Dallas.

24, **Friday:** Last day to register, add a course or drop a course without tuition billing while remaining enrolled for the term.

24, **Friday:** Last day to file for December graduation.

31, **Friday:** Last day to drop a course without academic record (tuition charges apply)/withdraw from university without academic record (withdrawal refund schedule applies).

September

3, **Monday:** Labor Day – University holiday (offices closed and no classes).

14–15, **Friday–Saturday:** Faculty conference.

21, **Friday:** Divisional meetings, 11:30 a.m.

21, **Friday:** Inside Perkins in Dallas.

October

1, **Monday:** Perkins faculty meeting, 9:30 a.m.

4, **Thursday:** Inside Perkins in Dallas.

8–10, **Monday–Wednesday:** Perkins Fall Break (no classes).

12, **Friday:** Divisional meetings, 11:30 a.m.

22, **Monday:** Faculty as Guild, 9:30 a.m.

26, **Friday:** 60% 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.

29–November 9, **Monday–Friday:** Advance registration for spring term and Jan term.

TBD, **Thursday:** Inside Perkins in Houston.

November

2, Friday: Last day to drop a class for fall term (grade of W).

5, Monday: Perkins faculty meeting, 9:30 a.m.

9, Friday: Divisional meetings, 11:30 a.m.

20, Tuesday: Last day to withdraw from the University (grade of W).

21, Wednesday: Last day of classes in Dallas.

22-23, Thursday–Friday: Thanksgiving recess – University holidays (offices closed).

26-30, Monday–Friday: Reading and writing period.

30, Friday: Last day for submission of all written work, 5 p.m.

TBD: Fall Convocation for Church Leaders.

TBD: Inside Perkins in Dallas.

December

3, Monday: Perkins faculty meeting, 9:30 a.m.

3-7, Monday–Friday: Final Examinations in Dallas.

6, Thursday: Inside Perkins in Dallas.

6, Thursday: Advent worship service, Perkins Chapel, 4 and 8 p.m.

11, Tuesday: Grades must be posted by noon.

15, Saturday: December Commencement Convocation/Official close of term and conferral of degrees.

24–January 1, Monday–Tuesday: Winter Break – University holidays (offices closed).

Jan Term 2019

January

1, Tuesday: New Year's Day – University holiday (offices closed).

2-18, Tuesday: Wednesday–Friday: Perkins January interterm.

3, Thursday: Last day to add courses or drop courses without grade record for January interterm.

4, Friday: Last day to drop a course or withdraw from the University (grade of W).

4-11, Friday–Friday: United Methodist Certification in Christian Education, Children's Ministry and Older Adult Ministries.

6–11, Sunday–Friday: Perkins Youth Ministry Certification Courses.

7–10, Monday–Thursday: Perkins School of Youth Ministry.

7-18, Monday–Friday: Doctor of Ministry and Doctor of Pastoral Music Jan term session.

8, Tuesday: Doctor of Ministry Information Session.

12, Saturday: 60% 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.

21, Monday: Martin Luther King, Jr., Day – University holiday (offices closed).

Spring 2019

January

22, Tuesday: Orientation for new students

23, Wednesday: Last day to withdraw from all classes without any tuition charge

22-23, Tuesday - Wednesday: Late registration, 206 Kirby Hall, Registrar's Office

24, Thursday: First day of classes in Dallas and Houston-Galveston

25, Friday: Last day to file for May graduation

28, Monday: Perkins faculty meeting, 9:30 a.m.

30, Wednesday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term

February

6, Wednesday: Last day to drop a course without academic record (tuition charges apply)/withdraw from the university without academic record (withdrawal refund schedule applies).

8, Friday: Inside Perkins in Dallas.

15, Friday: Divisional meetings, 11:30 a.m.

19, Tuesday: Doctor of Ministry Information Session.

March

4, Monday: Perkins faculty meeting, 9:30 a.m.

9-17, Saturday-Sunday: Perkins and SMU Spring Break

21, Thursday: Inside Perkins (evening event)

22, Friday: Divisional meetings, 11:30 a.m.

28-30, Thursday-Saturday: Perkins Theological School for the Laity

April

1, Monday: Perkins faculty meeting, 9:30 a.m.

1-12, Monday–Friday: Advance registration for summer and fall terms.

5, Friday: 60% 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.

8, Monday: Faculty as Guild, 9:30 a.m.

15, Monday: Last day to drop a class for spring term (grade of W).

10, Wednesday: Inside Perkins in Dallas.

18-19, Thursday–Friday: Easter recess (no classes).

19, Friday: Good Friday – University holiday (offices closed).

26, Friday: Divisional meetings, 11:30 a.m.

TBD: Inside Perkins in Houston

TBD: FaithCalls Spring Forum

May

2, Thursday: Last day to withdraw from the University (grade of W).

3, Friday: Last day of classes for Houston-Galveston program.

9, Thursday: Last day of classes in Dallas.

6-9, Monday–Thursday: Reading and writing period.

9, Thursday: Last day for submission of all written work, 5 p.m.

10-15, Friday–Wednesday: Final examinations in Dallas.

17, Friday: Grades must be posted by noon.

18, Saturday: Commencement Convocation, 9:30 a.m., Moody Coliseum. Official close of term and degree conferrals.

18, Saturday: A Celebration of Degrees and Academic Achievements, 2 p.m., Highland Park United Methodist Church.

Summer 2019

Summer One

May

27, Monday: Memorial Day – University holiday (offices closed).

28–July 5, Tuesday–Friday: Perkins summer session (Summer One).

30, Thursday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term.

June

6, Thursday: Last day to file for August graduation.

8-15, Saturday-Saturday: FaithCalls Summer Academy.

10-21, Monday–Friday: Doctor of Ministry and Doctor of Pastoral Music summer session (Dallas).

18, Tuesday: Doctor of Ministry Information Session.

21, Friday: Last day to drop a course (grade of W).

21, Friday: 60% 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.

26, Wednesday: Last day to withdraw from university with a grade of W.

July

4, Thursday: Independence Day – University holiday (offices closed).

5, Friday: Last day of class (includes exam).

Summer Two

July

7-19, Sunday–Friday: Course of Study School.

8–August 2, Monday–Friday: Perkins summer session (Summer Two).

9, Tuesday: Last day to enroll, add a course or drop a course for Summer Two without tuition billing while remaining enrolled for the term.

22, Monday: Last day to drop a Summer 2 course (grade of W).

24, Wednesday: 60% 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

29, Monday: Last day to withdraw from university with a grade of W.

August

2, Friday: Last day of class (includes exam)

6, Tuesday: Official close of term and conferral of degrees

More information about the academic calendar for the Houston-Galveston program is available at www.smu.edu/Perkins/FacultyAcademics/housgal/schedules and from the program's office in Houston.

Major Religious Holidays

(August 2018-August 2019)

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018

Dasera: October 19, 2018

Diwali: November 7, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al-Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an-Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al-Fitr: June 4-7, 2019

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

Tuition and fees payment due dates are set for each term by the Office of the University Bursar.

Perkins School of Theology: General Information

The Mission of Perkins School of Theology

The primary mission of Perkins School of Theology, as a community devoted to theological study and teaching in the service of the church of Jesus Christ, is to prepare women and men for faithful leadership in Christian ministry.

Perkins School of Theology affirms its relationships to the community of learning that is Southern Methodist University, to the universal church (inclusive, ecumenical and global), to the United Methodist Church specifically and to its particular geographical and cultural setting in the southwestern United States.

These relationships are sources of strength and avenues of service for the school as it pursues its twin tasks of theological reflection and theological education to the glory of God.

Accreditation

Southern Methodist University is accredited by the Southern Association of Colleges and Schools commission on Colleges. Perkins School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada to award the M.Div., M.A.M., M.S.M., M.T.S., Th.M., D.Min., and D.P.M. degrees.

History

The School of Theology has been an integral part of Southern Methodist University since the latter's founding in 1911. It grew out of a movement led by Bishop Seth Ward of the Methodist Episcopal Church, South, to establish a theological school west of the Mississippi. Dr. E.D. Mouzon, dean of the Theological Department of Southwestern University and later bishop, became its first dean in 1914. With the opening of the University in the following year, the school of theology began its work as the church's official theological school for the region west of the Mississippi. When ownership of the University was vested in the South Central Jurisdiction of the Methodist Church at the Uniting Conference of 1939, the school of theology became the official theological school of that jurisdiction.

Dean Mouzon was followed by Deans Hoyt M. Dobbs (1917), Paul B. Kern (1920), James Kilgore (1926), Eugene B. Hawk (1933), Merrimon Cuninggim (1951), Joseph D. Quillian, Jr., (1960), James E. Kirby (1981), Robin W. Lovin (1994), William B. Lawrence (2002) and Craig C. Hill (2016).

Community Life

Theological reflection and education for ministry are the purpose of the school. However, these imply a concern for the total development of people in the community. This concern is manifest not only in the classroom and library, but also in a wide range of activities and associations, which make up the life of the school.

Worship is a central element in the life of the school. During fall and spring terms, community worship is held on Wednesdays and Thursdays. Shorter prayer services are often held, according to a schedule that varies by the term. Community lunches are held Tuesday through Friday during the term. Common meals, celebrating holidays or highlighting special groups or themes, take place several times each year.

There are a number of student organizations and groups. Every regularly enrolled student is a member of the Perkins Student Association, which assumes responsibility for those aspects of student life and government that are not directly under the jurisdiction of the Perkins faculty. An elected PSA council governs the association. Student representatives also serve on the standing committees of the faculty. Committees of the PSA council deal with social justice, social life, ecumenical affairs, academic concerns and worship. Several active student groups are recognized

and funded by the PSA council, including Black Seminarians Association, L@s Seminaristas, the Order of St. Luke, Affirming Religious Community and International Students of Perkins.

Seminary Singers is a choral group open to all Perkins students, under the leadership of the Master of Sacred Music program. The group sings in the weekly chapel services and on other occasions throughout the year.

Special programming and events for the Perkins community, as well as other groups and activities for Perkins students and their families, are organized under the leadership of the PSA council and the assistant dean of student life.

Perkins School of Theology: Admission

Degrees Offered

Perkins offers a variety of degree programs. Education for church leadership is provided through the Master of Divinity program, intended primarily, although not exclusively, for persons seeking ordination. The Master of Arts in Ministry program has as its main objective the preparation of people for specialized church ministry. The Master of Sacred Music program is offered in cooperation with the SMU Meadows School of the Arts for the education of leaders in church music. A student seeking ordination as a deacon within the United Methodist Church may pursue required courses within any of the above degree programs. The Master of Theological Studies program is primarily for people who wish to engage in serious theological study, especially for those considering a doctoral degree. The Master of Theology program is designed for students to fulfill one or more of three goals: enhancing the practice of ministry through advanced study of a particular theological or pastoral discipline, examining a specific aspect of the Christian religion/traditions or function of Christian ministry, and preparing for more advanced study at the doctoral level. The Doctor of Ministry degree program provides advanced education for church leadership and is available for students who hold the M.Div. or an equivalent degree. The Doctor of Pastoral Music degree is intended to provide an environment for the vocational renew of practicing and experienced church musicians, and equip them for changes in the profession of church music in the areas of liturgy, cultural diversity, theological perspectives, congregational song, contextual musical analysis, and additional skills related to the performance of music in worship.

Perkins also cooperates in the Graduate Program in Religious Studies of Dedman College, which offers the M.A. and Ph.D. degrees. These degree programs are intended chiefly for those interested in college and university teaching and scholarship in religious studies. Further information concerning them can be obtained from the director of the Graduate Program in Religious Studies.

Perkins School of Theology offers the graduate degrees listed below.

Transcript		Degree or Diploma	
<i>School</i>	<i>Major Area</i>	<i>Master</i>	<i>Doctor</i>
Perkins	Ministry	M.A.M. M.Div.	
Perkins	Sacred Music	M.S.M.	D.P.M.
Perkins	Theological Studies	M.T.S.	
Perkins	Theology	Th.M.	D.Min.
Dedman College	Religious Studies	M.A.	Ph.D.
Multiple	Women's and Gender Studies	Certificate	

Houston-Galveston Extension Program

Courses to fulfill the requirements of the Master of Divinity (M.Div) and the Master of Arts in Ministry (M.A.M) degrees are offered in the Houston-Galveston Extension Program. All courses in this program are offered in either hybrid or one-week intensive formats. Each hybrid course will meet for ten hours face-to-face (student-professor) at

the beginning of the term and for an additional ten hours at the end of the term. The remainder of the course will be taught online. One week intensive courses will usually be offered during the January term and during the summer.

The Houston-Galveston Extension Program will offer three courses per term (fall and spring) and three courses during the summer. Students who successfully complete each of these courses in the regular sequence should be able to earn the M.Div. degree in three years or the M.A.M. degree in two years.

Taking courses in Dallas will be optional. An internship requirement may be fulfilled through the Houston-Galveston Extension Program.

The admission process is outlined below. Degree program requirements are found in other sections of the catalog.

The Admission Process

Requirements for admission to each of the Perkins degree programs are specified in other sections of this catalog. Persons seeking admission may apply online (www.smu.edu/Perkins/Admissions/apply/online) or contact the Office of Enrollment Services, (214) 768-2293. Supporting documents for admission can be uploaded online (personal information, resume, transcripts, recommendation letters, essay, etc.).

Application for admission can also serve as an application for financial assistance. Completing the Free Application for Federal Student Aid (FAFSA) [www.fafsa.ed.gov] by January 1, is recommended. It is also recommended that students applying for financial assistance adhere to the following deadlines as funds are distributed as available:

- Early fall admission and merit scholarships: November 1
- Spring admission: November 1
- Need-based grants: March 1
- Extended fall admission: May 1

Information and applications for the D.Min. and D.P.M. programs may be obtained from the program director.

Admission by Transfer

The procedures and standards for admission for students who wish to transfer from other theological schools are the same as for all new students. In such a case, the student's academic record in seminary as well as in undergraduate study or other graduate programs will be considered. A transcript of academic credits and a letter of good standing will be required from the theological school of record. The design of the Perkins M.Div. curriculum is such that transfer into that program after more than a year of study elsewhere is ordinarily not encouraged.

A student may apply for transfer credit from schools accredited by the Association of Theological Schools. The work must have been completed within the past seven years and earned a grade of 2.000 or better. The registrar in consultation with the associate dean for academic affairs will determine, in each case, the number of credit hours that a student may transfer to a Perkins degree program and their allocation to the requirements of the program. The maximum number of hours that will ordinarily transfer toward a degree is as follows: 30 credit hours for the M.Div., 24 credit hours for the M.A.M. and 21 credit hours for the M.T.S. By action of the University Senate of the United Methodist Church, only online courses offered by an official United Methodist seminary or Asbury Theological Seminary may count toward a degree for a candidate seeking ordination in the United Methodist Church. Transfer credit toward the M.S.M. degree is discussed under the requirements for admission to that program in another section of this catalog.

Courses in United Methodist studies, including history, doctrine, polity and evangelism, required for United Methodist ordination are transferable only from theological schools approved by the United Methodist University Senate.

Admission With Advanced Standing

Students who wish to enter Perkins following the completion of a graduate theological degree at another school accredited by the Association of Theological Schools may be eligible for advanced standing. Advanced standing reduces the number of hours required for completion of a Perkins degree. In each case, a transcript of academic credits is required. The transcript must show the awarding of a degree in the last seven years with a grade of 2.000 or better. No more than half of the credits required for the degree already completed and no more than half of the credits required for the Perkins degree may be granted on the basis of advanced standing. A student interested in the possibility of advanced standing should notify the registrar prior to the beginning of coursework.

Admission With Advanced Placement Without Credit

A student who, by means of coursework prior to entering Perkins, has achieved competence in a given field equivalent to that normally gained through one or more of the required courses in an academic division may seek advanced placement in the work of that division. Advanced placement is granted without credit, and it does not reduce the amount of credit that must be earned in the division or in the degree program as a whole, but it enables the student to use his or her time to better advantage. A transcript of academic credits is required and, in some cases, an oral or written assessment of competence may be required. Students interested in the possibility of advanced placement should notify the associate dean for academic affairs in writing as early as possible and no later than the beginning of their first term at Perkins. Courses taken by advanced placement to satisfy the general requirements in a division may not be counted toward the hours of elective work required in the M.Div. degree program.

Withdrawal, Re-entry and Readmission

A student who withdraws from school for any reason for part or all of a regular academic year and who has been away from the University for less than three years must apply in writing to the associate dean for academic affairs for re-entry. A student who withdraws from school for any reason for part or all of a regular academic year and who has been away from the University for three years or more must re-apply through the office of admissions for readmission. For the re-entry and readmission of a previously enrolled student, the Committee on Student Development may be consulted. The committee may require information about the student beyond that which was furnished at the time of admission.

The faculty may, at any time, require the withdrawal of any student whose conduct is, in the judgment of the faculty, inconsistent with the standards of the school and the University or with the objectives of the degree program in which the student is enrolled.

Change of Degree Program

A student who is currently enrolled in the M.Div., M.A.M., M.S.M. or M.T.S. program and who wants to transfer to another of these programs must formally put forward a Request for Change of Degree form through the Office of the Registrar for admission to the new degree program. The registrar should be consulted regarding the appropriate procedure. The transfer of credit hours is subject to the direction and approval of the registrar and the associate dean for academic affairs. Ordinarily, credit is fully transferable between programs. A current student wanting to change degrees to the Th.M. degree program must formally apply for admission to the new degree program, meeting the requirements for the Th.M. degree program.

Combined Degree Programs

One may pursue two Perkins professional master's degrees concurrently in any of several combinations. A student considering such an option should consult with the associate dean for academic affairs.

Admission of Non-degree seeking Students and Auditors

People who have a B.A. or equivalent degree and who wish to take courses for credit but who do not wish to enter a degree program may seek admission to Perkins as a non-degree seeking student. The student must submit a completed application (available from the Office of Enrollment Services) along with official transcripts of all undergraduate and graduate academic work, two letters of reference and an explanation of the proposed plan of study indicating the courses desired.

Admission as a non-degree seeking student is for one year (two terms) only. A student desiring to continue beyond the one-year limit must formally ask the associate dean for academic affairs to continue beyond the two terms.

Admission as a non-degree seeking student does not guarantee, nor does it preclude, later admission to any degree program offered by Perkins. Non-degree seeking students are not eligible for any form of financial assistance from the school.

People desiring to audit a course must secure permission from the registrar and the course instructor, and must pay an audit fee before completing registration.

Other Programs of Study

In addition to its degree programs, Perkins offers various other programs of study, formal and informal. Some of these may be pursued in conjunction with a degree program, while others are independent. Some lead to ordination while others are simply opportunities for continuing education. All are described in the following sections of this catalog: Special Programs for Academic Credit, Areas of Concentration and Services in Continuing Education.

Perkins School of Theology: Academic Programs

Ministry, D.Min.

Purpose

The Doctor of Ministry degree provides the opportunity for advanced study in the areas of vocational and leadership formation and community building. Integrating theological reflection and ministerial practice with these areas of study, Christian leaders build their theological knowledge and gain skills to effectively engage in ministerial work in contexts of change and transition.

The goals of the degree are to (1) seek vocational depth and direction; (2) gain theological knowledge and understanding of vocational and leadership identity in tandem with developing skills for relevant practices of ministry that build communities in context; and (3) acquire knowledge, critical insights and skills to exercise leadership grounded in Christian vocation in contexts of transition and change within the Church and the community.

The D.Min. curriculum follows a cohort system for students. Cohorts will progress through 24 credit hours of courses that integrate the areas of Christian vocation, leadership, and community building. Students then work independently in the final six credit hours, preparing for and completing the writing project that brings the course work to bear on a specific practice of ministry.

Learning Outcomes

1. Expertise in the theology of vocation, leadership and community building in the context of ministry.
2. Superior ministerial skills in adaptive leadership and community building.
3. Integrated practice based on sound theological and contextual analysis.
4. Professional integrity and ongoing growth.

Requirements for Admission

The professional nature of the D.Min. requires that students have leadership responsibilities in their ministry setting. Application deadline is March 15 for June admission to a cohort. Applicants wishing to enter the D.Min. program must have:

1. An Association of Theological Schools-approved M.Div. degree or equivalent with a cumulative GPA in the master's-level program of at least 3.000 on a 4.000 scale (grade of B or 80). In cases of demonstrated extraordinary ability in the practice of ministry, applicants with a lower grade average may be considered for conditional admission with the requirement to complete the first term with a grade of B or better in order to be granted full admission and continuation in the program.
2. Significant experience and demonstrated competence in ministry and leadership, as attested by two references.
3. A minimum of three years of full-time experience following completion of the M.Div. degree (or its equivalent). Applicants who have demonstrated years of ministry or Christian leadership in a community or an organization before or while completing the M.Div. (or its equivalent) will also be considered.
4. The ability to reflect theologically and communicate effectively as reflected in a short essay addressing the theological meaning of vocation, leadership, and community building. The essay should include (a) a statement of objectives in pursuing the D.Min. degree, and (b) the anticipated contribution of the writing project to the applicant's vocation, understanding of leadership and commitment to community building.

International applicants who hold a religious worker visa (R-1) may be considered for admission. International applicants must demonstrate proficiency in English with a minimum score of 600 paper-based or 250 computer-based TOEFL score. NOTE: No Perkins funded financial aid is available to international students.

Because the Doctor of Ministry is a degree given in the context of ministry, generally no transfer credit is accepted.

Requirements for Graduation

The D.Min program requires 30 credit hours including the completion of a writing project.

A minimum cumulative GPA of 3.000 is required for graduation.

All requirements for the D.Min. degree must be completed within three calendar years.

Course Requirements

Required Courses

The course requirements, by term, are as follows:

First term, June

- DM 9370 – The Person and Role of a Leader in Ministry
- DM 9380 – Vocation, Leadership and Community

Second term, January

- DM 9369 – Leadership and Vocation in Church and Community: A Theological/Historical Exploration
- SOCI 4353/XS 7320 – Models of Leadership, Social Institutions and Community Engagement

Third term, June

- DM 9349 – Vocation, Leadership and the Bible in Contexts
- DM 9350 – Ecclesiology, Community and Models of Leadership

Fourth term, January

- DM 9309 – Integrative Seminar and Strategic Planning in Contexts of Change and Transitions
- DM 9347 – Contextual Analysis

Fifth term, June

- DM 9390 – Directed Study
- DM 9394 – Thesis Seminar

Total: 30 Credit Hours

Writing Project/Thesis

During the fifth term of academic course work, the final 6 credits of the total 30 credits, students are required to complete the following courses: DM 9390 – Directed Study and DM 9394 – Thesis Seminar. Both of these courses serve the purpose of preparing the students to embark in the writing of a research thesis. The completion and approval of the writing project/thesis signals the recognition of a professional doctorate in Christian ministry in the field of vocation, leadership and community building.

The writing project/thesis combines research, a comprehensive evaluation and integration of course work, and a written doctoral-level project that addresses both the nature and dynamics of vocation and leadership in the practice of ministry, including application for communities and churches in transition and change. It also evaluates the

capacity of the student's own ministries for building and sustaining communities and churches using substantive biblical and theological reflection, and applying competencies in contextual analysis, adaptive leadership skills and strategic planning.

The writing project/thesis is a research thesis of 120-150 pages, double-spaced, 12 point font with appropriate research notes, bibliography, and appendices (if needed) that integrates an area of the student's interest with the areas in the curriculum, namely, vocation, leadership and community building. The writing project/thesis offers an analysis of the explicit and implicit theological underpinnings of models of vocation, leadership and community building in differing contexts of ministry, employing a range of theological disciplines and other relevant disciplines. It also argues for the most theologically integrated and effective approach to ministry in particular circumstances.

With the supervision of an adviser and the critical assessment of a second reader, the writing project/thesis fulfills the professional requirement of a contextual and academic degree grounded in practical theology that contributes to the life and mission of Christian communities in contexts.

Pastoral Music, D.P.M.

Purpose

The Doctor of Pastoral Music (D.P.M.) degree is intended to provide an environment for the vocational renew of practicing and experienced church musicians, and equip them for changes in the profession of church music in the areas of liturgy, cultural diversity, theological perspectives, congregational song, contextual musical analysis, and additional skills related to the performance of music in worship.

Learning Outcomes

1. Students will be able to identify critical issues in pastoral ministry related to worship and church music and implement holistic strategies for improvement in relationships and performance.
2. Students will be able to evaluate research that integrates various musical traditions with recent developments in liturgy, culture and worship, ritual studies, and hymnody.
3. Students will be able to demonstrate refined skills in an applied area including, but not limited to, organ service playing, keyboards in worship, congregational song, choral conducting, guitar, and percussion, in conjunction with their primary focus.
4. Students will be able to apply these methodologies and performance skills in the context of their social location, including their congregation and community.

Requirements for Admission

1. An accredited (NASM/ATS) MM, MSM, MCM degree (48 credit hrs.) or equivalent with a cumulative GPA of at least 3.00 on a 4.00 scale (B=80) in addition to graduate courses in music theory, musicology, applied music study, and a minimum of five courses in Bible (6 credit hrs.), theology (3 credit hrs.), liturgy (3 credit hrs.), and hymnology (3 credit hrs.).
2. At least five years of full-time music ministry experience post-master's degree.

Requirements for Graduation

The D.P.M program requires 39 credit hours of academic credit: 30 credit hours of coursework and nine credit hours earned through the satisfactory completion of a practicum and thesis.

Only course grades of 80 or higher will qualify toward meeting the requirements for graduation.

All degree requirements must be completed within seven years from the time when coursework began. Under special circumstances, the director of the D.P.M. program may be petitioned in writing for an extension. People who do not complete the degree within eight years of initial matriculation will be required to repeat all coursework. All financial obligations must be met before graduation.

Course Requirements

Required Courses

Summer Term

- CM 9370 - The Person and Role of the Minister
- CM 9380 - Seminar in Practical Theology

Total: 6 Credit Hours

Seminars

Taken in sequence

- CM 9392 - Professional Project I
- CM 9394 - Professional Project II

Total: 6 Credit Hours

Concentration Courses

- CM 9323 - Applied Studies in Church Music (conducted in student's parish)
- CM 9373 - Issues in Liturgical Theology and Practice
- CM 9324 - Issues in Pastoral Music
- CM 9344 - Music in Worship and Renewal

Total: 12 Credit Hours

Electives

Choose from the following suggested courses:

- CM 9325 - Seminar in Worship Arts
- CM 9321 - Cross-Cultural Immersion in Music and Worship
- CM 9307 - Conflict Transformation in Congregational Life
- CM 9308 - Making Sense of the American Spiritual Landscape
- CM 9359 - Understanding Congregations: An Introduction to Congregational Studies
- CM 9369 - Leadership in Church and Community
- CM 9390 - Directed Studies in Pastoral Music

Total: 6 Credit Hours

Practicum/Thesis

- CM 9696 - Pastoral Music Practicum
- CM 9398 - Doctor of Pastoral Music Thesis

Total: 9 Credit Hours

Total: 39 Credit Hours

The Doctor of Pastoral Music Committee

During the first year of study, the student will invite, in consultation with the director of the Doctor of Ministry Program, three people to serve on a committee to supervise the approved project practicum and the written project thesis. The committee will consist of an adviser, a reader and a field supervisor. Either the adviser or the reader must be a member of the Perkins regular faculty, with the other committee member selected from the regular or adjunct faculty. It is recommended that a Perkins regular faculty member serve as adviser. The field supervisor should be recognized as having gifts and experience in ministry that are applicable to the practicum and be available to consult with the student during the practicum as well as to evaluate the student's practicum. The entire committee will guide, read and evaluate the student's professional practicum and project thesis.

When the professional project is completed satisfactorily as determined by the committee in consultation with the director of the Doctor of Ministry Program, the student will participate in an oral evaluation on the school campus by the committee on the professional project thesis. At a minimum, both the student and adviser must be physically present for the oral evaluation. It is recommended that all committee members be physically present with the student for the evaluation. All committee members must be present for the evaluation, either in person or by electronic means.

Project Practicum and Thesis

The professional project practicum and thesis combine research, a designed ministerial field experience and a written doctoral-level project that addresses both the nature and the practice of ministry and has the potential for application in other ministry contexts.

1. The professional project is an approved practicum experience and written thesis that articulates the theological and theoretical rationale for the practicum with theological reflection on the experience.
2. The professional project in both its parts (practicum and written thesis) should demonstrate the student's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, evaluate the results and reflect the student's depth of theological insight in relation to ministry.
3. The written project thesis must be submitted in an approved style and format.
4. Upon completion of the professional project and with the student's Doctor of Pastoral Music committee's permission, the student will sit for an oral examination administered by the project committee and open to the public covering the project and the student's integration of her or his theology and practice of ministry. This examination will take place on campus, with at a minimum the student and adviser present. Other committee members may participate via electronic means if necessary.

At completion of the D.P.M. thesis and successful oral evaluation, the completed written project thesis will be accessioned in Bridwell Library. A summary of the thesis proposal and its results will be posted on the D.P.M. website.

Divinity, M.Div.

Purpose

The Master of Divinity degree is designed primarily for students who plan to be ordained clergy and serve in Word, sacrament, service and order. It may also equip a person for other specialized ministries.

Learning Outcomes

1. *Interpret scripture.* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture.* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Ordained leadership roles.* Students will demonstrate the capacity to function successfully and effectively in the various roles of ordained leadership, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Worship leadership.* Students will demonstrate the ability to plan, lead, and assess the basic rituals of the church in ways appropriate to local community and to the wider Christian tradition.
6. *Effective preaching.* Students will preach effective sermons that are exegetically faithful to the biblical text and fitting to the congregation, utilizing an appropriate range of style, form, and sequence appropriate to the substance of each sermon.
7. *Spiritual formation.* Students will demonstrate familiarity with and appreciation for the church's spiritual tradition and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from a theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional. It is particularly important that the student have an adequate liberal arts preparation. In keeping with the recommendations of the Association of Theological Schools concerning pretheological studies, the following 60 hours of liberal arts coursework are highly recommended for admission to the M.Div. degree program:
 - a. Three credit hours of philosophy (preferably historical or introductory courses or logic).
 - b. Twelve credit hours of English (especially courses that include grammar, composition and creative writing).
 - c. Three credit hours of history.
 - d. Three credit hours of social science.
 - e. Thirty-nine additional hours of liberal arts.

The following are considered highly desirable for admission to the M.Div. degree program:

- Three credit hours of a natural science or mathematics.
- Six credit hours of a foreign language.

- Six credit hours in religion (such as Bible, church history, history of religions, theology or ethics).
4. A reasonable program of financial support that will enable the student to be devoted properly to the main business of his or her theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pretheological curriculum.

Beyond the evidence of ability furnished by transcripts, applicants may be asked to demonstrate their preparation for theological study by adequate performance on either the GRE graduate school entry exam or the Miller Analogies Test.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the associate dean for enrollment management or with a person designated by the associate dean may be required of the applicant.

Requirements for Graduation

The M.Div. program requires 73 credit hours of academic credit, inclusive of a supervised internship. Each M.Div. student will also enroll in a spiritual formation group for two terms, normally the first year of study, for one credit hour for the second term.

A minimum cumulative GPA of 2.000 on all coursework is required for graduation to the M.Div. degree. A minimum cumulative average of 2.000 is likewise required for continuation beyond the second term and for continuation in school beyond the fourth term.

All degree requirements must be completed within seven calendar years from the time of initial registration.

Course Requirements

Students may use electives to concentrate in an area of theological studies, to study Hebrew and/or Greek, and/or to complete requirements for ordination. The course requirements, totaling 64 credit hours, are as follows:

Required Courses

Biblical Studies

- OT 6301 - Interpretation of the Old Testament I
- OT 6302 - Interpretation of the Old Testament II
or
- HB 7302 - Hebrew Exegesis (if taking HB 7300 - Hebrew I, HB 7301 - Hebrew II as electives)
- NT 6301 - Interpretation of the New Testament I
- NT 6302 - Interpretation of the New Testament II
or
- GR 7302 - Greek Exegesis (if taking GR 7300 - Greek I, GR 7301 - Greek II as electives)

Total: 12 Credit Hours

History of Christianity

- HX 6305 - The Christian Heritage I
- HX 6306 - The Christian Heritage II

Total: 6 Credit Hours

Theology

- ST 6301 - Interpretation of the Christian Message I
- ST 6302 - Interpretation of the Christian Message II
- MT 6303 - Moral Theology

Total: 9 Credit Hours

Ministerial Studies

- PR 6300 - Introduction to Preaching
- WO 6313 - Introduction to Christian Worship

Total: 6 Credit Hours

Contextual Studies

- XS 6310 - The Church in Its Social Context (must be taken prior to or concurrently with the first courses in ministry)
- HR 6302 - World Religions and Christianity

Total: 6 Credit Hours

Spiritual Formation

- XX 6003 - Spiritual Formation I
- XX 6104 - Spiritual Formation II

Total: 1 Credit Hour

Electives

Students may choose to complete an area of concentration as part of the 24 hour elective requirements.

Total: 24 Credit Hours

Christian Education Concentration Courses

- CE 7304 - The Church's Educational Ministry
- ST 6302 - Interpretation of the Christian Message II
- 3 credit hours of concentration-specific courses

One course from the following:

- CE 8320 - Ministry with Children
- CE 8330 - Youth Ministry
- CE 8332 - Speed Dating Spirituality: Ministry with Young Adults
- Another appropriate age-level course

Total: 12 Credit Hours

Urban Ministry Concentration Courses

- ST 6302 - Interpretation of the Christian Message II

- XS 7302 - Issues in Urban Ministry
or
- XS 8332 - Contemporary Issues in Urban Ministry
- 9 credit hours of concentration-specific courses

Total: 15 Credit Hours

Social Justice Concentration Courses

- HR 6302 - World Religions and Christianity
- HX 7380/TC 7380 - Theology and Social Justice
- MT 6303 - Moral Theology
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
- 6 credit hours of concentration-specific courses

Total: 18 Credit Hours

Evangelism and Mission Concentration Courses

- BB 8321/TC 8321/WX 8321/XS 8321 (immersion course)
- EV 7307 - The Theory and Practice of Evangelism
- WX 7310 - World Christianity
- WX 8332 - Mission Studies
or
- HR 6302 - World Religions and Christianity
- 6 credit hours of concentration-specific courses

Total: 18 Credit Hours

Christian Spirituality Concentration Courses

- MN 7310 - Spirituality and Christian Ministry
or
- MN 7311 - Prayer and Spirituality
- 12 credit hours of concentration-specific courses

Total: 15 Credit Hours

Custom Concentration Courses

- 15 credit hours of concentration-specific courses
(Note: The Custom Concentration must be planned out at the beginning of the student's career necessitating academic advising upon entry into the program.)

Total: 15 Credit Hours

African-American Church Concentration Courses

- MN 7320 - Ministry in the Black Church

Elective Courses

12 credit hours of concentration-specific courses from the following list:

- BB 8330 - African-American Perspectives on the Bible
- CA 8317 - The Theology and Practice of Stewardship
- CA 8319 - Dynamics of Pastoral Leadership
- CE 8320 - Ministry with Children
- CE 8330 - Youth Ministry
- CE 8338 - Emancipatory Educational Ministry with Adolescent Girls
- MN 7329 - Issues in Practical Theology
- MT 8345 - African-American Liberation Theology
- MT 8375 - The Poor in John Wesley's Ethics
- MT 8385 - Malcolm and Martin and Theological Ethics
- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
- TC 8310 - Theology, Religion, and Cultural Studies
- TC 8375 - Advanced Feminist Theory
- XS 7302 - Issues in Urban Ministry
- XS 8302 - Race Relations and the Church
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
- XS 8332 - Contemporary Issues in Urban Ministry
- XS 8339 - Christian Ministry in a Multicultural Society
- WX 8332 - Mission Studies

Note:

The African-American Church Concentration requires completion of an internship in an approved African-American church or related setting.

Total: 15 Credit Hours

Church/Nonprofit Management Courses

14 credit hours of concentration-specific courses from the following list:

- CA 8317 - The Theology and Practice of Stewardship
- CA 8319 - Dynamics of Pastoral Leadership
- MKTG 6201 - Marketing Management
- MKTG 6233 - Nonprofit Marketing Strategy
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations

Elective Courses

4 credit hours from any two of the following:

- MKTG 6204 - Consumer Behavior
- MKTG 6232 - Digital and Social Media Marketing
- MNO 6210 - Leader as Coach
- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- MNO 6218 - Leadership in a Complex World
- MNO 6222 - Leading Organizational Change

Total: 18 Credit Hours

Hispanic Studies Concentration Courses

15 credit hours of concentration-specific courses from the following list:

- BB 8329 - Immigration, the Bible, and Practical Theology
- or
- MN 8329 - Immigration, the Bible, and Practical Theology

- EV 7307 - The Theory and Practice of Evangelism
- MN 7026 - Ministry in the Hispanic Church
- MN 7326 - Ministry in the Hispanic Church
- MT 8375 - The Poor in John Wesley's Ethics
- PC 7321 - The Caring Congregation
- PC 7322 - Pastoral Care and Family Systems
- ST 8327 - North American Hispanic Theology
- XS 7302 - Issues in Urban Ministry
- XS 8302 - Race Relations and the Church
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
- XS 8332 - Contemporary Issues in Urban Ministry
- XS 8339 - Christian Ministry in a Multicultural Society

Note:

The Hispanic Studies Concentration requires the completion of an internship in a Hispanic setting if possible, or, if that is not possible, serve an internship in which, by agreement, no less than one-third of the student's working time is spent in a Hispanic congregation or project within the community. If neither of these is possible, the student must do a 40- to 60-hour interethnic experience in a Hispanic church under supervision arranged by the director of the Hispanic/Latin@ Ministries Program.

Total: 15 Credit Hours

Pastoral Care Concentration Courses

15 credit hours of concentration-specific courses from the following list:

- PC 7321 - The Caring Congregation
- PC 7322 - Pastoral Care and Family Systems
- PC 8348 - Pastoral Self-Care

Elective Courses

6 credit hours from any two of the following:

- PC 7301 - Introduction to Pastoral Care
- PC 7639 - Level 1 Clinical Pastoral Education (Level one cannot be counted as both internship and elective hours.)
- PC 8301 - Pastoral Care: Special Problems
- PC 8318 - Mental Health Skills
- PC 8326 - Pastor's Crisis Ministry
- PC 8330 - Pastoral Care and Counseling of Adolescents
- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- PC 8336 - Premarital Counseling
- PC 8341 - Spirituality and the Human Life Cycle

- NT 8365 - Evil, Suffering, and Death in the New Testament
- PR 8355 - Preaching and Worship in Life's Transitions
or
- WO 8355 - Preaching and Worship in Life's Transitions
- XS 8321 - Witness and Ministry in a Global Context

Note:

Students in the Pastoral Care Concentration must:

1. Complete a practicum in an appropriate setting.
2. Submit a paper to the concentration adviser at the end of the program. This paper should explore the interdisciplinary nature of the pastoral care field, focusing on all four divisions within Perkins' course of study. In this paper, the student is expected to articulate her or his biblical paradigm in pastoral care. The appendix to the paper should include a description of the student's efforts/participation in proactive self-care activities related to spiritual, physical and emotional health. Counseling by staff at the SMU Memorial Health Center or a licensed therapist of the student's choice is strongly encouraged as a part of the certificate program and as a means of self-care.
3. Engage in an oral defense of the interdisciplinary paper. Faculty from divisions I, II and III will be invited on a rotation basis to participate in the oral defense. Students working on the concentration should prepare for this integrative exercise from their very first introduction to courses in Division I – The Biblical Witness, Division II – The Heritage of the Christian Witness in Its Religious and Cultural Context, and Division III – Interpretation of the Christian Witness.

Total: 15 Credit Hours

Social Innovation and Nonprofit Engagement Concentration Courses

15 credit hours of concentration-specific courses:

- CA 6320 - Business and Professional Communication

Elective Courses

12 credit hours from courses on the following list:

- XS 6320 - Social Innovation: Creating World Changers
- XS 6321 - Social Innovation II: From Idea to Organization
- XS 6322 - Social Innovation III: Funding, Donors, and Financing for The Social Good
- XS 7320 - Social Entrepreneurship and Stewardship in the Faith-Based Organization
- XS 7321 - Social Entrepreneurship, Capitalism and the Wesleyan Tradition
- Other Perkins course options: Students may select from a wide array of courses in the Perkins catalog that enhance biblical and theological inquiry into contemporary domestic and global issues.

Note:

The Social Innovation and Nonprofit Engagement Concentration requires the completion of an internship in an appropriate nonprofit setting identified and approved by the Intern Office.

Total: 15 Credit Hours

Women's and Gender Studies Concentration Courses

15 credit hours of concentration-specific courses:

- 3 credit hours for TC 8375 Advanced Feminist Theory
- 12 credit hours of concentration-specific courses that are Women's and Gender Studies graduate-level approved core courses and Dedman College undergraduate departmental courses.

Note:

The Women's and Gender Studies Concentration requires the completion a major research project that addresses issues concerning women and/or gender. A performance or exhibit may also constitute the major project, with approval of the director of the Women's and Gender Studies Program.

Students may substitute an internship for one of the four courses and the associated major research project. The supervised internship must involve an organization or setting that addresses issues concerning women and/or gender.

Total: 15 Credit Hours

Total: 64 Credit Hours

Spiritual Formation

All students completing the M.Div. are required to register for the program in spiritual formation. Students are required to attend a daylong orientation held in conjunction with the new student orientation program and are then enrolled in formation groups. These groups meet weekly throughout the fall and spring terms during the first year of the program. Led by facilitators in groups of five to 10, students share in a formative experience designed to provide them with the framework of a common experience, emphasizing the following:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions.
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and devotion.

Students are evaluated and given credit by the group facilitators on the basis of attendance and engagement with the subject matter of the formation process. Students should register in both the fall and spring of the first year.

Exceptions to this rule must be requested in writing from the director of spiritual life and formation.

Internship

The M.Div. program requires the satisfactory completion of a supervised internship carrying nine credit hours of academic credit. While the student registers for four and one-half hours of internship course credit during each of two consecutive terms, the internship degree requirement is satisfied only upon completion of the nine credit hours.

ST 6301 – Interpretation of the Christian Message I and ST 6302 – Interpretation of the Christian Message II are prerequisites for the internship course. The following courses are recommended in preparation for the internship course: two courses in biblical studies, XS 6310 - The Church in Its Social Context, HX 6305 - The Christian Heritage I and HX 6306 - The Christian Heritage II, PR 6300 - Introduction to Preaching, WO 6313 - Introduction to Christian Worship, and participation in a spiritual formation group. United Methodist students, who are required by the Book of Discipline to take courses in United Methodist history, doctrine and polity, are advised but not required to take these courses prior to the internship. Comparable advice is given to students from other traditions.

M. Div. students may choose either a full-time or part-time internship. Both are nine months long, over the fall and spring terms of one academic year. Full-time is defined as a minimum of 35 hours per week (inclusive of the

internship seminar) of work in the internship setting. Part-time is defined as a minimum of 25 hours per week (inclusive of the internship seminar) of work in the internship. A third option is a full-time Clinical Pastoral Education residency, which is 12 months long. All interns receive a stipend.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference.

While interns are not prohibited from taking additional Perkins courses beyond the internship course or from holding employment outside the internship placement, the intern faculty will consult individually with students to help them make the choice between full-time and part-time internship in order to balance life and learn successfully on internship.

Students who hope to do internships outside the immediate five-state area (Texas, Arkansas, Louisiana, New Mexico and Oklahoma) must initiate an early conversation with an intern faculty member, preferably in the first year of their degree program.

Note: Student pastors who are appointed as the sole or senior pastor of a church may choose to apply for either the full-time or part-time internship. The student pastor's salary replaces the required internship stipend.

Master of Divinity students may complete the Perkins internship requirement (nine credit hours) by successful completion of a Clinical Pastoral Education residency that consists of three units of CPE (Level II). Typically, CPE residency consists of four units (a full calendar year). However, the Perkins requirement is only nine months (mid-August to mid-May). Eligibility for consideration into a CPE residency normally requires the completion of the introductory unit of CPE (Level I).

Master of Divinity students may receive elective academic credit for PC 7639 – Basic Clinical Pastoral Education for an introductory unit of CPE (Level I) if they choose.

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During internship, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set of required competencies under each of three categories: be aware, think theologically and lead faithfully.

The Perkins Intern Program faculty partners with pastoral staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required two-day Intern Orientation conducted in August by the intern faculty.

Global Theological Education

Through cultural immersion courses, the Global Theological Education Program offers students a study of theology, Scripture, missions, ministry or interreligious relationships in a cultural context different from the students' own, usually outside the United States. These elective courses give special attention to the role of theological reflection in an environment affected by globalization in all its dimensions through focused, on-site study in a particular culture or region of the world.

Admission to Candidacy

M.Div. students will be reviewed for admission to formal candidacy for the degree in the spring term following the completion of 27 credit hours of academic work. A student will be admitted to candidacy provided he or she is not on probation and is not disqualified for having given insufficient evidence of fitness for ministry (described in the Fitness for Ministry section). Admission to formal candidacy signifies that the student is proceeding satisfactorily in his or her work and may be considered for the degree upon completion of all the requirements, but it does not oblige Perkins to grant the degree.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.Div. work (e.g., in the biblical languages or in denominational history, doctrine, polity and evangelism). They should explore, with their academic advisers, how best to deal with these expectations.

The requirements of the current United Methodist Book of Discipline concerning work in United Methodist history, doctrine and polity may be met by satisfactorily completing the following three courses: HX 7365 - United Methodist History (three credit hours), ST 7034 - United Methodist Doctrine (1.5 credit hours) and CA 7013 - United Methodist Polity (1.5 credit hours). These courses are not required for the M.Div. degree; they are provided as a means of satisfying these requirements of the church in the context of the programs. The Book of Discipline also indicates that these requirements may be met in ways other than through regular coursework, and students may wish to explore these other options.

In the United Methodist Church, the provisions for education and preparation for all forms of professional status in ministry are expressed in detail in the books *The Christian as Minister: An Exploration into the Meaning of God's Call* (2009–2012), General Board of Higher Education and Ministry, The United Methodist Church, Nashville, Tennessee, and *Understanding God's Call: A Ministry Inquiry Process* (2009), GBHEM, The United Methodist Church, Nashville, Tennessee.

Fitness for Ministry

Beyond the formal academic requirements, each student is expected to show evidence of personal fitness for ministry. This fitness may be defined positively as the presence of emotional, moral and spiritual qualities requisite

for the profession of ministry. A lack of fitness for ministry may be demonstrated by patterns of personal behavior that inhibit effective ministry. Examples of such patterns include irresponsibility in social and/or professional relations and emotional instability. Formally, the presence of patterns of personal behavior tending to be seriously disabling to ministry may be grounds for the faculty to disqualify a student from graduation with the M.Div. degree, or, if the prognosis justifies it, to defer awarding the degree until such time as the disabling pattern is overcome. It should be emphasized that personal fitness for ministry is not defined narrowly in terms of a particular form of piety or style of personal behavior nor does Perkins assume the role that belongs properly to those agencies of the church that evaluate candidates for ordination. When asked, it assists such agencies in their evaluations.

Ministry, M.A.M.

Purpose

The Master of Arts in Ministry degree program is intended to prepare students for specialized church ministry. The goal of the program is to increase students' knowledge about the church and its ministries and to foster their ability to work meaningfully and creatively in a specialized area of church ministry. Presently, the M.A.M. program has eleven specialized ministry concentrations and the option for a custom concentration. All concentrations share a common core of required courses in theology, Bible, church history and the social context of ministry. The concentrations have additional specialized requirements and a supervised internship appropriate to the area of specialization

The concentrations are

1. **Christian Education:** Intended primarily for those preparing for professional leadership as directors or as ministers of Christian education.
2. **Urban Ministry:** Intended for those preparing to work in community ministries in urban and peri-urban settings.
3. **Social Justice:** Intended for those preparing to lead ministries in congregations, communities, the public realm and other creative situations addressing systematic injustice.
4. **Evangelism and Mission:** Intended for those preparing to lead congregations and Christian organizations to engage in evangelistic ministries and mission outreach.
5. **Christian Spirituality:** Intended for those preparing to engage and reflect critically on Christian spirituality and to walk with others in ministries of spiritual formation.
6. **Custom Concentration:** Intended to respond to individual student needs and goals while also providing a platform to ensure adequate foundational studies for ministry.
7. **African-American Church Concentration:** Intended to broaden students' understanding of African-American religious experiences as well as prepare for leadership in the African-American church or related social agencies.
8. **Church/Nonprofit Management Concentration:** Provides high quality business education to students in tandem with critical theological preparation.
9. **Hispanic Studies Concentration:** Intended specifically for students who want to prepare for ministry in a bilingual and bicultural setting.
10. **Pastoral Care Concentration:** Allows Perkins students to concentrate on theory, skills and practices of pastoral care to equip them for specialized pastoral care ministries.
11. **Social Innovation and Nonprofit Engagement Concentration:** Educates students to apply intellectual rigor and integrity to communication theory and practice research, strategy, consulting, and advocacy in light of critical theological inquiry.
12. **Women's and Gender Studies Concentration:** An interdisciplinary graduate-level concentration designed to enhance the lives of students, both female and male, by facilitating the integration of theories about gender and knowledge about the roles and achievements of women, both past and present, in the global society.

Learning Outcomes

1. *Interpret scripture.* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture.* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Specialized leadership roles.* Students will demonstrate the capacity to function successfully in various roles of church leadership, evidencing a critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Spiritual formation.* Students will demonstrate familiarity with and appreciation for the church's spiritual tradition and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from a theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional. It is particularly important that the student have an adequate liberal arts preparation.
4. A reasonable program of financial support that will enable the student to be devoted properly to the main business of his or her theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pretheological curriculum.

Beyond the evidence of ability furnished by transcripts, applicants may be asked to demonstrate their preparation for theological study by adequate performance on either the GRE graduate school entry exam or the Miller Analogies Test.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the director of student services or with a person designated by the director may be required of the applicant.

Requirements for Graduation

The M.A.M. degree requires 49 credit hours of academic credit, inclusive of a supervised internship. Students are also required to participate in a spiritual formation group for two terms, normally beginning during the first year of study, for one credit hour of credit earned in the spring term.

A minimum cumulative GPA of 2.000 is required for graduation. The same average is required for continuation in the program beyond the first year.

All requirements for the M.A.M. degree must be completed within five calendar years from the time of initial registration.

Course Requirements

The required 49 credit hours are distributed as follows:

Required Courses

Core Courses

- HX 6305 - The Christian Heritage I

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I
- XS 6310 - The Church in Its Social Context
- XX 6003 - Spiritual Formation I
- XX 6104 - Spiritual Formation II
- XX 8365 - Master of Arts in Ministry Internship I
- XX 8366 - Master of Arts in Ministry Internship II

Total: 22 Credit Hours

Christian Education Concentration Courses

- CE 7304 - The Church's Educational Ministry (must be taken prior to the supervised internship)
- ST 6302 - Interpretation of the Christian Message II

Electives

- Designated elective: 3 credit hours of concentration-specific courses
- Unrestricted electives: 15 credit hours

One from the Following:

- CE 8320 - Ministry with Children
- CE 8330 - Youth Ministry
- CE 8332 - Speed Dating Spirituality: Ministry with Young Adults
- Another appropriate age-level course

Total: 27 Credit Hours

Urban Ministry Concentration Courses

- ST 6302 - Interpretation of the Christian Message II

- XS 7302 - Issues in Urban Ministry
or
- XS 8332 - Contemporary Issues in Urban Ministry

Elective Courses

- Designated electives: 9 credit hours of concentration-specific courses
- Unrestricted electives: 12 credit hours

Total: 27 Credit Hours

Social Justice Concentration Courses

- HR 6302 - World Religions and Christianity
- HX 7380/TC 7380 - Theology and Social Justice
- MT 6303 - Moral Theology
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church

Elective Courses

- Designated electives: 6 credit hours of concentration-specific courses
- Unrestricted electives: 9 credit hours

Total: 27 Credit Hours

Evangelism and Mission Concentration Courses

- BB 8321/TC 8321/WX 8321/XS 8321 (immersion course)
- EV 7307 - The Theory and Practice of Evangelism
- WX 7310 - World Christianity

- WX 8332 - Mission Studies
or
- HR 6302 - World Religions and Christianity

Elective Courses

- Designated electives: 6 credit hours of concentration-specific courses
- Unrestricted electives: 9 credit hours

Total: 27 Credit Hours

Christian Spirituality Concentration Courses

- MN 7310 - Spirituality and Christian Ministry
- MN 7311 - Prayer and Spirituality

Elective Courses

- Designated electives: 12 credit hours of concentration-specific courses
- Unrestricted electives: 12 credit hours

Total: 27 Credit Hours

Custom Concentration Courses

- 15 credit hours of concentration-specific courses
- 12 credit hours of unrestricted electives

Note:

The Custom Concentration must be planned out at the beginning of the student's career necessitating academic advising upon entry into the program.

Total: 27 Credit Hours

African-American Church Concentration Courses

- MN 7320 - Ministry in the Black Church

Elective Courses

12 credit hours of unrestricted electives

12 credit hours of concentration-specific courses from the following list:

- BB 8330 - African-American Perspectives on the Bible
- CA 8317 - The Theology and Practice of Stewardship
- CA 8319 - Dynamics of Pastoral Leadership
- CE 8320 - Ministry with Children
- CE 8330 - Youth Ministry
- CE 8338 - Emancipatory Educational Ministry with Adolescent Girls
- MN 7329 - Issues in Practical Theology
- MT 8345 - African-American Liberation Theology
- MT 8375 - The Poor in John Wesley's Ethics
- MT 8385 - Malcolm and Martin and Theological Ethics
- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
- TC 8310 - Theology, Religion, and Cultural Studies
- TC 8375 - Advanced Feminist Theory
- XS 7302 - Issues in Urban Ministry
- XS 8302 - Race Relations and the Church
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
- XS 8332 - Contemporary Issues in Urban Ministry
- XS 8339 - Christian Ministry in a Multicultural Society
- WX 8332 - Mission Studies

Note:

The African-American Church Concentration requires completion of an internship in an approved African-American church or related setting.

Total: 27 Credit Hours

Church/Nonprofit Management Courses

9 credit hours of unrestricted electives

14 credit hours of concentration-specific courses from the following list:

- CA 8317 - The Theology and Practice of Stewardship
- CA 8319 - Dynamics of Pastoral Leadership
- MKTG 6201 - Marketing Management

- MKTG 6233 - Nonprofit Marketing Strategy
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations

Elective Courses

4 credit hours from any two of the following:

- MKTG 6204 - Consumer Behavior
- MKTG 6232 - Digital and Social Media Marketing
- MNO 6210 - Leader as Coach
- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- MNO 6218 - Leadership in a Complex World
- MNO 6222 - Leading Organizational Change

Total: 27 Credit Hours

Hispanic Studies Concentration Courses

12 credit hours of unrestricted electives

15 credit hours of concentration-specific courses from the following list:

- BB 8329 - Immigration, the Bible, and Practical Theology
or
- MN 8329 - Immigration, the Bible, and Practical Theology
- EV 7307 - The Theory and Practice of Evangelism
- MN 7026 - Ministry in the Hispanic Church
- MN 7326 - Ministry in the Hispanic Church
- MT 8375 - The Poor in John Wesley's Ethics
- PC 7321 - The Caring Congregation
- PC 7322 - Pastoral Care and Family Systems
- ST 8327 - North American Hispanic Theology
- XS 7302 - Issues in Urban Ministry
- XS 8302 - Race Relations and the Church
- XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
- XS 8332 - Contemporary Issues in Urban Ministry
- XS 8339 - Christian Ministry in a Multicultural Society

Total: 27 Credit Hours

Note:

The Hispanic Studies Concentration requires the completion of an internship in a Hispanic setting if possible, or, if that is not possible, serve an internship in which, by agreement, no less than one-third of the student's working time is spent in a Hispanic congregation or project within the community. If neither of these is possible, the student must do a 40- to 60-hour interethnic experience in a Hispanic church under supervision arranged by the director of the Hispanic/Latin@ Ministries Program.

Pastoral Care Concentration Courses

15 credit hours of concentration-specific courses from the following list:

- PC 7321 - The Caring Congregation
- PC 7322 - Pastoral Care and Family Systems

- PC 8348 - Pastoral Self-Care

Elective Courses

6 credit hours of unrestricted electives

6 credit hours from any two of the following:

- PC 7301 - Introduction to Pastoral Care
- PC 7639 - Level 1 Clinical Pastoral Education (Level one cannot be counted as both internship and elective hours.)
- PC 8301 - Pastoral Care: Special Problems
- PC 8318 - Mental Health Skills
- PC 8326 - Pastor's Crisis Ministry
- PC 8330 - Pastoral Care and Counseling of Adolescents
- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- PC 8336 - Premarital Counseling
- PC 8341 - Spirituality and the Human Life Cycle
- NT 8365 - Evil, Suffering, and Death in the New Testament

- PR 8355 - Preaching and Worship in Life's Transitions
or
- WO 8355 - Preaching and Worship in Life's Transitions

- XS 8321 - Witness and Ministry in a Global Context

Note:

Students in the Pastoral Care Concentration must:

1. Complete a practicum in an appropriate setting.
2. Submit a paper to the concentration adviser at the end of the program. This paper should explore the interdisciplinary nature of the pastoral care field, focusing on all four divisions within Perkins' course of study. In this paper, the student is expected to articulate her or his biblical paradigm in pastoral care. The appendix to the paper should include a description of the student's efforts/participation in proactive self-care activities related to spiritual, physical and emotional health. Counseling by staff at the SMU Memorial Health Center or a licensed therapist of the student's choice is strongly encouraged as a part of the certificate program and as a means of self-care.
3. Engage in an oral defense of the interdisciplinary paper. Faculty from divisions I, II and III will be invited on a rotation basis to participate in the oral defense. Students working on the concentration should prepare for this integrative exercise from their very first introduction to courses in Division I – The Biblical Witness, Division II – The Heritage of the Christian Witness in Its Religious and Cultural Context, and Division III – Interpretation of the Christian Witness.

Total: 27 Credit Hours

Social Innovation and Nonprofit Engagement Concentration Courses

15 credit hours of concentration-specific courses:

- CA 6320 - Business and Professional Communication

Elective Courses

12 credit hours of unrestricted electives

12 credit hours from courses on the following list:

- XS 6320 - Social Innovation: Creating World Changers
- XS 6321 - Social Innovation II: From Idea to Organization
- XS 6322 - Social Innovation III: Funding, Donors, and Financing for The Social Good
- XS 7320 - Social Entrepreneurship and Stewardship in the Faith-Based Organization
- XS 7321 - Social Entrepreneurship, Capitalism and the Wesleyan Tradition
- Other Perkins course options: Students may select from a wide array of courses in the Perkins catalog that enhance biblical and theological inquiry into contemporary domestic and global issues.

Note:

The Social Innovation and Nonprofit Engagement Concentration requires the completion of an internship in an appropriate nonprofit setting identified and approved by the Intern Office.

Total: 27 Credit Hours

Women's and Gender Studies Concentration Courses

15 credit hours of concentration-specific courses:

- TC 8375 - Advanced Feminist Theory

Elective Courses

- 12 credit hours of concentration-specific courses that are Women's and Gender Studies graduate-level approved core courses and Dedman College undergraduate departmental courses.
- 12 credit hours of unrestricted electives

Note:

The Women's and Gender Studies Concentration requires the completion a major research project that addresses issues concerning women and/or gender. A performance or exhibit may also constitute the major project, with approval of the director of the Women's and Gender Studies Program.

Students may substitute an internship for one of the four courses and the associated major research project. The supervised internship must involve an organization or setting that addresses issues concerning women and/or gender.

Total: 27 Credit Hours

Total: 49 Credit Hours

Note: Those seeking ordination as a deacon in the United Methodist Church will also need to take a worship course (three credit hours), United Methodist studies courses (six credit hours) and an evangelism course (three credit hours). These hours replace all or part of the unrestricted electives listed above.

Spiritual Formation

All students completing the M.A.M. degree are required to register for the program in spiritual formation. Students are required to attend a daylong orientation held in conjunction with the new student orientation program and are then enrolled in formation groups. These groups meet weekly throughout the fall and spring terms during the first year of the program.

Led by facilitators in groups of five to 10, students share in a formative experience designed to provide them with the framework of a common experience, emphasizing the following:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions.
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and devotion.

Students are evaluated and given credit by the group facilitators on the basis of attendance and engagement with the subject matter of the formation process. Students should register in both the fall and spring of the first year. Exceptions to this rule must be requested in writing from the director of spiritual life and formation.

Internship

The M.A.M. program requires the satisfactory completion of a supervised internship in a church or agency setting appropriate to the student's area of specialization. The internship is nine months long, over the fall and spring terms of one academic year, and it carries six credit hours of academic credit. While the student registers for three hours of internship course credit during each of the two consecutive terms, the internship degree requirement is satisfied only upon completion of the six credit hours.

ST 6301 – Interpretation of the Christian Message I is a prerequisite for the Internship course. The following courses are recommended in preparation for the internship course: XS 6310 - The Church in Its Social Context, two courses in biblical studies, spiritual formation and at least one of the foundational courses for the student's specialized degree concentration.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference. The M.A.M. internship is part-time, requiring 20 hours per week (inclusive of the internship seminar) of work in the internship setting. All interns receive a stipend.

Master of Arts in Ministry students may complete the Perkins internship requirement (six credit hours) by successful completion of either:

1. An introductory unit of Clinical Pastoral Education (Level 1), or
2. An extended unit of Clinical Pastoral Education (Level 1). In most cases the unit schedule is 20 hours per week, between seven and nine months, within the span of August and May.

Master of Arts in Ministry students who choose either option to fulfill the Perkins internship requirement may not also receive academic credit for PC 7639 – Basic Clinical Pastoral Education .

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During the internship course, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set of required competencies under each of three categories (*be aware, think theologically and lead faithfully*), tailored to the student's particular degree concentration.

The Perkins Intern Program faculty partners with staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required two-day Intern Orientation conducted in August by the intern faculty.

Admission to Candidacy

M.A.M. students will be reviewed for admission to formal candidacy for the degree in the fall term following the completion of 18 credit hours of academic work. A student will be admitted to candidacy provided that he or she is not on probation and is not disqualified for having given insufficient evidence of fitness for ministry (described in the Fitness for Ministry section below). Admission to formal candidacy signifies that the student is proceeding satisfactorily in her or his work and may be considered for the degree upon completion of all the requirements, but does not obligate the seminary to grant the degree.

Fitness for Ministry

Beyond the formal academic requirements, each student is expected to show evidence of personal fitness for ministry. This fitness may be defined positively as the presence of emotional, moral and spiritual qualities requisite for the profession of ministry. A lack of fitness for ministry may be demonstrated by patterns of personal behavior that inhibit effective ministry. Examples of such patterns include irresponsibility in social and/or professional relations and emotional instability. Formally, the presence of patterns of personal behavior tending to be seriously disabling to ministry may be grounds for the faculty to disqualify a student from graduation with the M.A.M. degree, or, if the prognosis justifies it, to defer awarding the degree until such time as the disabling pattern is overcome.

It is to be emphasized that personal fitness for ministry is not defined narrowly in terms of a particular form of piety or style of personal behavior. Nor does Perkins assume the role that belongs properly to those agencies of the church that evaluate candidates for ordination or for professional service to the church. When asked, it assists such agencies in their evaluation of candidates.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.A.M. work. They should explore, with their academic advisers, how best to deal with these expectations. Students who are preparing for ordination as deacons in the United Methodist Church should take as their electives HX 7365 - United Methodist History, ST 7034 - United Methodist Doctrine, CA 7013 - United Methodist Polity, WO 6313 - Introduction to Christian Worship, and EV 7307 - The Theory and Practice of Evangelism.

Sacred Music, M.S.M.

Purpose

The Master of Sacred Music degree program is jointly sponsored by Perkins School of Theology and the Division of Music of Meadows School of the Arts for the preparation of professional music and arts leadership in the church and, if one chooses, ordination as a deacon. Recognizing the existence of several models of professional church

music leadership, this program provides a wide range of graduate-level training in performance, professional and academic skills.

High priority is placed upon the preparation of the church musician as enabler of congregational singing and conductor of various ensembles in both the church and the community. Professional church music courses, supervised practicum, worship leadership opportunities, conducting projects and other work offered in the School of Theology and the Division of Music provide opportunities to learn a wide range of literature, performance practices and skills and to apply this learning in both academic and churchly settings.

Learning Outcomes

1. Musical, theological, liturgical and contextual discernment, including the ability to make sound musical and theological judgments about works performed, (e.g., questions of validity, quality and contextual appropriateness on the twin levels of text and music) and the capability to situate a musical work in a local context.
2. Musical skills, including advanced accomplishment in an applied area appropriate to a faith community's piety, demonstrated through the voice, keyboard and choral rehearsal technique, and informed by the history and analysis of the genres of church music as well as by sensitivity to the ways current technologies can aid the realization of the music's goals in its contexts.
3. Pedagogical process, including an understanding of faith formation through music for musicians of all types and ages, and application of processes for engaging musical participation by choirs and the congregation in worship.
4. An understanding of the discipline of sacred music within a larger theological and cultural framework.
5. Clarity toward a theology that positions music in all its dimensions as praise to God and service to neighbor, as biblically based offering and prophecy, and as proclamation of Gospel.
6. Interpersonal sensitivity and organizational skills, including the ability to foster professional interpersonal relationships, Christian community in musical ensembles, and skills to effectively administer a music and worship ministry that supports the mission of a congregation in its context.

Requirements for Admission

Applicants for the M.S.M. program must hold a Bachelor of Music or Bachelor of Music Education degree, or its equivalent, from a regionally accredited institution. Their undergraduate preparation must include credited work in choral conducting and at least 30 credit hours of courses in the liberal arts.

A cumulative GPA of at least 3.000 (on a 4.000 scale) is required for admission to the Division of Music. Admission to the School of Theology further requires that a minimum GPA of 2.750 be achieved in the student's liberal arts work. The concentration in liturgical musicology requires a cumulative GPA of at least 3.500 for admittance and requires that the student maintain at least a 3.500 GPA for all graduate work. Although one application is made through Perkins School of Theology, successful applicants for the M.S.M. program are accepted by both the Division of Music in the Meadows School of the Arts and the Perkins School of Theology.

The applicant is expected to bring capabilities in one of the seven concentrations offered, demonstrating potential for success for study at the graduate level. Admission to the applied concentrations (choral conducting, keyboards, organ, and composition and arranging) requires that the applicant demonstrate performance capabilities by a personal audition (for organists and for keyboards) or by an online Web link (for choral conductors). All academic concentrations (music education, worship arts and liturgical musicology) include applied instruction in choral conducting and organ and a keyboard proficiency exam. In addition, the application should include a description of previous experience or written work that demonstrates the applicant's ability to pursue graduate level work in the chosen concentration.

Applicants who already hold graduate degrees in music (Master of Music, Master of Music Education or other comparable degree) or who have completed some coursework at the graduate level may, upon the approval of the director of the program, apply up to nine credit hours (or the equivalent) of nonperformance graduate musical or theological study toward the M.S.M. degree. However, this work must also meet the approval of the Committee on Graduate Studies of the Division of Music (if the work is in music) or of the registrar of the Perkins School of Theology (if the work is in theology). Applicants who have already earned a graduate degree in music may also qualify for the Master of Theological Studies degree with a concentration in church music and worship, a program that focuses specifically on church music skills and repertoire and on theological studies. Applicants interested in such options should consult with the director of the M.S.M. program.

With the approval of the appropriate admissions committees, a student may pursue a second M.M. degree following the completion of the M.S.M. The applicant must satisfy the audition requirements of the Division of Music faculty in the Meadows School of the Arts. Depending on the field of study chosen for the M.M., an additional master's degree usually requires only one additional year because of the overlap in the programs. Hours in the M.S.M. may also apply toward the M.Div., Master of Theology or M.A. degrees offered by the Perkins School of Theology. Consultation with the director of the M.S.M. program is recommended.

Requirements for Graduation

The requirements for the M.S.M. total 48 credit hours.

During the student's final term of enrollment, he or she will be given a set of comprehensive written examinations covering the major areas of study and related fields. Satisfactory performance on these examinations and a minimum cumulative GPA of 3.000 or a grade of B on all M.S.M. work are required for graduation.

All requirements for the M.S.M. degree must be completed within seven calendar years from the time of initial registration

Planning a Program of Study

The course of study includes some work taken in common by all M.S.M. students and some work that is designed to serve the individual student's particular needs and interests. Each student elects one of seven options for concentration. All entering students must take graduate placement examinations administered by the Division of Music. These examinations aid in determining the student's strengths and weaknesses in the areas of music history, literature, theory, aural perception and, for choral conductors, keyboard proficiency. The results are used by the student and his or her adviser in planning a proposed course of study for the degree. After successfully completing 12 credit hours of approved coursework, each student, in consultation with his or her adviser, will prepare and submit a Proposed Course of Study to the director of the M.S.M. program. Any subsequent alterations to this proposal must be submitted in writing for approval.

Course Requirements

The requirements for the M.S.M. total 48 credit hours, and they may be completed in two years (usually including summers) depending on the results of the Graduate Placement Examinations. Placement exams in music history and theory will be administered during the week before classes begin in Meadows School of the Arts. Those pursuing an additional graduate music degree in Meadows School of the Arts or fulfilling the requirements for deacon's ordination in the United Methodist Church will require up to an extra year of study.

Students are also required to participate in a spiritual formation group for two terms during the first year of study. The required supervised practicum includes musical/liturgical leadership in a local congregation and work with a church music mentor.

The 48 credit hours for the M.S.M. are distributed as follows:

Required Courses

Theological Studies

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II

- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- WO 6313 - Introduction to Christian Worship

One from the following:

- HX 6305 - The Christian Heritage I
- HX 6306 - The Christian Heritage II
- ST 6301 - Interpretation of the Christian Message I
- ST 6302 - Interpretation of the Christian Message II

Total: 12 Credit Hours

Church Music

- CM 8108 - Cantoring in Worship
- CM 8120 - Supervised Practicum
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 11 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement (four terms)
- Participation in a Meadows choral ensemble, as determined by placement audition (two consecutive terms within the same academic year)

One from the following:

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques
- MUTH 6360 - Analysis of Tonal Music

Total: 3 Credit Hours

Perkins or Meadows Electives

The nine elective hours will be determined in consultation with the student's adviser on the basis of the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.

Total: 9 Credit Hours

Choral Concentration Requirements

- Elective course in choral conducting (2 credit hours)
- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6307 - Choral Conducting I (by placement evaluation)
- MUCO 6384 - Directed Study in Conducting (or other music history course approved by the student's adviser)
- PERB 6111 - Introduction to the Organ

Total: 13 Credit Hours

Composition and Arranging Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8201 - Instruction in Conducting (audition required)
- MUTH 5325 - Class Composition

- MUTH 5330 - Instrumentation and Arranging
or
- MUTH 5360 - Advanced Orchestration

- MUTH 6190 - Directed Studies in Composition (2 hours over two semesters)
- MUTH 6281 - Thesis in Composition

Total: 13 Credit Hours

Keyboards Concentration Requirements

- PERB 6111 - Introduction to the Organ
- CM 8140 - Practicum in Keyboards
- CM 8201 - Instruction in Conducting (audition required)
- CM 8240 - Keyboards in Ensemble
- Private instruction in Keyboard (7 hours)

Total: 13 Credit Hours

Liturgical Musicology Concentration Requirements

- Nine hours in Meadows School of the Arts or Perkins School of Theology in an appropriate field of study to be determined by the student's goals in consultation with the student's adviser, etc., musicology, liturgical studies.
- PERB 6111 - Introduction to the Organ
- CM 8300 - Thesis in Sacred Music

Total: 13 Credit Hours

Music Education Concentration Requirements

- CM 8107 - Youth Choir and the Church
- CM 8124 - Music Ministry with Children
- CM 8201 - Instruction in Conducting (audition required)

- MUED 5250 - Workshop in Music Education
- PERB 6111 - Introduction to the Organ

6 credit hours from the following:

- MUED 6361 - Orff Schulwerk Level I
- MUED 6362 - Orff Schulwerk Level II
- MUED 6363 - Orff Schulwerk Level III
- MUED 6364 - Kodály Level I
- MUED 6365 - Kodály Level II
- MUED 6366 - Kodály Level III

Total: 13 Credit Hours

Organ Concentration Requirements

- Private organ study (four 2-hour terms)
- MUHI 6320 - Organ History and Literature
- PERB 6212 - Organ Improvisation and Service Playing

Total: 13 Credit Hours

Worship Arts Concentration Requirements

- CM 8121 - Practicum in Worship Arts
- CM 8201 - Instruction in Conducting (audition required)
- CM 8321 - Seminar in Worship Arts I (Focus on Ritual Studies and Arts)
- CM 8322 - Seminar in Worship Arts II (Focus on Liturgical Theology and Arts)
- CM 8323 - Seminar in Worship Arts III (Focus on Aesthetics and Arts)
- PERB 6111 - Introduction to the Organ

Total: 13 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 credit hours under "Theological Studies" may count toward the 24 credit hour requirement. It may be possible to use hours under "Perkins or Meadows Electives" to satisfy more of the 24-hour requirement.
- The prerequisite course for WO 6313, XS 6310 - The Church in Its Social Context, is not required for the M.S.M. degree.
- Elective courses for the choral or organ concentration will be determined in consultation with the student's adviser on the basis of the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.
- Candidates in the M.S.M. choral concentration must take a keyboard proficiency exam before classes begin during their first year. Those who are unable to pass the proficiency exam must take PERB 5107, PERB 5108 Keyboard Skills for Choral Conductors. Information on the exam will be sent to all incoming students in this concentration.
- A portion of the hours for the organ concentration under "Perkins or Meadows Electives" may be used for choral conducting, depending on the placement evaluation. No more than three elective hours of applied study in Meadows may be counted toward the M.S.M. degree requirements.

- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.

During the student's final term of enrollment, he or she will be given a set of comprehensive written examinations covering the major areas of study and related fields. Satisfactory performance on these examinations and a minimum cumulative GPA of 3.000 or a grade of B on all M.S.M. work are required for graduation.

Students seeking ordained deacon status in the United Methodist Church will need 12 additional credit hours beyond the required coursework for the M.S.M. degree. For specific information, students should contact the director of the M.S.M. program.

Entrance Exams and Proficiency Requirements

All students will be required to take entrance exams in music history and music theory before beginning their first term of study. If exams are not passed, the following courses are required in the respective areas:

- MUHI 6100 - Music History Review (music history)
- MUTH 6000 - Graduate Theory Review (music theory)
- MUTH 6100 - Graduate Theory Review (music theory)

Spiritual Formation

All students completing the M.S.M. are required to register for the program in spiritual formation. Students are required to attend a daylong orientation held in conjunction with the new student orientation program and are then enrolled in formation groups. These groups meet weekly throughout the fall and spring terms during the first year of the program.

Led by facilitators in groups of five to 10, students share in a formative experience designed to provide them with the framework of a common experience, emphasizing the following:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions.
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and devotion.

Students are evaluated and given credit by the group facilitators on the basis of attendance and engagement with the subject matter of the formation process. Students should register in both the fall and spring of the first year.

Exceptions to this rule must be requested in writing from the director of spiritual life and formation.

The Supervised Practicum

Students enroll in the course CM 8120 - Supervised Practicum during the spring term of their first or second year. Students should have secured positions in a local church setting by no later than the second year of study. The Sacred Music Office provides assistance in securing placement in view of each student's pedagogical and financial needs. A professor in the Sacred Music Program will serve as a liaison between Perkins and the student's church so that the student has sufficient support to meet the requirements of the practicum.

In the second or third year, with the approval of the M.S.M. faculty, the student will present a service of worship in her/his church to complete CM 8120. This service becomes the graduate project for the M.S.M. degree and will be given a pass or fail grade by an evaluating M.S.M. faculty member.

Admission to Candidacy

M.S.M. students will be reviewed for admission to formal candidacy for the degree in the fall term following the completion of 18 credit hours of academic work. A student will be admitted to candidacy provided that he or she has achieved a grade average of 3.000, is not on academic probation and is not disqualified for having given insufficient

evidence of fitness for ministry (described in the Fitness for Ministry section below). Admission to formal candidacy signifies that the student is proceeding satisfactorily in his or her work and may be considered for the degree upon completion of all the requirements, but it does not oblige the seminary to grant the degree.

Fitness for Ministry

Beyond the formal academic requirements, each student is expected to show evidence of personal fitness for ministry. This fitness may be defined positively as the presence of emotional, moral and spiritual qualities requisite for the profession of ministry. A lack of fitness for ministry may be demonstrated by patterns of personal behavior that inhibit effective ministry. Examples of such patterns include irresponsibility in social and/or professional relations and emotional instability. Formally, the presence of patterns of personal behavior tending to be seriously disabling to ministry may be grounds for the faculty to disqualify a student from graduation with the M.S.M. degree. If the prognosis justifies it, the committee may choose to defer awarding the degree until such time as the disabling pattern is overcome.

It should be emphasized that personal fitness for ministry is not defined narrowly in terms of a particular form of piety or style of personal behavior, nor does Perkins assume the role that belongs properly to those agencies of the church that evaluate candidates for ordination. When asked, it assists such agencies in their evaluations.

Financial Aid

In addition to the financial aid described elsewhere in this catalog, a limited number of scholarships, fellowships and work grants are available specifically to M.S.M. students. Inquiries should be addressed to the director of the M.S.M. program. In addition, most M.S.M. students are employed by a local congregation as a part of the supervised practicum requirement for the M.S.M. degree.

Theological Studies, M.T.S.

Purpose

The Master of Theological Studies degree program is designed to provide a basic understanding of the theological disciplines as a foundation for further graduate study, for enhancement of lay leadership roles or for personal enrichment. The degree requirements are designed to ensure some breadth of exposure to the various disciplines of theological study, while at the same time allowing each student to fashion a plan of study that serves her or his particular interests and goals.

Learning Outcomes

1. Survey and focused knowledge. Students will demonstrate the attainment of a survey knowledge of various theological disciplines, focused knowledge in a specific discipline, or interdisciplinary knowledge.

The following outcomes will be met as they apply to each individual M.T.S. project:

1. Knowledge of scripture. Students will demonstrate knowledge of biblical history, literature, culture, and interpretive theory.
2. Comprehension of history and culture. Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions.
3. Theological and ethical reflection. Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.

4. Integrative contextual reflection: Students will engage in integrative contextual reflection in an area of ministerial practice, including evangelism, preaching, worship, pastoral care, and/or congregational leadership.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional. It is particularly important that the student have an adequate liberal arts preparation. In keeping with the recommendations of the Association of Theological Schools concerning pretheological studies, the following 60 hours of liberal arts coursework are highly recommended for admission to the M.T.S. degree program:
 - a. Three credit hours of philosophy (preferably historical or introductory courses or logic).
 - b. Twelve credit hours of English (especially courses that include grammar, composition and creative writing).
 - c. Three credit hours of history.
 - d. Three credit hours of social science.
 - e. Thirty-nine additional hours of liberal arts.

The following are considered highly desirable for admission to the M.T.S. degree program:

- Three credit hours of a natural science or mathematics.
- Six credit hours of a foreign language.
- Six credit hours in religion (such as Bible, church history, history of religions, theology or ethics).

3. A reasonable program of financial support that will enable the student to be devoted properly to the main business of his or her theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pretheological curriculum.

Beyond the evidence of ability furnished by transcripts, applicants may be asked to demonstrate their preparation for theological study by adequate performance on either the GRE graduate school entry exam or the Miller Analogies Test.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the director of student services or with a person designated by the director may be required of the applicant.

Requirements for Graduation

The requirements for graduation are that the student must complete 48 credit hours of approved coursework, with a minimum cumulative GPA of 2.000. All requirements for the degree must be completed within six calendar years of the time of initial registration.

Course Requirements

The course requirements totaling 48 credit hours are as follows:

Required Courses

Foundational Courses

- HX 6305 - The Christian Heritage I
or
- HX 6306 - The Christian Heritage II

- NT 6301 - Interpretation of the New Testament I
or
- NT 6302 - Interpretation of the New Testament II
or
- OT 6301 - Interpretation of the Old Testament I
or
- OT 6302 - Interpretation of the Old Testament II

- ST 6301 - Interpretation of the Christian Message I

- XS 6310 - The Church in Its Social Context
or
- HR 6302 - World Religions and Christianity

Total: 12 Credit Hours

Concentration Courses

Selected from one area of study

- Biblical studies: from BB, GR, HB, NT, and OT courses
- Church history: from HX courses
- Moral theology/theology and culture: from MT and TC courses
- Practical theology/Christianity and society: from CA, CE, CM, EV, HH, MN, PC, PR, PS, WO, and XS courses.
- Systematic theology: HX 8321, HX 8322 and from ST courses
- World Christianity/world religions: from HR and WX courses

Total: 12 Credit Hours

Electives

- The prerequisites for each course must be met.

Total: 24 Credit Hours

Total: 48 Credit Hours

Thesis or Summative Project

In the final year of study, the student must complete either a written thesis or a summative project. Students completing a thesis receive three credit hours of credit. The thesis normally focuses on a topic in the student's chosen area of concentration. Students who choose to complete a summative project do so in conjunction with a course in which they are enrolled. The summative project integrates the student's learning and provides evidence of

growth. The project may be completed in a number of formats, such as a paper, a public lecture, a website or a pilot project. No additional credit hours are given for a summative project.

Church Music and Worship Emphasis, M.T.S.

This degree offers basic theological, liturgical and church music education to students who have already completed graduate work in some area of music and are seeking a vocation in church music in the parish (perhaps as an ordained deacon in the United Methodist context) or are preparing for graduate study at the doctoral level in church music. A Master of Music, Master of Music Education or equivalent degree is required for admission. Those with a B.M., B.M.E. or equivalent degree need to pursue the M.S.M. because of the basic graduate courses that are offered in Meadows School of the Arts. Generally, the following courses are suggested, allowing for some variations according to denominational background, professional goals and previous coursework:

The 48 credit hours of coursework are distributed as follows:

Suggested Courses

Basic Ministerial Studies (24 Credit Hours)

- HX 6305 - The Christian Heritage I
- HX 6306 - The Christian Heritage II
- NT 6301 - Interpretation of the New Testament I
- NT 6302 - Interpretation of the New Testament II
- OT 6301 - Interpretation of the Old Testament I
- OT 6302 - Interpretation of the Old Testament II
- ST 6301 - Interpretation of the Christian Message I
- WO 6313 - Introduction to Christian Worship

Church Music and Worship (12 Credit Hours)

- CM 8300 - Thesis in Sacred Music
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Two from the following: (6 Credit Hours)

Two from the following, or other worship seminar courses:

- WO 8313 - The Church Year
- WO 8317 - The Daily Prayer of Christians
- WO 8355 - Preaching and Worship in Life's Transitions

Two from the following: (6 Credit Hours)

Two from the following, or advanced courses in music history, music theory, or worship arts:

- CM 8321 - Seminar in Worship Arts I
- CM 8322 - Seminar in Worship Arts II
- CM 8323 - Seminar in Worship Arts III
- CM 8348 - Theological Perspectives in Music

Total: 48 Credit Hours

Theology, Th.M

Purpose

The Master of Theology program is designed for students to fulfill one or more of three goals: enhancing the practice of ministry through advanced study of a particular theological or pastoral discipline, examining a specific aspect of the Christian religion/traditions or function of Christian ministry, and preparing for more advanced study at the doctoral level. Students may choose to focus within one of the following broad divisions:

1. The Biblical Witness.
2. The Heritage and Context of Christianity.
3. The Interpretation of the Christian Witness.
4. The Theology and Practice of Ministry.

Learning Outcomes

1. Graduates will be able to demonstrate advanced understanding of their stated area of focus.
2. Graduates will be able to identify and evaluate the primary methods of research in the stated area of focus.
3. Graduates will be able to formulate useful research questions and develop research strategies in the stated area of focus.

Requirements for Admission

1. The successful completion of an Association of Theological Schools-accredited degree at the master's level requiring at least two years of full-time study or the equivalent credential from an institution outside the U.S. or Canada.
2. Academic ability, as shown by a minimum GPA of 3.000 (on a 4.000 scale) in a previous master's-level program.

Requirements for Graduation

The Th.M. program requires 24 credit hours. As part of the program students must complete either a thesis or a portfolio as described under Course Requirements.

Th.M. candidates must maintain a B (3.000) GPA in order to continue in the program and graduate.

All requirements for the Th.M. degree must be completed within five calendar years from the time of initial registration

Course Requirements

The Th.M. program requires 24 credit hours. Given the open nature of the inquiry that students in the Th.M. program will pursue, there are no explicitly required courses. The student will prepare a plan for study establishing the parameters of study for the degree program, including a specific area of focus and courses to be taken, to be approved before final enrollment. These courses will meet the following guidelines:

- All courses will be at the 7000 level or above.
- At least two courses will be at the 8000 level.
- One course may be a directed reading course. This course will require a minimum of one research paper of at least 5,000 words.

Th.M. candidates must maintain a B (3.000) GPA in order to continue in the program and graduate. Students may choose one of two options to fulfill the requirements of the program:

1. A thesis of 12,500 to 18,750 words (50–75 pages) on a topic related to the student's plan of study. If the thesis option is chosen, an approved thesis proposal is required to proceed after the completion of 12 credit hours of coursework. Preparation of the thesis will count three hours toward the completion of the degree.
2. A portfolio that includes written and other material submitted in fulfillment of the student's course requirements. The material chosen must represent all the courses taken and cover all aspects of the approved plan for study. The portfolio must include at least two research papers of not less than 5,000 words (20 pages) each.

Perkins School of Theology: Course of Study

Division I: The Biblical Witness

Professors: Jaime Clark-Soles, Roy Heller, Craig Hill, John R. (Jack) Levison, Susanne Scholz, Abraham Smith, Sze-kar Wan.

Overview

The purpose of Division I is to develop the student's biblical knowledge and understanding and to provide sound methods for proper and effective use of Scripture. Biblical history and literature are studied in relation to the social and cultural context of ancient Israel and the early church. The division is concerned, further, with the exposition of Scripture and with the nature and history of great biblical themes, so as to produce effective biblical interpreters, whether their study has been in English alone or in one or more of the biblical languages.

All Hebrew exegesis courses presuppose completion of HB 7300, HB 7301 or the equivalent, as well as OT 6301 or the equivalent. All Greek exegesis courses presuppose completion of GR 7300, GR 7301 or the equivalent, as well as NT 6301 or the equivalent.

The Courses

Usually, 7000-level English exegesis courses are devoted to the study of the theological and literary features of a particular book within the related historical context and presuppose the relevant introductory course. Courses at the 8000 level are advanced seminars.

Basic Courses

- NT 6301 - Interpretation of the New Testament I
- NT 6302 - Interpretation of the New Testament II
- OT 6301 - Interpretation of the Old Testament I
- OT 6302 - Interpretation of the Old Testament II

Division II: The Heritage of the Christian Witness in its Religious and Cultural Context

Professors: Ted Campbell, Ruben Habito, James Kang Hoon Lee, Tamara Lewis, Bruce Marshall.

Overview

The purpose of the Division II program is to examine the life and thought of the Christian community in its historical expressions and to introduce the student to the interrelations between Christianity and world culture. Studies are offered in the historical development of Christianity, the manifestations of its outreach around the globe and the varieties of religious and cultural contexts with which it has come in contact.

Enrollment in advanced HR courses requires prior completion of HR 6302 - World Religions and Christianity. Enrollment in intermediate and advanced HX and WX courses requires prior completion of HX 6305 - The Christian Heritage I, HX 6306 - The Christian Heritage II. Exceptions to these prerequisites are by permission of the academic dean only.

Beyond the regular elective courses offered each term, reading courses in Division II may be arranged. Information may be obtained from the registrar.

The Courses

Basic Courses

- HR 6302 - World Religions and Christianity
- HX 6305 - The Christian Heritage I
- HX 6306 - The Christian Heritage II

Division III: The Interpretation of the Christian Witness

Professors: William Abraham, Karen Baker-Fletcher, Charles Curran, D. Stephen Long, Hugo Magallanes, Natalia Marandiu, Bruce Marshall, Rebekah Miles, Theodore Walker.

Intern Faculty: Isabel Docampo.

Overview

Coursework in Division III is intended to foster an understanding of the content of the Christian faith in its historical and contemporary articulations and to enhance the student's capacity for constructive theological and ethical reflection. Basic studies provide an orientation to theological and ethical thinking and knowledge of the principles of Christian doctrine and moral teaching. Advanced studies are offered on specific doctrines, theological questions and ethical problems, on the works of selected theologians and ethicists and on issues having to do with the relationship between contemporary Christian thinking and current philosophical, scientific, political and cultural developments.

The following courses are prerequisite and/or corequisite for ST 6301 - Interpretation of the Christian Message I: one of the four required terms of basic studies in Bible and one term of HX 6305 - The Christian Heritage I or HX 6306 - The Christian Heritage II. For MT 6303 - Moral Theology, the prerequisites are one Bible course, and HX 6305 or HX 6306. Enrollment in ST 6302 presupposes satisfactory completion of ST 6301.

Beyond the regular elective courses offered each term, reading courses in Division III may be arranged. Instructions may be obtained from the registrar.

The Courses

Basic Courses

- MT 6303 - Moral Theology
- ST 6301 - Interpretation of the Christian Message I
- ST 6302 - Interpretation of the Christian Message II

Division IV: The Witness of the Church and Its Ministry

Professors: O. Wesley Allen, Christopher Anderson, Paula Dobbs-Wiggins, Susanne Johnson, Hugo Magallanes, Alyce McKenzie, Evelyn Parker, Harold Recinos, Mark Stamm, Jeanne Stevenson-Moessner.

Overview

The program of Division IV is concerned with the church, its nature and ministry, and its leadership, clerical and lay. The program is designed to help students understand their various roles as leaders in the local church and to provide opportunities for practice in these roles.

The basic courses are designed to provide students with an introduction to the ministry of the church. The M.Div. student must satisfactorily complete nine credit hours of work in basic courses, consisting of PR 6300 - Introduction to Preaching (three credit hours), WO 6313 - Introduction to Christian Worship (three credit hours) and XS 6310 - The Church in Its Social Context (three credit hours).

Students in the M.Div., M.A.M. and M.T.S. programs must have completed one term each of Bible and church history coursework before beginning any courses in ministry. XS 6310 - The Church in Its Social Context must be taken prior to, or concurrently with, other courses in ministry. PR 6300 is a prerequisite for all advanced courses in preaching, and WO 6313 is a prerequisite for all advanced courses in worship.

Beyond the regular elective courses offered each term, reading courses in Division IV may be arranged. Students should see the registrar for details.

The Courses

Basic Courses

- PR 6300 - Introduction to Preaching
- WO 6313 - Introduction to Christian Worship
- XS 6310 - The Church in Its Social Context

Perkins School of Theology: Course Descriptions

Bible Courses

BB 7320 - The Holy Spirit in a Biblical Perspective

Credits: 3

An analysis of pneumatology — a study of the Holy Spirit - in the Hebrew Bible, the literature of early Judaism, and the New Testament, with an eye toward contemporary relevance.

BB 7321 - Topics in Bible and Politics

Credits: 3

Examination of the sociopolitical matrix in which biblical writings came into being and critical reflection on the use of the Bible in politics. Prerequisite: NT 6301/OT 6301 or NT 6302/OT 6302.

BB 8321 - The Bible in a Global Context

Credits: 3

A focused study of biblical hermeneutics in a cultural context different from the students' own, on-site in a region usually outside the U.S. or Europe, with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before travel and a debriefing afterward. The specific topic varies with each offering. May be repeated for additional academic credit when topics vary. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: NT 6301/OT 6301.

BB 8329 - Immigration, the Bible, and Practical Theology

Credits: 3

A biblical and theological exploration of contemporary debates, in church and society, surrounding immigration and the calls for policy reform, with special attention to implications for preaching, teaching, and public praxis. Prerequisites: HX 6305, XS 6310, and NT/OT 6301 and 6302.

BB 8330 - African-American Perspectives on the Bible

Credits: 3

An exploration of the variety of approaches used by African-American biblical scholars to explore scripture and the reception history of the Bible in African-American arts and letters. Prerequisites: NT 6301/OT 6301, NT 6302/OT 6302.

BB 8345 - Ethics of Biblical Interpretation

Credits: 3

An examination of the hermeneutical issues that are involved when Scripture is employed as a guide for Christian ethics. After a consideration of some recent, representative proposals and models, a few selected topics will be explored. Prerequisites: NT 6301, NT 6302, OT 6301, OT 6302, and MT 6303.

Church Administration Courses

CA 6320 - Business and Professional Communication

Credits: 3

Emphasizes the role that communication plays in recruiting and selecting project team members, motivating employees, and making a project team productive.

CA 7013 - United Methodist Polity

Credits: 1.5

A study of the Methodist Church and its historical emphases, structure, polity, discipline, and leadership. Special attention is given to the United Methodist Church today. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CA 8317 - The Theology and Practice of Stewardship

Credits: 3

Examines a range of issues related to the theology and practice of stewardship, including the ways theology informs church stewardship programs and fundraising. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CA 8319 - Dynamics of Pastoral Leadership

Credits: 3

A study of the nature and function of pastoral leadership in a local church setting. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

Christian Education Courses

CE 7304 - The Church's Educational Ministry

Credits: 3

An introduction to the church's educational ministry, with attention given to the biblical/theological, psychological, and philosophical foundations of Christian education. Covers the planning, administering, supervising, and evaluating of a local church program. Also, ministry with children, youth, adults, the aging, and singles. Includes lectures, case studies, roleplaying, simulations, workshops, and other experiential procedures. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8301 - Teaching the Bible in the Local Church

Credits: 3

An examination and practice of a variety of approaches to the study of the Bible with youth and adults in the local church. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8320 - Ministry with Children

Credits: 3

A consideration of the church's educational ministry with children, including developmental theory, the nature of teaching, and comprehensive planning for ministry with children. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8330 - Youth Ministry

Credits: 3

A consideration of the church's educational ministry with youth, including the observation of or participation with young people. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8332 - Speed Dating Spirituality: Ministry with Young Adults

Credits: 3

A critical exploration of the intersection between popular culture and the spiritual beliefs, values, and practices of young people ages 18-30 from diverse social contexts. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8338 - Emancipatory Educational Ministry with Adolescent Girls

Credits: 3

An interdisciplinary inquiry of the experiences of teenage girls, focusing on the impact of race, class, and gender oppression. Feminist, womanist, and mujerista perspectives inform the construction of a critical educational ministry with teenage girls in the church. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

CE 8375 - Spiritual Formation in the Church

Credits: 3

An exploration of a variety of historic and contemporary practices that support and guide Christian formation and spirituality in a pluralistic world. Special attention is given to leadership of small groups in the congregation, and to the interrelationship between spirituality and justice. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

Church Music Courses

CM 8012 - Seminary Singers

Credits: 0

The Seminary Singers is an organization devoted to the performance of choral music in chapel, at University functions, in churches, and on tour. Students may enroll for no credit, but those registered for credit must take two terms in the same academic year, and be present for all public appearances. Students may take the course in addition to 12 term hours of regular coursework.

CM 8013 - Seminary Singers

Credits: 1.5

The Seminary Singers is an organization devoted to the performance of choral music in chapel, at University functions, in churches, and on tour. Students may enroll for no credit, but those registered for credit must take two terms in the same academic year, and be present for all public appearances. Students may take the course in addition to 12 term hours of regular coursework. Credited at the end of the spring term.

CM 8021 - Supervised Practicum

Credits: 0

First of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8022 - Supervised Practicum

Credits: 0

Second of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8023 - Supervised Practicum

Credits: 0

Third of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8025 - Supervised Practicum

Credits: 0

Fourth of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8106 - Handbells and Worship

Credits: 1

A comprehensive study of the techniques of English handbell ringing and the pedagogy of handbell choir directing. Includes the use of handbells and handbell repertoire in a liturgical setting. M.Div. students by permission.

CM 8107 - Youth Choir and the Church

Credits: 1

A comprehensive study of the philosophy and techniques for working with church youth choirs, including recruiting, touring, and building effective groups. Also, vocal development and literature, and work with changing voices. M.Div. students by permission.

CM 8108 - Cantoring in Worship

Credits: 1

A course on leading congregational singing in a variety of styles, including psalmody, African-American song, Taizé prayer, and global music. Includes issues of basic vocal pedagogy.

CM 8120 - Supervised Practicum

Credits: 1

Required of all M.S.M. students. Activities in the course occupy both years of study. During the first spring term of study, one class session a week focuses on issues of pastoral care and problems in human relationships met in church music work. Professional field supervision in music and ministry is given during all terms. A special church music project and other agreed-upon activities take place the last spring term of study. A final evaluation is held with supervisors, the M.S.M. director, and the practicum committee.

CM 8121 - Practicum in Worship Arts

Credits: 1

The design and implementation of a worship arts experience in the student's church, in the community, or at Perkins

Chapel, drawing upon local resources. Required for the M.S.M. with a concentration in worship arts. Prerequisite: CM 8321, CM 8322, or CM 8323.

CM 8124 - Music Ministry with Children

Credits: 1

Designed for musicians and educators interested in developing a church music-education program for children ages 3-12. Includes vocal development and literature, children's choir curricula, music reading skills, children in worship, and music in the church school. Music reading skills are helpful but not necessary. M.Div. students by permission.

CM 8140 - Practicum in Keyboards

Credits: 1

The student plans, coordinates, and presents worship in Perkins Chapel during community worship or another appropriate worship setting, applying keyboard and improvisational in liturgy. Prerequisite or corequisite: WO 6313.

CM 8201 - Instruction in Conducting

Credits: 2

Specialized instruction in choral conducting for M.S.M. students who have not been admitted to the choral conducting concentration.

CM 8202 - Instruction in Conducting

Credits: 2

A three-term sequence of specialized instruction in church music conducting required for M.S.M. students with a performance concentration in choral conducting. The course includes specialized class and private instruction and a repertoire lab.

CM 8240 - Keyboards in Ensemble

Credits: 2

Students form ensembles of four-five musicians and lead, plan, coordinate, and present worship in Perkins Chapel or another appropriate worship setting, applying keyboard and improvisational in liturgy. Prerequisite: CM 8140. Prerequisite or corequisite: WO 6313.

CM 8300 - Thesis in Sacred Music

Credits: 3

A summative research paper on an aspect of sacred music approved by the thesis adviser. Available to all M.S.M. students. Required for the M.S.M. with a concentration in liturgical musicology. Usually taken in the student's final term. Prerequisites or corequisites: CM 8330, CM 8331, CM 8332.

CM 8321 - Seminar in Worship Arts I

Credits: 3

An introduction to arts in worship, focusing on ritual studies and developing a basic vocabulary in one of the following disciplines: art history, theatre, dance, or the area of arts management. Prerequisite: WO 6313 recommended.

CM 8322 - Seminar in Worship Arts II

Credits: 3

An introduction to arts in worship, focusing on theological aesthetics and developing a basic vocabulary in one of the following disciplines: art history, theater, dance, or the area of arts management. Prerequisite: WO 6313 recommended.

CM 8323 - Seminar in Worship Arts III

Credits: 3

An introduction to arts in worship, focusing on liturgical theology and developing a basic vocabulary in one of the following disciplines: art history, theater, dance, or the area of arts management. Prerequisite: WO 6313 recommended.

CM 8330 - Congregational Song History and Theology (Hymnology)

Credits: 3

A survey of the history, theology, and practice of congregational song (e.g., hymns of the classical Western tradition, recent developments in Western congregational practice, and songs of the world church). Special attention is given to analyzing current hymnals, understanding the theology of song texts, performing the various styles of music employed in Christian hymnody, and selecting congregational songs for worship and the seasons of the Christian year.

CM 8331 - Introduction to Church Music: Graduate Studies

Credits: 3

A survey of theological and philosophical assumptions undergirding church music. This course examines primary historical hymnal writings, philosophical and theological writings, and theoretical treatises on the theology and practice of church music. Selected congregational songs and choral works are analyzed in light of their theological and musical assumptions.

CM 8332 - Music Genres of Western Christianity

Credits: 3

A study of the history and development of musical genres used throughout church music history. Genres include Western chant, early polyphony, Mass, requiem Mass, Lutheran church cantata, passion, oratorio, Anglican anthem and service, and motet. The course connects the historical narrative of the church - from its early days to the present - with the major genres of church music.

CM 8348 - Theological Perspectives in Music

Credits: 3

An examination of a musical repertory or issue contextualized in the theological worldview that informs it. Students probe issues such as the relation of music to text, the influence of theology on music theory, aesthetics, intersections between style and theology, and the implications of historical context for the contemporary experience of music. Prerequisites: HX 6305, XS 6310, MUHI 6335, and NT 6301/OT 6301.

CM 8349 - The Hymn: Word and Music

Credits: 3

A study of the role of music in worship from historical, theological, and cultural perspectives, focusing primarily on congregational song. Students attend a variety of worship experiences and analyze the various ritual contexts. Does not require reading music or a knowledge of music. Recommended: WO 6313.

CM 9373 - Issues in Liturgical Theology and Practice

Credits: 3

A critical examination of the complex juxtaposition of Christian ritual practices and theology, with attention paid to specific historical and contemporary praxis within cultures and discussion of pathways to reform.

CM 9380 - Vocation, Leadership, and Community

Credits: 3

Using a Practical Theology framework, this course explores the theological meanings and intersections between vocation, leadership, and community. Particular emphasis is given to the relationship between gospel and vocation, leadership and practices of ministry, and community and the world. Required of all DPM students.

CM 9394 - Thesis Seminar

Credits: 3

Equips students with tools to complete their thesis and/or a portfolio based on completed course work that demonstrates growth in the goals of the program.

Doctor of Ministry Courses

DM 9302 - Ministry in the Black Church

Credits: 3

Explores the ministry of the black church. Examines the underlying theological rationale and its practical implications for ministry in the black church from the perspective of cultural pluralism in the black experience. Includes an experience in the context of the black church.

DM 9321 - Witness and Ministry in Context

Credits: 3

A focused study of Christian witness and ministry in a cultural context, on-site within a region, with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before the course begins and a debriefing after the travel portion of the course.

DM 9370 - The Person and Role of a Leader in Ministry

Credits: 3

An integrative approach that provides emotional and cultural competence assessment for personal and professional issues in ministry. Enables a clear sense of self in respect to emotional and cultural dynamics. Equips leaders with effective communication skills to enhance practices of ministry for organizational settings.

DM 9375 - Advanced Sacramental Praxis

Credits: 3

A critical examination of sacramental praxis, with particular attention given to implications for ecclesiology, formation, and mission. Also covers pathways to reform.

DM 9381 - Font, Table, and Mission: Baptism and the Lord'S Supper

Credits: 3

Biblical, historical, theological, and praxis reflection on baptism, the Holy Eucharist, and their interrelationship. Attention is given to leadership roles among the priesthood of all believers, along with the formational and missional dynamics related to these sacraments.

DM 9392 - Research Methodology

Credits: 3

An introduction to quality research and writing in the field of professional degrees, particularly in the areas of religion, theology, and Christian ministry. Provides materials for expanding the field of online church-based

research with academic rigor and professionalism. Offers an opportunity for students and instructors to integrate writing, rhetoric, and theology improving communication skills for the writing of the final project.

DM 9394 - Thesis Seminar

Credits: 3

Equips students with tools to complete their thesis and/or a portfolio based on completed course work that demonstrates growth in the goals of the program.

Evangelism Courses

EV 7307 - The Theory and Practice of Evangelism

Credits: 3

A study of the theological, biblical, historical, and practical foundations of evangelism in order to develop effective strategies of evangelism in the local church and other ministry contexts. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

EV 8310 - Issues in Evangelism

Credits: 3

An examination of various issues in the theory and practice of evangelism, such as postmodernism, evangelism and the emerging church, feminism and evangelism, evangelism and spiritual direction, and evangelism and popular culture. Prerequisite: EV 7307.

Greek Language Courses

GR 7300 - Greek I

Credits: 3

An introduction to the fundamentals of the grammar and syntax of Koine Greek.

GR 7301 - Greek II

Credits: 3

A continuation of GR 7300, with extensive reading in a variety of New Testament writings and with special attention to the syntax of Koine Greek, as well as to the tools, methods, and skills needed for exegesis.

GR 7302 - Greek Exegesis

Credits: 3

Translation and exegesis of a selected letter from the Pauline corpus. Prerequisites: GR 7300, GR 7301 or equivalent.

Hebrew Courses

HB 7300 - Hebrew I

Credits: 3

An introduction to the grammar, syntax, and vocabulary of Biblical Hebrew.

HB 7301 - Hebrew II

Credits: 3

A continuation of HB 7300, with extensive reading in the Hebrew Bible and with special attention to the syntax of Biblical Hebrew, as well as to the tools, methods, and skills needed for exegesis. Prerequisite: HB 7300.

HB 7302 - Hebrew Exegesis

Credits: 3

Selected texts from the Prophets and the Writings. Prerequisites: HB 7300, HB 7301 or equivalent.

History of Religions Courses

HR 6302 - World Religions and Christianity

Credits: 3

A study of world religious traditions, their interaction with Christianity, and their implications for the mission and ministry of the church in the contemporary world. Examines cultural and religious diversity as issues for theological reflection and for interreligious cooperation.

HR 8037 - The Multicultural Alliance: Seminarians Sharing Faith Traditions

Credits: 1.5

Students from theological schools of various Christian denominations in the Southwest and representatives of the Jewish community participate in a 4-day seminar on a particular theme in Jewish-Christian relations, addressing the topic in the context of scriptural, doctrinal, ethical, and practical perspectives. Topics vary each year; examples include the theology of creation, issues in scriptural hermeneutics, faith and justice, and approaches to religious pluralism.

HR 8360 - Eastern Spiritual Traditions and Christian Mysticism

Credits: 3

Examines Eastern spiritual traditions that developed in India, Tibet, China, and Japan, and Christian mystical expressions from the New Testament and Christian history, to discover resonating themes that can ground an understanding of spirituality in interfaith dialogue. Prerequisite: HR 6302.

HR 8375 - World Religions Encounter

Credits: 3

Students participate in a scheduled interfaith gathering - the Parliament of the World's Religions, an International Buddhist-Christian Conference, an interfaith conference among the Abrahamic faith traditions, etc. - where representatives, leaders, and/or scholars of different religious traditions address various themes such as doctrinal, ethical, ritual, or praxeological issues faced by religious communities in the global society. Prerequisite: HR 6302.

History of Christianity Courses

HX 6305 - The Christian Heritage I

Credits: 3

An introductory study of modes of piety, patterns of thought, and styles of practice that have shaped and reshaped the Christian heritage in its major variations, from its beginnings to the present.

HX 6306 - The Christian Heritage II

Credits: 3

An introductory study of modes of piety, patterns of thought, and styles of practice that have shaped and reshaped the Christian heritage in its major variations, from its beginnings to the present.

HX 7334 - Eastern Christianity

Credits: 3

An overview of the history, theology, spirituality, and worship of various forms of Eastern Christianity, including Greek, Syriac, and Coptic sources. Prerequisites: HX 6305, HX 6306.

HX 7365 - United Methodist History

Credits: 3

A historical survey of the polity and doctrine of Methodism: its beginnings in Wesley's "Societies," the evolution of British Methodism in its first hundred years, and the development of American Methodism from its origin to the present.

HX 7366 - Presbyterian History, Doctrine, and Polity

Credits: 3

This course is designed to equip Presbyterian students to meet Presbyterian (U.S.A.) ordination requirements with respect to understanding The Book of Confessions and The Book of Order.

HX 7370 - Anglican History and Theology

Credits: 3

An introduction to Anglican Church history and theological developments, and the development of the Anglican Communion.

HX 7371 - Episcopal History and Canon Law

Credits: 3

An introduction to Episcopal Church history and canon law.

HX 7380 - Theology and Social Justice

Credits: 3

Critical reflection on historical and theological foundations for Christian social justice ministries.

HX 8308 - Varieties of Medieval Theology

Credits: 3

An exploration of the diverse approaches to basic issues of Christian faith among the monastic, scholastic, and mystical theologians of the Middle Ages, especially the 12th-14th centuries. May include readings from Anselm, Abelard, Bernard of Clairvaux, the Victorines, Bonaventure, Aquinas, Scotus, Ockham, Eckhart, Julian of Norwich, and others. Prerequisites: HX 6305, HX 6306.

HX 8321 - The History of Christian Doctrine I

Credits: 3

An examination of the basic doctrines and theologies that have shaped the Christian tradition. Surveys the formation of the patristic, Byzantine, and medieval Western theological traditions.

HX 8322 - The History of Christian Doctrine II

Credits: 3

Examines the basic doctrines and theologies that have shaped the Christian tradition. Also, the Protestant Reformation and the Counter (Catholic) Reformation, with certain 19th-century developments. Prerequisite: HX 8321.

HX 8325 - Ecumenical Movement

Credits: 3

An examination of the current major developments in the ecumenical movement, which includes the World Council of Churches, the evangelical movement, regional councils, the Second Vatican Council, the Church of South India and other unions, and the proposed Church of Christ United in the United States and Methodist involvement.

Prerequisites: HX 6305, HX 6306.

HX 8328 - Women in the History of Christianity

Credits: 3

An evaluation of the evidence of women's leadership, particularly ecclesiastical ordination, in various aspects of early church life, including spiritual/monastic, liturgical, theological, political, and missionary. Focuses on the first-sixth centuries of the common era with emphasis on the formal suppression of earlier historical evidence and canonical exclusion of women in the Western European medieval church. Includes analysis of canonical and noncanonical scriptures; literary texts; and archaeological sources such as funerary, baptismal, and dedicatory inscriptions, mosaics, artifacts, and frescoes. Prerequisites: HX 6305 and HX 6306.

HX 8334 - The Theology of Augustine

Credits: 3

A study of major issues in Augustine's theology (e.g., the Trinity, sin, grace and free will, church and state, marriage, and biblical interpretation), including the historical context and influence of his ideas. Prerequisites: HX 6305, HX 6306.

HX 8335 - Early Christian Spirituality and the Bible

Credits: 3

An exploration of biblical exegesis in the early Church, East and West, and the formation of Christian spirituality (e.g., practices of worship, monasticism, and mysticism) according to the interpretation of Scripture. Prerequisite: HX 6305 or HX 6306.

HX 8336 - The Theology of Thomas Aquinas

Credits: 3

A critical study of major issues in Aquinas' theology (e.g., faith and reason, God, human nature, grace, Christ, and the sacramental life), including the historical context and influence of his ideas. Prerequisites: HX 6305, HX 6306.

HX 8338 - Patristic Anthropology and Soteriology

Credits: 3

An examination of Greek and Latin early Christian views of the human person as the image of God and related understandings of salvation, with analysis of primary sources and modern scholarly works. Prerequisites: HX 6305, HX 6306.

HX 8339 - The Church in Early Christianity

Credits: 3

An exploration of the history, polity, growth, and development of the church (ecclesia) in early Christianity, with

attention to the praxis and theology of diverse Christian communities in the East and the West. Prerequisite: HX 6305, HX 6306.

HX 8345 - The English Reformation

Credits: 3

A study of the origins, major expressions, and continuing significance of reform movements in English religion during the 16th and 17th centuries, including the via media tradition, Puritanism, Deism, and Pietism. Prerequisites: HX 6305, HX 6306.

HX 8354 - History of African-American Christianity

Credits: 3

A study and appraisal of selected topics and problems in African-American Christianity, integrating historical studies and current concerns to provide a fuller understanding of the African-American religious experience. Emphasis includes the ancient African Christian traditions of Egypt, Ethiopia (Axum and Nubia), and North Africa; the African origins of Christian thought; and pre-colonial West African Christianity. Prerequisites: HX 6305 and HX 6306.

HX 8360 - Studies in Wesley

Credits: 3

Studies in the sources and development of Wesley's theology, with special reference to theological methods, norms, and ecumenical relevance. Prerequisite: HX 7365 or permission of the instructor.

HX 8361 - Wesley as Evangelist

Credits: 3

A study of the evangelistic theology and methods of 18th-century Methodism, especially those of John Wesley, and their implications for contemporary practice. Prerequisites: HX 6305, HX 6306, and HX 7365.

HX 8364 - Studies in the History of Christianity in the Southwestern United States

Credits: 3

A seminar focusing on particular topics in the history of Christianity in the southwestern United States, with an emphasis on original research into these historical subjects. Prerequisite: HX 6306.

HX 8367 - Studies in World Methodism

Credits: 3

A general survey of the worldwide growth of Methodism, exploring issues in mission, culture, and theology. Examines past and current Methodist writings from around the world, including documents from the World Methodist Council and the Oxford Institute of Methodist Theological Studies. Research projects in original materials are integral to the course. Prerequisites: HX 6305, HX 6306.

HX 8368 - The Articles of Religion and Confession of Faith of the United Methodist Church

Credits: 3

A historical and theological analysis of the Articles of Religion and the Confession of Faith of the United Methodist Church. Prerequisites: HX 6305, HX 6306.

HX 8385 - Christian Mysticism: in Quest of God

Credits: 3

An examination of the rich tradition of Christian mysticism and its teachings as an integral part of the Christian life and the working out of Christian theology. Prerequisites: HX 6305, HX 6306.

General Ministries Courses

MN 7026 - Ministry in the Hispanic Church

Credits: 1.5

Introduces the practice of ministry in the Hispanic church. Topics include the Hispanic community in the contexts of Bible reading, the role of the church, mission strategy, leadership, and the dominant culture. Offers methodological tools and practice that allow students to be ready to participate with Hispanics in team-developing ministries.

Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7310 - Spirituality and Christian Ministry

Credits: 3

Introduces the practice of ministry in the Hispanic church. Topics include the Hispanic community in the contexts of an exploration of forms of spiritual practice for those engaged in Christian ministry, with a focus on contemplative prayer toward integrating personal, social, and ecological dimensions of the Gospel message. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7311 - Prayer and Spirituality

Credits: 3

Explores various traditions of Christian prayer and spiritual life, the relationship between prayer and everyday life, and various forms of spiritual practice and discipline appropriate to people of differing temperaments and life circumstances. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7316 - Music and Arts in the Church

Credits: 3

A study of the role of music and additional arts in worship and other ministries of the church. After an introduction to aesthetic and theological foundations, students participate in hands-on workshops that explore specific art forms, including dance, drama, visual arts, and music. The class also covers acoustics for worship. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7320 - Ministry in the Black Church

Credits: 3

A course designed for all students interested in knowing more about the ministry of the black church. Examines the underlying theological rationale and its practical implications for ministry in the black church from the perspective of cultural pluralism in the black experience. Includes an experience in the context of the black church.

Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7323 - Survey of Christian Spirituality

Credits: 3

A study of the biblical roots, historical grounding, theological implications, and contemporary context of Christian spirituality and formation in light of God's action in creation. Students appropriate an integrated and reflective praxis of spirituality for leadership in their context of ministry. Emphasis is given to the formative possibilities of preaching, worship, pastoral care, and mission. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7324 - Issues in Liturgical Theology and Practice

Credits: 3

A critical examination of the complex juxtaposition of Christian ritual practices and theology, with attention paid to specific historical and contemporary praxis within cultures and discussion of pathways to reform. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7326 - Ministry in the Hispanic Church

Credits: 3

Introduces the practice of ministry in the Hispanic church. Topics include the Hispanic community in the contexts of Bible reading, the role of the church, mission strategy, leadership, and the dominant culture. Offers methodological tools and practice that allow students to be ready to participate with Hispanics in team-developing ministries.

Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 7329 - Issues in Practical Theology

Credits: 3

A practical theological inquiry into the church's contemporary engagement in the ancient faith practice of remembering the poor. Includes theological-ethical considerations and examination of best practices.

Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

MN 8329 - Immigration, the Bible, and Practical Theology

Credits: 3

A biblical and theological exploration of contemporary debates in church and society surrounding immigration and the calls for policy reform, with special attention to implications for preaching, teaching, and public praxis.

Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

Moral Theology Courses

MT 6303 - Moral Theology

Credits: 3

An introduction to ethical inquiry from a Christian point of view. The course examines selected past and present methods in moral theology, basic concepts and criteria developed in moral philosophy, and selected situations as opportunities for concrete embodiment of Christian moral reflection. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302.

MT 8305 - Historical Studies in Christian Ethics

Credits: 3

A study and reading of the original texts of the most significant historical figures in the history of Christian ethics (e.g., Augustine, Aquinas, Luther, Calvin, Edwards) as well as philosophers whose work has been most important for the Christian tradition such as Plato, Aristotle, Locke, Hobbes, and Kant. Prerequisite: MT 6303.

MT 8311 - Christian Ministry in a Multicultural Society

Credits: 3

A historical, theological, and ethical examination of the foundations for ministry in a diverse and pluralistic society. Helps students develop Christian ministry models in a multicultural and/or pluralistic society. Prerequisites: XS 6310, HX 6305, and NT 6301/OT 6301 or NT 6302/OT 6302.

MT 8313 - History of Christian Ethics/Politics

Credits: 3

An historical study of the ways that Christians have understood their relationship to the political order, from the Greek and Hebrew roots of Western culture through modern Social Gospel, liberation, and Christian conservative perspectives. Prerequisite: MT 6303.

MT 8332 - Ethics, Theology, and Children

Credits: 3

An exploration of Western understandings of childhood and the formation of moral children, recent changes in parenting and childhood, and implications for ministry. Draws on classical and contemporary resources in ethics, theology, and sociocultural analysis.

MT 8335 - Ethics, Theology, and Family

Credits: 3

Drawing on classical and contemporary resources in ethics, theology, and sociocultural analysis, students review Western models of family, examine ethical issues confronting U.S. families, and identify the implications for ministry. Prerequisite: MT 6303.

MT 8345 - African-American Liberation Theology

Credits: 3

A study of contemporary North American "black theology," with special attention to both its characteristic features and its development of social ethics. Principal readings include works by James Cone, Deotis Roberts, Major Jones, and Katie Cannon.

MT 8352 - Contemporary Moral Issues

Credits: 3

A study of selected moral issues concerning abortion, crime and punishment, the environment, sexuality, war and peace, and other subjects. Each issue is examined in relation to moral-theological questions and to the morally relevant circumstances. Prerequisite: MT 6303.

MT 8354 - Studies in Theological Ethics

Credits: 3

A study of recent developments in Christian ethics, with a focus on representative figures. Prerequisite: MT 6303.

MT 8375 - The Poor in John Wesley's Ethics

Credits: 3

An examination of Wesley's ethics in response to the needs of the poor (and other marginalized groups in church and society) and the challenges they pose for ministry and theological reflection. Prerequisite: MT 6303.

MT 8377 - Studies in Reinhold Niebuhr

Credits: 3

An examination of some major issues and themes in Niebuhr's work, with a focus on "The Nature and Destiny of Man: A Christian Interpretation." Prerequisite: MT 6303.

MT 8383 - Process Theology and Social Ethics

Credits: 3

An examination of process theology, with a focus on ethical and metaethical implications for social ethics. Prerequisites: HX 6305, HX 6306 and two from NT 6301/OT 6301, NT 6302/OT 6302.

MT 8385 - Malcolm and Martin and Theological Ethics

Credits: 3

A theological, ethical study of selected works by and about Martin Luther King, Jr., and Malcolm X.

New Testament Courses

NT 6301 - Interpretation of the New Testament I

Credits: 3

Examines texts and issues representative of the Gospels and Acts, with attention to exegetical method and to historical, literary, and theological problems. Acquaints students with the content of these biblical writings and develops their competence in the critical analysis and interpretation of the texts.

NT 6302 - Interpretation of the New Testament II

Credits: 3

Examines texts and issues representative of the Epistles and Revelation, with attention to exegetical method and to historical, literary, and theological problems. Acquaints students with the content of these biblical writings and develops their competence in the critical analysis and interpretation of the texts.

NT 7310 - The Gospel of Mark

Credits: 3

Critical analysis of the Gospel of Mark, with attention given to its continuing significance, its reception history, and the politics of interpretation in general. Prerequisite: NT 6301.

NT 7311 - The Gospel of Matthew

Credits: 3

Detailed exploration of the Gospel of Matthew, with attention given to its historical effects and to exegetical and interpretation methods. Prerequisite: NT 6301.

NT 7312 - The Gospel of Luke

Credits: 3

Critical analysis of the Gospel of Luke, with attention given to its reception history and the politics of interpretation in general. Prerequisite: NT 6301.

NT 7313 - The Gospel of John

Credits: 3

Detailed analysis of the Fourth Gospel, with attention given to its reception history and to exegetical and interpretation methods. Prerequisite: NT 6301.

NT 7320 - The Book of Romans

Credits: 3

An examination of the exegetical and historical issues of Paul's letter to the Romans and recent methodological approaches to the letter. Prerequisite: NT 6301 or NT 6302.

NT 7329 - Exegesis of the Passion Narratives

Credits: 3

Examines the reception history of the Passion Narratives and the ways they reflect the theologies and primary concerns of each Gospel author. Prerequisite: NT 6301.

NT 8365 - Evil, Suffering, and Death in the New Testament

Credits: 3

An exploration of views on evil, suffering, death, and afterlife evinced by various New Testament authors. Prerequisites: NT 6301, NT 6302.

NT 8379 - Issues in Pauline Theology

Credits: 3

Examines various issues in Pauline theology, such as the law, faith/fullness, resurrection, and Judaism. Traces methodological options, the historical development of Pauline studies, and major theological issues in Paul's undisputed letters. Prerequisites: NT 6301, NT 6302.

Old Testament Courses

OT 6301 - Interpretation of the Old Testament I

Credits: 3

Examines texts and issues representative of the Pentateuch and Former Prophets, with attention to exegetical method and to historical, literary, and theological problems. Acquaints students with the content of these biblical writings and develops their competence in the critical analysis and interpretation of the texts.

OT 6302 - Interpretation of the Old Testament II

Credits: 3

Examines texts and issues representative of the Latter Prophets and the Writings, with attention to exegetical method and to historical, literary, and theological problems. Acquaints students with the content of these biblical writings and develops their competence in the critical analysis and interpretation of the texts.

OT 7301 - The Book of Genesis

Credits: 3

Examines texts and issues in the book of Genesis, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6301.

OT 7305 - The Book of Exodus

Credits: 3

Examines texts and issues in the book of Exodus, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6301.

OT 7316 - The Psalms

Credits: 3

Explores the poetic, critical, and interpretative issues concerning Psalms, with attention to form criticism and the use of psalms in Christian life, prayer, and worship. Prerequisite: OT 6302.

OT 7326 - The Book of Judges

Credits: 3

Examines texts and issues in the book of Judges, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6301.

OT 8317 - Queer Bible Hermeneutics

Credits: 3

Study of the historical, political, cultural, and religious-theological discourses about gender and sexuality in the context of the interpretation of the Hebrew Bible. Grounded in an interdisciplinary approach, the course develops self-critical perspectives about the influence of biblical meanings on hermeneutically dynamic, politically, and religiously charged conversations over sociocultural practices related to LGBTQ communities. Prerequisite: OT 6301 or OT 6302.

OT 8345 - Ancient Text and the Modern Reader

Credits: 3

Explores various contemporary reading methods, their political underpinnings, and the biblical interpretations they produce, with a focus on recent readings of Genesis 1-3. Also examines recent readings of selected Old Testament texts. Prerequisites: OT 6301, OT 6302.

OT 8351 - Major Motifs of Biblical Theology

Credits: 3

Thematic study in the Old Testament of one or more major aspects of biblical theology. May examine the relation of the Old Testament witness to that of the New Testament, as well. The selection of topics varies from time to time. Prerequisites: OT 6301, OT 6302.

OT 8368 - Film and the Hebrew Bible

Credits: 3

An examination of the interface between biblical literature and its representations through film, especially movies, documentaries, and educational materials. Explores how this relationship has developed since the emergence of film in the 20th century, with special attention to the ethics, politics, and economics of biblical texts, themes, and characters in film. Prerequisite: OT 6301 or OT 6302.

Pastoral Care Courses

PC 7301 - Introduction to Pastoral Care

Credits: 3

An introduction to the caring aspects of pastoral ministry, including biblical and theological foundations of care, the development of pastoral identity, various models of care, and essential communication skills necessary for entering diverse situations of crisis and need. Also, prepares participants for Clinical Pastoral Education as well as the Resident Community Chaplaincy Initiative at SMU.

PC 7321 - The Caring Congregation

Credits: 3

An introduction to the church's ministry of pastoral care. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PC 7322 - Pastoral Care and Family Systems

Credits: 3

An introduction the church's ministry of pastoral care by means of theological reflection upon, and application of, relevant family systems theories in the nurture of congregations. The role of the minister/counselor in his or her family of origin is addressed as well as the minister's or counselor's role in the "church family".

PC 7639 - Level 1 Clinical Pastoral Education

Credits: 6

Supervised pastoral experience approved by the Association for Clinical Pastoral Education. Normally offered during a 10-week summer term of 40 hours/week. Requires prior consultation with a faculty member in pastoral care.

PC 8301 - Pastoral Care: Special Problems

Credits: 3

An examination of several major areas of pastoral work and of the relationship between pastoral care and some of the other functions of ministry. Specific topics are selected by the instructor or class itself.

PC 8318 - Mental Health Skills

Credits: 3

Covers basic skills, concepts, and knowledge needed to evaluate mental health problems presented by parishioners, to intervene in problem situations, and to make effective referrals. Pastoral experience required. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PC 8326 - Pastor's Crisis Ministry

Credits: 3

Introduces the church's ministry of pastoral care, with an emphasis on crisis theory and intervention and theological reflection upon human crisis. Intervention procedures are practiced and then applied to typical crises in which the minister is called upon to help: illness, dying, bereavement, spousal and child abuse, natural disasters, hospitalization, family emergencies and others. There is a training component in this course at the Genesis Shelter and Outreach for the prevention of domestic violence.

PC 8333 - Pastoral Care and Counseling of Women

Credits: 3

Addresses pastoral care and counseling concerns of women through exploration of issues such as women's psychological, social, and spiritual development; women's roles and functions in families and relationships; women's bodies and sexuality; and women in the church. There is a training component in this course at the Dallas Area Rape Crisis Center, Presbyterian Hospital.

PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns

Credits: 3

Introduces the issues of domestic violence, child sexual abuse, rape, and elder abuse, with a focus on theological and ethical concerns and the church's pastoral and educational responses. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PC 8336 - Premarital Counseling

Credits: 3

An exploration of the educational, psychological, and pastoral perspectives on counseling persons for marriage in the light of an overview of the meaning of marriage in the Christian tradition. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PC 8341 - Spirituality and the Human Life Cycle

Credits: 3

An introduction to intersections of spirituality and developmental psychology. Includes case analysis of

autobiographies, novels, and film. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PC 8348 - Pastoral Self-Care

Credits: 3

An exploration of the search for spiritual symmetry - the healthy balance between caring for self and caring for others - with attention given to the ministerial role of the caregiver and the good Samaritan's example of finishing the journey while caring for the hurting.

Preaching Courses

PR 6300 - Introduction to Preaching

Credits: 3

An introduction to preaching, focusing on the preparation and delivery of the sermon. Attention is given to the theology of preaching, form, content, and style of the sermon; the liturgical and social context in which the sermon is preached; and the person of the preacher. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PR 8301 - Seminar in Preaching

Credits: 3

Designed for those who desire additional work in preaching. Special attention is given to specific areas of preaching. Prerequisite: PR 6300.

PR 8303 - Preaching from the Bible

Credits: 3

An exegetical-expository study of a book of the Bible with reference to pulpit proclamation. Prerequisite: PR 6300.

PR 8313 - Preaching and Worship for the Church Year

Credits: 3

A historical and practical study of the witness of the church year to the Christian faith. Prerequisite: PR 6300.

PR 8340 - Preaching Biblical Wisdom Literature

Credits: 3

An exploration of biblical wisdom themes and genres from the Hebrew Scriptures for Christian preaching, with special attention to placing biblical wisdom in conversation with contemporary secular wisdom. Prerequisite: PR 6300.

PR 8345 - Preaching and Public Issues

Credits: 3

A biblical and theological analysis of the practice of public issues preaching in the mission of contemporary congregations to their communities with reference to three occasions of pulpit address: chronic social problems, controversial issues, and social crises. Prerequisite: PR 6300.

PR 8352 - Creative Sermon Design

Credits: 3

An exploration of the rhetorical and theological implications of sermonic form in 21st-century congregations. Attention is given to the power of form to gain and hold attention, to convey essential biblical and theological knowledge, and to shape faith. Prerequisite: PR 6300.

PR 8355 - Preaching and Worship in Life's Transitions

Credits: 3

A historical, theological, and practical reflection on Christian weddings, funerals, healing rites, and related occasional services. Attention is given to the pastor's critical role in preaching and leading these rites/services within particular contexts and consideration of the church's ongoing work of developing and reforming such rites.

Prerequisites: PR 6300, WO 6313.

Prayer and Spirituality Courses

PS 8310 - Sports and Spirituality

Credits: 3

A critical reflection on the nature of play and its expressions in organized sports. Explores the place of sports in faithful Christian living. Prerequisites: HX 6305 or HX 6306; NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PS 8355 - Introduction to Monastic Spirituality

Credits: 3

An introduction to the theology and spiritual practice of the monastery, exploring the genesis and genius of monastic spirituality and its possible relevance for those living beyond the boundaries of the monastery. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

PS 8365 - Mary, Mystics, and Martyrs: Models and Mentors of the Faith

Credits: 3

"Faith of our fathers (and mothers) living still" is the focus of this seminar exploring Christian models, spiritual mentors, and religious leaders. Supplements the usual emphases in the Reformed tradition by highlighting the role of Mary, mother of Jesus, and her living legacy as well as the classical and continuing contributions of mystics and martyrs. Students view - and correlate with primary sources - documentaries and films on Mother Teresa of Calcutta, Dietrich Bonhoeffer, Thomas Merton, St. Therese of Lisieux, and Howard Thurman. Includes discussions on the contemporary controversy surrounding the private papers of Mother Teresa. The seminar allows time for work on religious role models and forerunners in the faith. Prerequisites: HX 6305 or HX 6306, and NT 6301 /OT 6301 or OT 6302. Prerequisite or corequisite: XS 6310.

Systematic Theology Courses

ST 6301 - Interpretation of the Christian Message I

Credits: 3

A study, through lectures and preceptorials, of the methods and insights of systematic theology, aimed at aiding students in their understanding of the content of the Christian faith. The lectures undertake to develop basic perspectives in theological analysis of the cardinal issues. The preceptorials provide opportunities for small-group discussion, examination of doctrinal standards, and the formulation of the student's credo. Prerequisites and/or corequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302.

ST 6302 - Interpretation of the Christian Message II

Credits: 3

A study, through lectures and preceptorials, of the methods and insights of systematic theology, aimed at aiding students in their own understanding of the content of the Christian faith. The lectures undertake to develop basic

perspectives in theological analysis of the cardinal issues. The preceptorials provide opportunities for small-group discussion, examination of doctrinal standards, and formulation of the student's credo. Prerequisite: ST 6301.

ST 7034 - United Methodist Doctrine

Credits: 1.5

A study of doctrinal standards in United Methodism, with attention to Wesley's thought, subsequent theological transitions, and contemporary guidelines for doctrinal reflection in an ecumenical context.

ST 8309 - The God of Jews and Christians

Credits: 3

Theological analysis of Jewish and Christian ideas of God in light of past and present Jewish-Christian relations. Topics include divine election, monotheism and the Trinity, law, biblical interpretation, incarnation, suffering, and resurrection. Prerequisite: HX 6305 or HX 6306.

ST 8311 - Contemporary Theology

Credits: 3

A comparison of liberal, neo-orthodox, postmodern, liberation, and other theologies (approaches to theological methodology), exploring their implications for the present as well as the question of their social and historical locations.

ST 8314 - The Christian Doctrine of God

Credits: 3

An inquiry in systematic theology directed toward the formulation of an adequate constructive statement of the Christian understanding of God.

ST 8316 - Christian Doctrine of Reconciliation

Credits: 3

An examination of classical and contemporary theologies of reconciliation. Covers medieval, modern, and contemporary understandings of the doctrine of reconciliation and the grounds thereof, and related topics such as justice, charity, mercy, forgiveness, trauma, and community.

ST 8318 - The Person and Work of Jesus Christ

Credits: 3

A consideration of selected themes, images, issues, and problems, both past and present, in the area of Christological doctrine. Attempts to draw some guidelines for present-day thinking about Christ.

ST 8321 - Christian Doctrine of Providence

Credits: 3

A systematic theological study of the Christian doctrine of providence, aimed at the development of an adequate contemporary understanding of the doctrine.

ST 8327 - North American Hispanic Theology

Credits: 3

An exploration of the development of North American Hispanic theology and the dynamics of doing theology from a Hispanic perspective as a distinctive style of theology. Attention is given to the issues, concerns, and beliefs of the Hispanic community and the major developments of this style of doing theology. Requires a group project and participation in a Hispanic event. No previous knowledge of Spanish is required.

ST 8345 - African-American Liberation Theology

Credits: 3

A study of contemporary North American "black theology," with special attention to both its characteristic features and its development of social ethics. Principal readings include works by James Cone, Deotis Roberts, Major Jones, and Katie Cannon.

ST 8359 - God and Creation

Credits: 3

An examination of 20th- and 21st-century process and relational understandings of God and creation in response to the problem of sin against creation. Attention to the significance of a relational god in response to questions of manyness and oneness in God and creation.

ST 8365 - Process Theology and Christian Thought

Credits: 3

An overview of the development and concepts involved in process theology, and its impact upon and compatibility with Christian beliefs. Attention is given to the background, concerns, and topics addressed by process thought and to its value for Christian theologies that seek to bring about change.

ST 8375 - Feminist, Womanist, and Mujerista Theologies

Credits: 3

An exploration of the critique and vision brought to contemporary theology by women's perspectives represented in texts by feminist and womanist theologians, and in women's fiction and essays.

Theology and Culture Courses

TC 7380 - Theology and Social Justice

Credits: 3

Critical reflection on historical and theological foundations for Christian social justice ministries.

TC 8308 - Contemporary Issues in the Philosophy of Religion

Credits: 3

Critical investigation of a selected issue in philosophy of religion based on current literature in the field.

TC 8310 - Theology, Religion, and Cultural Studies

Credits: 3

An exploration of recent developments in critical theory and cultural studies and their implications for religion, theology, and ethics. Special attention is given to constructive proposals and issues related to global change.

TC 8321 - Theology and Ministry in a Global Context

Credits: 3

A focused study of theology in a cultural context different from the students' own, on-site in a region usually outside the U.S., with a focus on the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before travel and a debriefing afterward. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: Permission of instructor.

TC 8331 - The Theology and Ethics of 19Th-Century Holiness Women

Credits: 3

An exploration of the knowledge and experience of God in the writings of 19th-century holiness women, with attention to their Christian thought and practice, and including their understanding and experience of issues such as calling, prayer, and social justice.

TC 8340 - The Christian, the Church, and the Public Good

Credits: 3

A study of how the Christian and the church should work for a more just society and the public good in the light of the church's self-understanding from a theological and ethical perspective and in the light of the First Amendment and pluralistic society in the U.S.

TC 8346 - Spiritual Autobiography

Credits: 3

A theological exploration of spiritual autobiographies, drawing on a variety of sources.

TC 8350 - Theology in a Latin American Context

Credits: 3

Examines aspects of the theological imagination and religions that came together in Latin America to create an emancipative religious faith hermeneutic. Gives particular attention to the emergence of theological thought in the Latin American world, beginning in the middle of the 20th century and how it changed Christian theological reflection for faith communities.

TC 8351 - Theology and Literature

Credits: 3

An examination of the methods by which various theologians employ literary resources to articulate and elaborate their concepts of God. Includes a sampling of literary resources.

TC 8353 - African-American Literature and Religion

Credits: 3

An examination of African-American literature as a resource for theological reflection and ministry.

TC 8360 - Issues in Science and Theology

Credits: 3

An overview and examination of the interaction of science and theology, with an emphasis on selected areas of study. Specific attention is given to the historical interaction of science and theology, as well as to their mutual concerns and respective methods.

TC 8372 - Theology and Economics: Contemporary Perspectives

Credits: 3

An exploration of the economic aspects of theology and the theological aspects of economics. Examines contemporary perspectives on the relationship between these two fields and their mutual involvement.

TC 8375 - Advanced Feminist Theory

Credits: 3

Examines classic literature from feminist, womanist, and "mujerista" perspectives, and addresses current theoretical issues across relevant disciplines. Taught by Perkins faculty and University faculty associated with the Women's and Gender Studies Program.

Christian Worship Courses

WO 6313 - Introduction to Christian Worship

Credits: 3

An introduction to the history and theology of Christian worship. Attention is given to the identification and function of prayer, praise, proclamation, and sacramental action. Students develop a practical theology of worship and gain experience in constructing and leading worship. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

WO 8313 - The Church Year

Credits: 3

A historical and practical study of the witness of the church year to the Christian faith. Prerequisite: WO 6313.

WO 8316 - Font, Table, and Mission: Baptism and the Lord's Supper

Credits: 3

Biblical, historical, theological, and praxis reflection on baptism, the Holy Eucharist, and their interrelationship. Attention is given to leadership roles among the priesthood of all believers, along with the formational and missional dynamics related to these sacraments. Prerequisite: WO 6313.

WO 8317 - The Daily Prayer of Christians

Credits: 3

A study of the historical development of Christian daily worship, with particular attention to its use as a school of Christian spiritual formation. Allows students to examine historical documents and contemporary revision of the daily office and to consider the theological significance and pastoral possibilities of daily prayer. Prerequisite: WO 6313.

WO 8318 - Worship in A Global Perspective

Credits: 3

A study of worship resources (e.g., prayers, stories, litanies, music) from Asia, Africa, Spanish-speaking countries of Central and South America, Native American cultures, and global ecumenical movements such as the Taizé Community of France and the Iona Community of Scotland. May be taught as an overview course on campus or as a focused, on-site study of a particular tradition off campus. Prerequisite: WO 6313.

WO 8324 - Issues in Liturgical Theology and Practice

Credits: 3

A critical examination of the complex juxtaposition of Christian ritual practices and theology, with attention paid to specific historical and contemporary praxis within cultures and discussion of pathways to reform. Prerequisite: WO 6313.

WO 8349 - Advanced Sacramental Praxis

Credits: 3

A critical examination of sacramental praxis, with a focus on the implications for ecclesiology, formation, and mission. Includes pathways to reform. Prerequisite: WO 6313.

WO 8355 - Preaching and Worship in Life's Transitions

Credits: 3

A historical, theological, and practical reflection on Christian weddings, funerals, healing rites, and related occasional services. Attention is given to the pastor's critical role in preaching and leading these rites and services,

both within particular contexts and in consideration of the church's ongoing work of developing and reforming such rites. Prerequisites: PR 6300, WO 6313.

World Christianity Courses

WX 7310 - World Christianity

Credits: 3

Examines the world Christian community in a changing global context, with consideration of the expansion of Christianity from the perspective of the recipients and the missionary senders. Studies the formation of churches and theologies within cultural diversity, Christian interaction with other religions, the ecumenical impulse and movements toward unity, and the struggles for renewal on each continent. Special attention is given to new publications from African, Asian, and Latin American sources. Prerequisites: HX 6305, HX 6306.

WX 7350 - Pentecostals in Global Perspectives

Credits: 3

Explores the history and theologies of Pentecostals in Africa, Latin America, and Asia and in immigrant extensions in the United States, with a focus on religious encounters, missiological methods and practices, and pentecostalization of mainline traditions. Prerequisites: HX 6305, HX 6306.

WX 8321 - Christian Mission in a Cultural Context

Credits: 3

A study of the mission, development, and influence of Christianity in various cultures, with attention given to the role of the church amid societal tensions, nationalism, and social change. May be an on-campus overview course or a focused study on-site in a particular region of the world. Specific topics vary. May be repeated for additional academic credit. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: HX 6305 and HX 6306. Permission of the instructor for off-campus offerings.

WX 8328 - Theological Issues in World Christianity

Credits: 3

A survey of important present and emerging theological issues confronting the world Christian community. Includes world religious pluralism, Christian views of other religions, interreligious dialogue, women's consciousness worldwide, concern for the natural environment, world economic and political structures, cultures and Christianity, contemporary re-examinations of Christian doctrines, and mission theology in the midst of diversity and tension. Also, Christian theologies from Africa, Asia, Latin America, and other areas. Prerequisites: HX 6305, HX 6306.

WX 8332 - Mission Studies

Credits: 3

A comprehensive study of Christian mission, including a review of the historical background; a survey of mission presence in a world with religious plurality and new theologies; and a theological analysis of mission theories, paradigms, and practice. Provides an opportunity for research into areas of special concern. Prerequisites: HX 6305, HX 6306.

Christianity and Society Courses

XS 6310 - The Church in Its Social Context

Credits: 3

An examination of social structures, trends, and dynamics affecting contemporary life, local communities, and the

mission of the church. Prepares students to understand and respond to specific sources of social structure and power, including economic, racial, ethnic, and gender differences. Emphasis is given to the analysis of the local community as the context of ministry.

XS 6320 - Social Innovation: Creating World Changers

Credits: 3

Encourages students to think dynamically about social action and their role as global citizens. Course projects and exercises provide a unique opportunity for the development of idea generation and innovative plans to address social problems.

XS 6321 - Social Innovation II: From Idea to Organization

Credits: 3

Explores the discourses and practices necessary to move beyond an idea to do good toward the development of a sustainable socially innovative or non-profit endeavor. Topics examined include board development and governance; strategic planning and budgeting; branding and communication strategy; and staff and volunteer recruitment and development.

XS 6322 - Social Innovation III: Funding, Donors, and Financing for The Social Good

Credits: 3

Examines the financial communication practices necessary to fund organizations that work for the social good. Explores traditional donor and development models as well as Mission Related Financing and impact investing. Prerequisites: XS 6320 and XS 6321.

XS 7302 - Issues in Urban Ministry

Credits: 3

Examines ministry issues in urban multicultural contexts, with emphasis on the connections among theories of urbanization, the reality of urban life, and the praxis of ministry. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

XS 7320 - Social Entrepreneurship and Stewardship in the Faith-Based Organization

Credits: 3

Focuses on the unique nonprofit strategic communication, management and funding demands of the 21st century church and faith-based organizational leader. Ideal for students interested in creating or serving in innovative, responsive, and fiscally sound religious based contexts. Topics explored will cover strategic planning, branding, power and influence, staff and volunteer management and communication, and stewardship and donor relations.

XS 7321 - Social Entrepreneurship, Capitalism and the Wesleyan Tradition

Credits: 3

Explores the extraordinary contributions of John Wesley, Wilbur Wilberforce, and the Clapham Sect to our contemporary understandings of money, philanthropy, and capitalism. Examines the practices of the Clapham Sect in Victorian England and explores current developments in social innovation, entrepreneurship, and the challenge of funding nontraditional community-based ministries in the 21st century.

XS 8321 - Witness and Ministry in a Global Context

Credits: 3

A focused study of Christian witness and ministry in a cultural context, on-site in a region usually outside the U.S., with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before the course begins and a debriefing after

the travel portion of the course. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church

Credits: 3

An examination of the principles and practices of ministers and churches in shaping the political life of their communities. Explores why and how churches organize, and teaches the art of organizing. Prerequisites: HX 6305 or HX 6306, XS 6310, and NT 6301/OT 6301 or NT 6302/OT 6302.

XS 8331 - Health Care/Holy Care

Credits: 3

A high impact/in-depth engagement with people from a variety of social locations within the faith-based healthcare community of the Houston Methodist Hospital. In this immersion course, students concentrate on doing pastoral care "in the moment." Drawing on theological theory, students will take what they have learned and apply a theology of care to a variety of human needs and crisis situations. Prerequisites: HX 6305 or HX 6306, and NT 6301, OT 6301, NT 6302, or OT 6302. Prerequisite or corequisite: XS 6310.

XS 8332 - Contemporary Issues in Urban Ministry

Credits: 3

A study of urban poverty, racism, crime, youth gangs, housing, education, immigration, policies, politics, and economics. Attention is given to the cultural and religious values reflected in the inner city as positive resources for urban revitalization. Offers a single topic focus during each term. May be repeated for academic credit. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

XS 8339 - Christian Ministry in a Multicultural Society

Credits: 3

A historical, theological, and ethical examination of the foundations for ministry in a diverse and pluralistic society to assist students in developing Christian ministry models in a multicultural and/or pluralistic society. Prerequisites: HX 6305 or HX 6306, and NT 6301/OT 6301 or NT 6302/OT 6302. Prerequisite or corequisite: XS 6310.

Extra-Divisional Courses

XX 6003 - Spiritual Formation I

Credits: 0

Students sharing in a formative experience designed to provide them with the framework of a common experience.

XX 6004 - Spiritual Formation II

Credits: 0

Students sharing in a formative experience designed to provide them with the framework of a common experience.

XX 6104 - Spiritual Formation II

Credits: 1

Students sharing in a formative experience designed to provide them with the framework of a common experience.

XX 8300 - Master of Theological Studies Thesis

Credits: 3

Completed during a student's final year of study and normally produced on a topic within the student's chosen area of concentration.

XX 8320 - Master of Theology Thesis

Credits: 3

Completed during a student's final year of study and normally produced on a topic within the student's chosen area of concentration.

XX 8365 - Master of Arts in Ministry Internship I

Credits: 3

Supervised ministry in a local church or alternative ministry setting; required of all M.A.M. students during a fall and spring term in the second year of study or thereafter. Students work with a local church mentor, under general supervision provided by the Perkins staff. Individual learning covenants are drawn up with the approval of the church mentor, the lay teaching committee, and the Perkins supervising personnel.

XX 8366 - Master of Arts in Ministry Internship II

Credits: 3

Supervised ministry in a local church or alternative ministry setting; required of all M.A.M. students during a fall and spring term in the second year of study or thereafter. Students work with a local church mentor, under general supervision provided by the Perkins staff. Individual learning covenants are drawn up with the approval of the church mentor, the lay teaching committee, and the Perkins supervising personnel.

XX 8451 - Full-Time Internship I

Credits: 4.5

The first half of a supervised experience of full-time ministry in a local church or alternative ministry setting.

XX 8452 - Full-Time Internship II

Credits: 4.5

The second half of a supervised experience of full-time ministry in a local church or alternative ministry setting. Students attend an internship seminar and work with a trained mentor pastor and lay teaching committee under the general supervision of the intern faculty.

XX 8458 - Part-Time Internship I

Credits: 4.5

The first half of a supervised experience of part-time ministry (25 hours/week) in a local church or alternative ministry setting.

XX 8459 - Part-Time Internship II

Credits: 4.5

The second half of a supervised experience of part-time ministry (25 hours/week) in a local church or alternative ministry setting.

XX 8600 - Full-Time Internship I

Credits: 6

The first half of a supervised experience of full-time ministry in a local church or alternative ministry setting.

XX 8601 - Full-Time Internship II

Credits: 6

The second half of a supervised experience of full-time ministry in a local church or alternative ministry setting. Students attend an internship seminar and work with a trained mentor pastor and lay teaching committee under the general supervision of the intern faculty.

XX 8610 - Part-Time Internship I

Credits: 6

The first half of a supervised experience of part-time ministry (25 hours/week) in a local church or alternative ministry setting.

XX 8611 - Part-Time Internship II

Credits: 6

The second half of a supervised experience of part-time ministry (25 hours/week) in a local church or alternative ministry setting.

XX 8650 - National Capital Semester for Seminarians

Credits: 6

A semester-long, intensive program of study in ethics, theology, and public policy at Wesley Theological Seminary.

Perkins School of Theology: Special Programs and Services in Continuing Education

Basic Graduate Theological Studies

The basic graduate theological studies required for those seeking ordination as deacons in the United Methodist Church include courses in the areas of Old Testament; New Testament; church history; theology; mission; worship; evangelism; and United Methodist history, doctrine and polity. These courses are offered regularly on the Dallas campus and in the Houston-Galveston extension program. The following courses satisfy these requirements:

- CA 7013 - United Methodist Polity
- EV 7307 - The Theory and Practice of Evangelism
- HX 6305 - The Christian Heritage I
- HX 6306 - The Christian Heritage II
- HX 7365 - United Methodist History
- NT 6301 - Interpretation of the New Testament I
- NT 6302 - Interpretation of the New Testament II
- OT 6301 - Interpretation of the Old Testament I
- OT 6302 - Interpretation of the Old Testament II
- ST 6301 - Interpretation of the Christian Message I
- ST 7034 - United Methodist Doctrine
- WO 6313 - Introduction to Christian Worship
- XS 6310 - The Church in Its Social Context
- WX 8332 - Mission Studies

Hispanic/Latin@ Ministries Program

The Hispanic/Latin@ Ministries Program was founded in 1974 to prepare church leaders with the knowledge and skills for effective ministry in Spanish-speaking contexts and cultures. The program remains committed to recruiting, preparing and providing continuing education for people in ministry with Hispanics/Latin@s. It is at the heart of Perkins School of Theology's leadership as a vibrant center of Hispanic/Latin@ theological thought and writing and a vital advocate before the general church with and in behalf of Hispanic/Latin@ congregations and ministries.

The Hispanic/Latin@ Ministries Program offers to pastors and laity its short-term, intensive training programs through the Course of Study School in Spanish (Curso de Estudio); the United Methodist Local Pastors Licensing School in Spanish (Escuela de Licencia); continuing education events, symposia, consultations and lectures. Some of its academic program areas include oversight of the concentration in Hispanic studies and support of L@s Seminaristas, a student organization for Perkins students focused on ministry with Hispanics/Latin@s. The program works closely with The United Methodist Church's National Plan for Hispanic/Latino Ministry and MARCHA, the official Hispanic/Latin@ United Methodist caucus. The Hispanic/Latin@ Ministries Program is designated as an Ethnic Center by the General Board of Higher Education and Ministry, and as such, supports the recruitment, retention, and flourishing of Hispanic/Latin@ persons interested in, preparing for, and involved in ministry. The program publishes the quarterly journal *Apuntes: Theological Reflections from the Hispano-Latino Context*.

Hispanic Summer Program

In collaboration with several other seminaries, Perkins sponsors the Hispanic Summer Program, which takes place for two weeks each summer at a different site in the United States or Puerto Rico. Hispanic students, as well as others who are bilingual and who are interested in Hispanic ministries, may attend this academic program and take a

maximum of one course for three credits. Courses in the Hispanic Summer Program cover a wide range of the theological curriculum, and they are always taught with the Latino church in mind. The program provides students with the opportunity to study and reflect with other seminarians who are from across the nation and Puerto Rico and who are preparing to do ministry in the Hispanic context. Perkins students who are accepted into the program pay a reduced registration fee.

International Studies

Students with sufficient Spanish language skills may be able to do a term of studies in Costa Rica or an internship in Mexico or Central America. Immersion experiences in Mexico, Central America and South America are also periodically offered through the Global Theological Education program.

Spanish Language

Perkins does not offer instruction in Spanish for credit. Students are encouraged to seek instructional programs in Dallas and/or attend a Spanish-language school in Cuernavaca, Mexico, or elsewhere. The director of the Hispanic/Latin@ Ministries Program maintains information on these opportunities and assists students in making appropriate plans to gain the necessary competence.

Annual Lectureships

Ministers Week and Clergy Continuing Education

Ministers Week (generally held annually the first Monday through Wednesday in February) and the Perkins continuing education programs for clergy include endowed lectureships and a variety of worship services, workshops, luncheons, symposia and informal social events. The endowed lectureships are listed below.

Roy D. Barton Lectureship. The Barton Lectureship was established to honor Dr. Barton for his distinguished service to the seminary and his equally distinguished service to the Hispanic United Methodist Church. Dr. Barton served as the first director of the Mexican-American and Hispanic-Latino/a Ministry Program and associate professor of Practical Theology in Perkins School of Theology from 1974 to 1995. The general theme of the lecture regards ministry in a Hispanic/Latino perspective or context.

W.W. Fondren Lectureship. In 1919, Ella F. and Walter W. Fondren of Houston, Texas, made a gift for the purpose of bringing to campus each year an outstanding religious leader for a series of addresses on Christian missions or related themes.

Peyton Lectureship in Preaching. A lectureship on preaching was established in 1944 through a gift by Mrs. C.W. Hall of Austin, in memory of her late husband, George L. Peyton of Mexia, Texas. Mr. Peyton was a member of SMU's Board of Trustees and an outstanding church leader.

Jackson Lectureship in Bible. In 1945, Sam J. Jackson, Robert L. Jackson, Jr., Ben D. Jackson, Mims J. Jackson, Margaret Sue Jackson Hodges and Lizzie Jackson Davenport established a lectureship in memory of their parents, Robert Malone and Ella Jamison Jackson, who were longtime members of the Methodist church at Tennessee Colony and Palestine, Texas.

Paul Elliott and Mildred Fryar Martin Lectureship in Practical Theology. The Martin Lectureship was established by Bishop and Mrs. Martin in 1974, just prior to Bishop Martin's death in February 1975. Bishop Martin was one of the 706 students who registered at SMU when it first opened its doors in 1915 and was associated with it in many ways for the remainder of his life. For the final seven years of his life, he served as bishop-in-residence at Perkins and was special adviser to Perkins Dean Joseph D. Quillian, Jr.

Women's Lectureship. In 1995, the Women's Lecture was established by Perkins alumna Mary Middleton to support an annual lecture from a female scholar.

Johannaber Lecture in Spiritual Life. The Johannaber Lecture was established in 1985 by Elizabeth C. Johannaber to train pastors and ministerial students in developing their spiritual life and in providing spiritual direction to their constituents.

Claudia and Taylor Robinson Lectureship. The Robinson Lectureship was established in 1988 with the intention that it be devoted to surveying the arts as interpreters of religious beliefs and practices Art & Soul is a quadrennial program made possible by this fund.

Evie Jo and Arthur R. Wilson Evangelism Lecture. Established in 1993, the Craven Wilson Lectures are made possible through an endowed gift from the late Evie Jo Wilson and Arthur R. Wilson of Houston. The annual lectures bring to the Dallas area and to Perkins leaders in the field of evangelism from across the church.

Perkins Theological School for the Laity

Perkins Theological School for the Laity is generally held each year during the first Thursday through Sunday in March. Seminars and other activities provide opportunities for laity from the region to engage together in study, worship, reflection and fellowship. Members of the Perkins faculty provide principal leadership for the week.

Continuing Education Programs

In addition to Ministers Week and Perkins Theological School for the Laity, the Perkins Office of External Programs offers a variety of programs for clergy, laity and church professionals, including the Faith Calls: Theological Programs for Young People; United Methodist certification programs in youth ministry, children's ministry, Christian education, church music and older adult ministry; and traveling lay schools of theology in various locations, including Anchorage and Houston. The office also offers various programs on topics including prayer practice, preaching and worship leadership. Those who wish to be on the regular mailing list or to receive information about any program should contact the Office of External Programs, Perkins School of Theology, PO Box 750133, Dallas TX 75275-0133; 214-768-2390; theoexternalprograms@smu.edu.

The Course of Study School

In the summer of 1947, Perkins School of Theology joined with the Division of Ordained Ministry of the General Board of Higher Education and Ministry to become a site for a Regional Course of Study School. The program provides a basic theological education for licensed United Methodist local pastors who choose not to enroll in a graduate-level seminary degree program for their theological education so that they may answer a call to ministry. Perkins is one of eight seminaries with a Regional Course of Study School offering noncredit-bearing instruction and is one of two seminaries offering the Spanish curriculum.

Licensed local pastors are required by the United Methodist Church to complete the basic course of study. Boards of ordained ministry of the various conferences may assist their students with the cost of room and board, textbooks, and travel. The Division of Ordained Ministry of the United Methodist Church pays tuition while Perkins provides facilities and administrative costs, covered in part through nominal registration fees paid by students.

The 20 required courses in the basic five-year curriculum are offered in English and Spanish in the summer. A listing of courses offered, preclass assignments, updated notices and the Course of Study School catalog are available online at www.smu.edu/Perkins/PublicPrograms/COSS.

Students seeking ordination through the Advanced Course of Study School have the opportunity to take the 32 hours of required graduate theological study at Perkins by attending the regularly scheduled seminary courses. Students

wishing to take Advanced Course of Study School courses in Spanish can take the two courses scheduled in the summer. Application for advanced and basic courses is through the Course of Study School Office. Questions should be addressed to the Course of Study School Office at COSS@smu.edu or 214-768-2362.

Faith Calls: Theological Programs for Young People

Faith Calls is a faith formation program where high school students and college-aged young adults can explore practices that nurture and shape their faith and challenge them to respond to God's call to service and leadership. The program seeks to nurture a diverse group of young people into practical theologians with skills for critical reflection about their faith and society. In partnership with local churches, service organizations, parents and community volunteers, Faith Calls fosters a support system for young people through mentoring and leadership training. The program will focus on the following:

- Faith exploration: offers young people opportunities to explore deeply their faith questions, theological curiosities through study, dialogue and reflection.
- Faithful practices: invites young people to participate in ancient faith practices and develop meaningful spiritual practices of their own that help them connect to God's presence and activity in the world.
- Faithful witness: offers young people the opportunity to discover and utilize their gifts and graces for ministry and vocation and the opportunity to become grounded in an identity that expresses their Christian witness.
- Faithful leaders: a cloud of witnesses who surround and support young people within a beloved community to nurture their gifts for leadership in the church and the world.

For more information, students should contact the program director at 214-768-2390. Those who wish to be on the mailing list can send their name and address to Faith Calls, Office of External Programs, PO Box 750133, Dallas TX 75275-0133, or send an email to theoexternalprograms@smu.edu

Global Theological Education

Through cultural immersion courses, the GTE program offers students a study of theology, scripture, missions, ministry or interreligious relationships in a cultural context different from the students' own, usually outside the United States. These courses give special attention to the role of theological reflection in an environment affected by globalization in all its dimensions through a focused, on-site study in a particular cultural environment and region of the world.

Perkins School of Theology is home to five centers approved by the Office of the Provost for teaching and research.

The central mission of the **Center for the Study of Latino/a Christianity and Religions** is to promote a deeper understanding of the varieties of religious life and expression within the Latino/a communities in the United States and in Latin America. Building upon the rich history of its Hispanic/Latin@ Ministries Program, Perkins seeks to strengthen its engagement with Latino/a realities through its educational programs, the generation and conduct of research, and the dissemination of knowledge. The director is Dr. Hugo Magallanes, associate professor of Christianity and cultures.

The **Center for Evangelism and Missional Church Studies** (formerly the Center for Missional Wisdom) joins with congregations and church leaders to understand the unique challenges they face in sharing the gospel, as well as to cultivate new and relevant forms of witness both locally and internationally. Through lecture series, workshops, the creation of curriculum resources and focused study groups, the center is dedicated to working with God's church to share the Gospel with the world. Dr. Robert Hunt, professor of Christian mission and interreligious relations, was appointed director in 2013.

The **Center for Religious Leadership** provides training in the theology of leadership and practical skills for leadership. This training is based in an understanding of leadership as a spiritual vocation cultivated, strengthened and lived out

within communities of faith and the other contexts in which the church exists, including legal, business, political, social and cultural contexts. The center draws on the skills of the SMU faculty from Perkins School of Theology, Cox School of Business and Dedman School of Law, along with church leaders (both lay and clergy) and business and nonprofit leaders. Bishop D. Max Whitfield is the appointed director.

The **Center for Methodist Studies at Bridwell Library** was established in 1984 to encourage research, study and reflection upon the Methodist movement, including the sources that influenced its origin, the forces that shaped its development and the features that determine its character and influence. To foster these goals, the center sponsors and supports a variety of programs, publications and exhibitions. J.S. Bridwell Foundation Endowed Librarian Roberta A. Schaafsma is the director of Bridwell Library.

The **Perkins Center for Preaching Excellence** at SMU exists to foster excellence in preaching through innovative courses at Perkins, continuing education events, mentoring relationships, peer groups focused on preaching and coaching for individuals and church staffs. The Hardin Family Preaching Mentor Program pairs seasoned practitioners from the area with Introduction to Preaching students. Peer groups throughout the Southwest bring together groups of pastors who meet monthly to work on their preaching skills. The Geo. W. and Nell Ayers LeVan Endowed Chair of Preaching and Worship and Altshuler Distinguished Teaching Professor Dr. Alyce M. McKenzie is the center's director.

The Council of Southwestern Theological Schools

For several years, a number of seminaries in the Southwest cooperated in various joint activities. In the summer of 1958, their cooperative work was put on a permanent basis by the organization of the Council of Southwestern Theological Schools Inc. The current members of the council, in addition to Perkins, are as follows: Austin Graduate School of Theology, Austin Presbyterian Theological Seminary, Baptist Missionary Association Theological Seminary, B. H. Carroll Theological Institute, Brite Divinity School, Dallas Theological Seminary, the Episcopal Theological Seminary of the Southwest, George W. Truett Seminary, Houston Graduate School of Theology and Oblate School of Theology. The council is also affiliated with the Multicultural Alliance.

Perkins School of Theology: Fellowships, Awards and Prizes

Dr. John H. Hicks Memorial Endowed Scholarship Fund

The Hicks Scholarship was established in memory of Dr. John Hicks, former Old Testament professor at Perkins School of Theology. The scholarship is offered to students engaged in Old Testament or archaeological research and is especially designed to provide travel to the Bible lands to aid in that research. The scholarship is open to any qualified student enrolled in any degree program in Perkins.

The deadline for applications is December 15 or six months prior to the beginning of the project, whichever comes first. Inquiries should be addressed to any member of the biblical faculty or the associate dean for academic affairs.

John Moore Endowed Scholarship Fund

In 1946, the late Bishop John M. Moore established a fellowship fund, the income from which was to be used to give aid for postgraduate work in theology to United Methodist graduates of the theological schools of the United Methodist Church, with preference given to graduates of Perkins.

The fellowship is for one year. The committee and the directorate base their judgments on academic accomplishments, promise of teaching and research ability, and Christian character. Those seniors and recent graduates who wish to be considered must submit their application by February 15 to the associate dean for academic affairs at Perkins School of Theology.

B'nai B'rith Award in Social Ethics

In the spring of 1953, the Harold M. Kaufman Memorial Foundation of the George Levy Lodge of B'nai B'rith, the oldest Jewish service organization, established an annual prize in social ethics for Perkins students. Winners are to be determined under the supervision of the Committee on Student Development on the basis of scholarly competence in the field and personal commitment as shown in voluntary activity in support of worthy social causes. The establishment of the awards by the George Levy Lodge of Dallas, led by Dr. Herman Kantor, Mrs. Harold Kaufman and Stanley Kaufman, is only one in a series of generous acts on the part of the Jewish community for Perkins School of Theology.

Dr. and Mrs. J.P. Bray Award

Endowed by the estate of Charles Kiely Hegarty, II, in honor of the Brays, this award is made to the student who ranks highest in Hebrew scholarship.

W.B. DeJernett Award in Homiletics

Endowed by the estate of Dr. W.B. DeJernett of Commerce, Texas, the award is given to a senior theological student, based on the student's scholastic record and ability in the field of homiletics.

Charles T. and Jessie James Bible Awards

Awards are given each year to students on the basis of their grades in biblical courses and on papers assigned, together with their general scholastic record. These awards are provided from an endowment established in 1949 by Mr. and Mrs. C.T. James of Ferris, Texas.

Jerry W. Hobbs Award in Worship

The Jerry W. Hobbs Award in Worship is awarded to the graduating student who has demonstrated academic excellence in worship combined with personal commitment to the worship life of the Perkins community during her or his time at Perkins.

Paul Quillian Award

In 1945, Dr. and Mrs. Paul W. Quillian created the fund to be awarded to the senior student in homiletics presenting the best-written sermon.

William K. McElvaney Preaching Award

Established by Reverend and Mrs. William K. McElvaney, the award is given to the student who has presented the best-written sermon on a public issue, which includes a social crisis, a controversial issue or a chronic social problem.

Charles Claude Selecman Award in New Testament Greek

A prize is awarded annually in memory of Bishop Charles C. Selecman to the student who ranks highest in New Testament Greek scholarship. This award is made only when, in the judgment of the professor, the class is large enough to evince a competitive interest.

Albert C. Outler Award

Established by Robert A. and Barbara Field West, in honor of Professor Outler, this award is given to the student contributing the most outstanding essay in theology during the academic year.

Dr. and Mrs. Glenn Flinn Award

The award was established by Dr. and Mrs. Glenn Flinn in 1959 to honor that member of the graduating class each year who, in the judgment of the faculty, best exemplifies the aims and aspirations of the school and the church for its ministry. The recipient will be one who gives promise of possessing, in unusual measure, the gifts and graces of the Christian minister. The student should possess well-rounded interests and be serious in the stewardship of talents and deeply committed to his or her calling.

Karis Stahl Fadely Memorial Fund

This award was established by the family and friends of Karis Stahl Fadely, alumna of Perkins, who died in Liberia in April 1978 while serving as a minister of the Gospel. The award is made to students who exhibited qualities that were exemplified by Karis Fadely: commitment to Jesus Christ and the mission of her or his church, ability in a wide range of ministerial functions, a high sense of responsibility and good management of time. Preference is given to students who have served in international or intercultural internships.

Elsa Cook Award

The award was established in 1967 by students and friends to honor Elsa Cook when she retired from the Perkins staff. The recipient is chosen by the members of the senior class and is awarded each year at the annual spring banquet.

Master of Sacred Music Alumni Scholarship Fund

The scholarship is awarded to the graduating M.S.M. student who has maintained a high honors level in music studies and performance and who has contributed to the community life of Perkins School of Theology.

W.B.J. Martin Endowed Scholarship Fund

Established by the First Community Church of Dallas, this award is given each year in recognition of the outstanding student in the introductory preaching classes.

Roger Deschner Prize in Sacred Music Fund

Established by friends and family in memory of Roger Deschner, longtime professor of sacred music at Perkins, the prize is to be awarded to an M.S.M. student who, at the end of his or her first year of study, has excelled in academic work, musical ability and overall achievement in the Sacred Music program.

Robert Weatherford Prize for Internship Preaching Endowment Fund

Established to provide an award to a theology student for excellence in preaching during internship, the prize is given to a recipient chosen by the intern faculty of Perkins School of Theology and a representative from the preaching faculty.

Bert Affleck Award

The Bert Affleck Award is given to a student for creativity in ministry during internship.

Philip Schaff Prize in Church History

Established by Professor Emeritus of Church History Klaus Penzel, this annual award is given to benefit a student who has demonstrated excellence in the historical study of Christianity, while participating in courses in church history. It is named for the founder of the American Society of Church History.

Jane Marshall Student Support Fund in Worship and Music

Funded by a gift from Jane and Elbert Marshall, this award provides research and study support for third-year M.Div. students selected by the dean of Perkins School of Theology who have demonstrated excellence in the study of worship and music.

Perkins School of Theology: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Perkins School of Theology Financial Aid

Financial aid in the form of grants is available to students enrolled in the M.Div., M.A.M., M.S.M. and M.T.S. programs. Aid is granted solely on the basis of demonstrated need as determined from use of the Free Application for Federal Student Aid.

In addition to financial aid grants, a number of tuition scholarships are available each year for members of each entering class of M.Div., M.A.M., M.S.M., M.T.S., and Th.M. students. These awards are granted on the basis of academic excellence, qualities of character and leadership, and vocational clarity. Your application for admission is the application for these awards.

All applicants for financial aid are expected to have a reasonable plan of financial self-help. Information on scholarships available from sources outside the school is available online at www.smu.edu/Perkins/Admissions/financial. All students are responsible for securing the appropriate applications and applying for scholarships.

Grants are applied only to courses necessary to a specific degree program. If you receive financial aid from Perkins and withdraw, drop or fail in your courses, financial aid is not granted for those hours.

Perkins School of Theology: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 associate dean of academic affairs, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS. Additional information is found under Students With Disabilities in the Perkins Graduate Programs Policies and Procedures section of this catalog.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the part of students per week for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via

different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

Normally, the maximum course load is 13 credit hours per term. With the permission of the Committee on Student Development or of the associate dean for academic affairs acting for the committee, a student with an average grade of *B* (3.000) or above may register for up to 14.5 credit hours, and a student with an average grade of *A-* (3.700) or above may register for as many as 16 credit hours. No student may register for more than 16 credit hours. A student in good standing may register for CM 8012 - Seminary Singers and CM 8013 - Seminary Singers, in addition to 13 credit hours of other coursework, without seeking the permission of the committee.

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

Additional policies for transfer coursework are found in the Admissions section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

When students enter Perkins and into a specific degree program, they are assigned an academic adviser. Students should consult with their adviser or the associate dean for academic affairs for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. The Perkins director of academic services monitors academic progress and maintains degree plans for all Perkins students. Students should schedule a conference with the Perkins director of academic services prior to their final year as a student to ensure that they are meeting all University and graduation requirements.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Perkins Academic Calendar, which is available at www.smu.edu/Perkins/FacultyAcademics ("Academic Services" link). 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* (Withdraw) through approximately midterm by using the my.SMU Student Homepage. The specific deadline is listed on the Perkins Academic Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact iss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser and the financial aid coordinator at Perkins prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than 12 hours, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Self-Service. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid and the director of student services at Perkins.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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 Perkins Academic Calendar. 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.

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 school's records office. The records 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 tenth class day of the fall or spring semester 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, must consult with the Perkins director of academic services first and then must process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith 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 associate dean to decide how to deal with the interruption in their studies.

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage. Additional information is found under Grade Policies for Master's Programs in the Perkins Graduate Programs Policies and Procedures section of this catalog.

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	*

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

Grade of F, W, and Missing/Blank

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 *W* carries no grade value. Students desiring to withdraw from a course must make their intention known to the Perkins director of academic services before the last day for withdrawing as indicated in the Perkins Academic Calendar. Any request for an exception to this rule must be addressed, with supporting evidence, to the associate dean for academic affairs.

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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

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, but for some justifiable reason acceptable to the Committee on Student Development, the student has been unable to complete the full requirements of the course.

The grade of *I* is granted by the committee only on written request by the student and only on the rare occasion when the student has suffered a serious illness or has experienced some other untoward hardship that the committee judges to be adequate grounds. The student's written request must be submitted to the associate dean for academic affairs no later than the deadline specified in the school's official calendar for the submission of all written work.

The grade of *I* is normally changed to a final grade within 30 days. At the time a grade of *I* is given, the instructor must stipulate in my.SMU 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 30 days. If the Incomplete grade is not cleared by the date set by the associate dean for academic affairs or by the end of the 30-day deadline, the grade of *I* will be changed to a grade of *F*.

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, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade of *F*.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 associate dean of academic affairs. 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.

Grade Appeals

By University regulations, final authority in the determination of grades lies with the course instructor. With this understanding, a student may appeal a grade by following these procedures:

1. The normal procedure for grade appeals is to begin with the course instructor. The student should make an appeal in writing to the instructor indicating what it is that is being appealed and the rationale for that appeal. Evidence or information to support the appeal should be provided. The appeal must be initiated no later than the end of the following long term.
2. The instructor will review the appeal and provide the decision to the student in writing.
3. If the student is not satisfied with the outcome, the student may appeal in writing to the Associate Dean for Academic Affairs. This appeal should indicate the nature of the appeal, the rationale and all relevant documentation.
4. The associate dean will review the case individually with the student and the instructor, and, if desirable to both student and instructor, will hold a joint meeting with both parties. The associate dean may also ask the Committee on Student Development for a consultation on the matter. The goal is to be certain that both parties have a clear understanding of the issue and access to all relevant information.
5. Final authority in the determination of the grade rests with the instructor.

Satisfactory Progress Policies

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 dismissal if he or she does not clear academic probation. For academic probation periods and guidelines, students should see the Academic Probation sections below under the appropriate school of record.

A student who fails a course or whose cumulative, fall or spring term grade average falls below a grade of C will be placed on academic probation. In this circumstance, the student will receive written correspondence from the chair of the Committee on Student Development or the associate dean for academic affairs suggesting a plan of study designed to improve his or her academic performance. Such a plan of study may include, in addition to a reduced course load, a reduction in non-academic activities, special tutoring, remedial work in reading or writing, or such other provisions as may seem appropriate in each case.

Students on probation may be required to reduce their academic course load and may be required to take a noncredit reading/study skills course. A student who, while on probation, fails a course or fails to achieve a minimum GPA of C on his or her work in any given term shall be liable to dismissal from school. Likewise, a student with a pattern of recurring probation shall be liable to dismissal. The student is automatically removed from probation upon successfully completing an academic term in which he or she does not fail any classes and when his or her cumulative or fall or spring term grade average is C or higher.

Academic Dismissal

Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 associate dean's office or Perkins director of academic services.

Transfer Coursework

Policies for transfer coursework are found in this catalog in the Admissions section and under Transfer Courses From Other Institutions in the General Policies section.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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 Perkins director of academic services 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). In addition, students who complete their degree requirements during a Jan Term (January) will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 the afternoon ceremony at Highland Park United Methodist Church following the University commencement.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 requirements for graduation current at the time of readmission.

Perkins Graduate Programs Policies and Procedures

The Academic Year

The academic year is divided into fall and spring terms. In addition, Perkins holds a summer term and a January interterm. All course requirements for the M.Div., M.A.M., M.S.M., M.T.S. and Th.M. degrees may be satisfied during the regular academic year, although courses fulfilling certain requirements in these programs are normally available in the summer term as well.

Course Loads

Students holding pastoral charges or other employment requiring 20 hours or more per week should consider carefully, with their academic advisers, the advantages and disadvantages of a reduced course load. A load of nine credit hours per term may be advisable in such circumstances. Students considering any further reduction in course load should keep in mind, among other things, the effects of such a reduction upon their overall curricular planning and the time limit established in each degree program for the completion of all degree requirements.

In considering course load, students should be guided by the principle that the number of hours of a student's time to be devoted to any course per week should be approximately four times the number of credit hours of credit assigned to the course. For example, a three-term-hour course should occupy about 12 hours of the student's time each week, counting the time spent in class. Assignments are made accordingly.

Coursework

Regular attendance is expected in all classes. In the event of unavoidable absences, students are responsible for securing from their colleagues any information about lectures or assignments missed, and, if their absence is unexcused, they assume the risk of missing quizzes or other graded in-class work. A student who anticipates an unavoidable extended absence from school should notify the associate dean for academic affairs, who will in turn notify the instructors involved. An excessive number of unexcused absences may result in a reduction in the student's grade or failure of the course, despite successful completion of all the assigned reading and written work. In no case will a student be allowed credit for a seminar if she or he is absent for as much as 25 percent of the seminar sessions, even if the absences are excusable.

All course assignments are to be completed on time. Work submitted late may be accepted at the instructor's discretion, and the student may incur a penalty in grade. Students are advised to consult the instructor in advance if circumstances make it impossible to meet an assignment deadline.

The calendar calls for a designated reading and writing period at the end of each term, during which time formal classes will not be held. This period is an integral part of the term's work, and students are expected to use it for research, writing and study in connection with the term's courses.

Final examinations are held on the dates indicated in the calendar. An examination schedule is published toward the end of each term. According to University regulations, no student may take a final examination ahead of the scheduled date. If it is not possible for a student to take an examination at the regular time, a postponement may be granted by the Committee on Student Development, or by the associate dean for academic affairs acting for the committee, if the student submits to the associate dean a written request approved by the instructor.

Grade Requirements

A cumulative grade average of C (2.000) or above is required for graduation in the M.Div., M.A.M., M.T.S. and Th.M. programs, and a grade of B (3.000) is required for the M.S.M. program.

Students with course grades below 2.000 are in serious difficulty. Additional information is found in the Grade Policies section of this catalog.

Academic Responsibility

Each student at Perkins is expected to adhere to rigorous standards of academic honesty. Plagiarism and other acts of academic dishonesty are regarded as serious offenses and are treated accordingly. Students are advised to consult with their course instructors if they have any questions about expectations and procedures in this regard. Each student is required to adhere to the Honor Code as referenced in the Student Rights and Responsibilities statement. The faculty has adopted the following statement on academic responsibility for the general guidance of students in these matters:

Each course at Perkins School of Theology has different requirements. Sometimes the differences are merely those of quantity, e.g., the number or length of papers and exams. Other differences are more subtle, such as the acceptability of submitting the same piece of work to more than one course. Some instructors insist that work done in their course be original to that course. Other instructors, however, will permit relevant work done for another course, with appropriate modifications, to be submitted. It is the student's responsibility in pertinent cases to determine the preference of the instructors involved and to abide by it.

We in the Perkins community have become increasingly aware in recent years that there are many who do not understand what is meant by academic dishonesty and that there are others who understand but who have become lax in maintaining the necessary standards and disciplines. The following paragraphs are intended to set forth clearly this institution's understanding of academic honesty and to spell out in detail what is meant by plagiarism, to provide some relative resources and procedures for dealing with such issues.

What is academic dishonesty?

According to the Constitution of the SMU Honor Council, academic dishonesty includes (but is not limited to) the following:

1. **Academic Sabotage** - Intentionally taking any action which negatively affects the academic work of another student.
2. **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
3. **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
4. **Facilitating Academic Dishonesty** - Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
5. **Plagiarism** - Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

What is Plagiarism?

The general principles for all honest writing can be summarized briefly. Acknowledge indebtedness:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material – unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author. [The Constitution of the Honor Council of Southern

Methodist University, last revision July 1, 2008,
<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode.>]

Resources

In addition to the required academic honesty online tutorial on Canvas, students are urged to consult the following resources for examples of plagiarism and suggestions for ways to avoid it:

- owl.english.purdue.edu/owl/resource/589/01/
- Charles Lipson, *Doing Honest Work in College* (Chicago: University of Chicago Press, 2008);
<http://press.uchicago.edu/books/lipson/honestcollege/index.html>.

What happens if a student is involved in academic dishonesty?

The Faculty of Perkins School of Theology has established the following procedures for dealing with incidents of academic dishonesty. (Adopted by the Perkins faculty, February 28, 1986; revised May 5, 2008):

1. When an instructor determines that a student has committed an act of academic dishonesty on a course assignment (see "What is Academic Dishonesty"), the instructor will normally (a) assign a grade penalty for the offense and (b) notify the associate dean of the incident. The normal penalty for a first offense is a zero on the assignment, though in the case of a particularly flagrant offense a more severe penalty, up to failure in the course, can be assessed. A second offense can be grounds for dismissal.
2. The student involved can appeal the decision of the instructor to the associate dean of academic affairs. After consulting with the instructor, the associate dean of academic affairs may arrange a meeting with the student and the instructor to discuss the case. The student can appeal the decision reached through this review to the faculty, through its Committee on Student Development, which will establish a procedure for review appropriate to the nature of the incident. In any case, final authority in the determination of grades rests with the instructor.

Students With Disabilities

Students with disabilities, including learning disabilities, should know that their instructors at Perkins welcome being informed of the situation, particularly as it might bear upon a student's coursework. Upon request, and within reasonable limits, alternative arrangements may be worked out between instructor and student regarding examinations and other assignments, when that seems appropriate. A written statement from a health professional attesting to the disability is required. A student who wishes to pursue this possibility should notify the instructor(s) concerned well in advance. For further information and counsel, students should consult the associate dean for academic affairs and SMU's Office of Disability Accommodations and Success Strategies Office at 214-768-1470.

Special Courses

Perkins students may register for graduate-level courses in other schools of the University after consultation with the associate dean for academic affairs. M.Div. students may register for a total of nine credit hours and M.T.S. students for six credit hours.

It is possible, in exceptional situations, to register for a reading course. Ordinarily, no more than one reading course may be taken during a student's program of study. The student must have completed the required coursework in the pertinent field, the course must be on a subject not covered by regularly scheduled courses and the procedure for application must be completed by the end of the advance registration period in the term preceding that in which the reading course is to be taken. Further information may be obtained from the Perkins registrar.

After matriculation at Perkins, a student may take one or more courses at another Association of Theological Schools member school and have the credit transferred to her or his Perkins degree program. However, these courses must be approved in advance by the Committee on Student Development or by the associate dean, acting for the

committee. The total number of hours transferred to a Perkins degree program from courses taken before and after matriculation should not exceed the maximum allowed for students transferring from another institution. Additional information is found under Admission by Transfer in the Admission section of this catalog.

Exceptional Cases

The faculty has invested the Committee on Student Development with authority to act upon all requests for exceptions to these regulations and for any variation from regular academic procedures. All requests are to be addressed in writing to the committee and submitted to the associate dean for academic affairs.

Perkins School of Theology: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

Students at SMU will discover that they are encouraged to exercise a great amount of personal freedom as well as accompanying responsibilities. Through their personal capacities for intelligent thought and action, mature students

understand that there are situations in which certain behavior must be modified for the benefit of others. The University stands firm in its commitments to the rights and freedoms of students, expecting in return the same respect and concern.

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff

cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.
- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second

page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an outdoor, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of

Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the *two years* means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

New graduate students should submit the completed application and housing license agreement to RLSH with a check or money order for \$100 made payable to Southern Methodist University for the nonrefundable housing deposit. Notification of assignment will be made by RLSH. The housing license agreement is for the full academic year (fall and spring terms). Room charges for the fall term will be billed and are payable in advance of the term for students who register before August 1, and room charges for the spring term will be billed and are payable in advance of that term for students who register before December 1. Students who register after these dates must pay at the time of registration. Room charges for the full academic year will be due and payable should a student move out at any time during the school year. Accommodations for shorter periods are available only by special arrangement with RLSH before acceptance of the housing license agreement. It is important that applicants become familiar with the license agreement, as it is a legally binding document.

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Perkins School of Theology: Faculty and Staff

Office of the Academic Dean

Craig C. Hill, *Dean of Joe and Lois Perkins School of Theology*

Evelyn L. Parker, *Associate Dean for Academic Affairs, Susanna Wesley Centennial Professor in Practical Theology*

Duane Harbin, *Assistant Dean for Technology, Planning and Compliance*

Perkins Administration

Charles L. Arron, Jr., *Co-Director of the Intern Program*

Tracy Anne Allred, *Assistant Dean of Student Life*

Paul Barton, *Director of the Hispanic-Latin@ Ministries Program, Director of the Perkins Regional Course of Study School*

Isabel Docampo, *Co-Director of the Intern Program and Director of the Center for the Study of Latino/a Christianity and Religions*

Anthony Elia, *Director and J. S. Bridwell Foundation Endowed Librarian*

Mark Greim, *Financial Officer*

Ruben Habito, *Director of Spiritual Formation*

C. Michael Hawn, *Director of the Doctor of Pastoral Music Program*

Roy Heller, *Director of the Graduate Program in Religious Studies*

Robert Hunt, *Director of Global Theological Education, Director of the Center for Evangelism and Missional Church Studies*

James Kang Hoon Lee, *Director of the Doctor of Ministry Program*

Hugo Magallanes, *Director of the Houston-Galveston Extension Program*

Alyce McKenzie, *Director of the Center for Preaching Excellence*

John Martin, *Director of Development*

Joseph F. Monroy, *Registrar and Director of Academic Services*

Connie Nelson, *Director of Public Affairs and Alumni/ae Relations*

Margot Perez-Greene, *Associate Dean for Enrollment Management*

Priscilla Pope-Levison, *Associate Dean for External Programs*

TBA, *Director of the Master of Sacred Music Program*

D. Max Whitfield, *Bishop-in-Residence, Director of the Center for Religious Leadership*

Intern Faculty

Isabel Docampo, D.Min., SMU

Charles L. Aaron, Jr., Ph.D., Union Presbyterian Seminary

Perkins Faculty

Note: Adjunct faculty listings are advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.

William J. Abraham, D.Phil., University of Oxford, *Professor of Wesley Studies and Albert Cook Outler Chair in Wesley Studies*

O. Wesley Allen, Ph.D., Emory University, *Lois Craddock Perkins Chair in Homiletics*

Christopher S. Anderson, Ph.D., Duke University, *Associate Professor of Sacred Music*

Karen Baker-Fletcher, Ph.D., Harvard University, *Professor of Systematic Theology*

Ted A. Campbell, Ph.D., SMU, *Professor of Church History*

Jaime Clark-Soles, Ph.D., Yale University, *Professor of New Testament*

Charles E. Curran, S.T.D., Gregorian (Rome), *University Professor, Elizabeth Scurlock Professor in Human Values*

Paula Dobbs-Wiggins, M.D., Harvard Medical School, *Adjunct Associate Professor of Pastoral Care*

Ruben L. F. Habito, Doctor of Letters Certificate, University of Tokyo, *Professor of World Religions and Spirituality*

Roy L. Heller, Ph.D., Yale University, *Professor of Old Testament*

Craig C. Hill, D.Phil., University of Oxford, *Professor of New Testament*

Susanne Johnson, Ph.D., Princeton Theological Seminary, *Associate Professor of Christian Education*

James Kang Hoon Lee, Ph.D., University of Notre Dame, *Associate Professor of the History of Early Christianity*

John R. Levison, Ph.D., Duke University, *William Joseph Ambrose Power Professor of Biblical Hebrew and Old Testament Interpretation*

Tamara E. Lewis, Ph.D., Vanderbilt University, *Assistant Professor of the History of Christianity*

D. Stephen Long, Ph.D., Duke University, *University Professor, Maguire Chair in Ethics*

Hugo Magallanes, Ph.D., Drew University, *Associate Professor of Christianity and Cultures*

Natalia Marandiuc, Ph.D., Yale University, *Assistant Professor of Christian Theology*

Bruce D. Marshall, Ph.D., Yale University, *Lehman Chair of Christian Doctrine*

Alyce M. McKenzie, Ph.D., Princeton Theological Seminary, *Geo. W. and Nell Ayers LeVan Endowed Chair of Preaching and Worship*

Rebekah Miles, Ph.D., University of Chicago, *Professor of Ethics and Practical Theology*

Evelyn L. Parker, Ph.D., Northwestern University, *Susanna Wesley Centennial Chair in Practical Theology*

Harold J. Recinos, Ph.D., American University, *Professor of Church and Society*

Susanne Scholz, Ph.D., Union Theological Seminary, *Professor of Old Testament*

Abraham Smith, Ph.D., Vanderbilt University, *Professor of New Testament*

Mark W. Stamm, Th.D., Boston University, *Professor of Christian Worship*

Jeanne Stevenson-Moessner, Th.D., University of Basel, *Professor of Pastoral Care*

Theodore D. Walker, Jr., Ph.D., University of Notre Dame, *Associate Professor of Ethics and Society*

Sze-kar Wan, Th.D., Harvard University, *Professor of New Testament*

Perkins Emeritus Faculty

Joseph L. Allen, Ph.D., Yale University, *Professor Emeritus of Ethics*

William S. Babcock, Ph.D., Yale University, *Professor Emeritus of Church History*

Jouette M. Bassler, Ph.D., Yale University, *Professor Emeritus of New Testament*

Victor Paul Furnish, Ph.D., Yale University, *University Distinguished Professor Emeritus of New Testament*

Kenneth W. Hart, D.M.A., University of Cincinnati, *Professor Emeritus of Sacred Music*

C. Michael Hawn, D.M.A., *Southern Baptist Theological Seminary, University Distinguished Professor Emeritus of Church Music*

John C. Holbert, Ph.D., SMU, *Professor Emeritus of Homiletics*

Leroy T. Howe, Ph.D., Yale University, *Professor Emeritus of Pastoral Theology*

James E. Kirby, Ph.D., Drew University, *Professor Emeritus of Church History*

William B. Lawrence, Ph.D., *Drew University, Professor Emeritus of American Church History*

Richard D. Nelson, Ph.D., Union Theological Seminary, *Professor Emeritus of Biblical Hebrew and Old Testament Interpretation*

Schubert M. Ogden, Ph.D., University of Chicago, *Professor Emeritus of Theology*

Klaus Penzel, Th.D., Union Theological Seminary, *Professor Emeritus of Church History*

Edward W. Poitras, Ph.D., Drew University, *Professor Emeritus of World Christianity*

W. J. A. Power, Ph.D., University of Toronto, *Professor Emeritus of Biblical Hebrew and Old Testament Interpretation*

Marjorie Procter-Smith, Ph.D., University of Notre Dame, *Professor Emeritus of Preaching and Worship*

James M. Ward, Ph.D., Columbia University, *Professor Emeritus of Old Testament*

Charles M. Wood, Ph.D., Yale University, *Professor Emeritus of Christian Doctrine*

Simmons School of Education and Human Development

Academic Calendar

Academic Year 2018-2019

www.smu.edu/registrar/academic_calendar.asp

This calendar includes a listing of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology, Dedman School of Law, the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development, and Research and Graduate Studies have different calendars.

Fall Term 2018

April 10–27, Tuesday–Friday: Enrollment for fall 2018 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. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 18, Saturday: Residence halls officially open at 9:00 a.m.

August 19, Sunday: Opening Convocation, McFarlin Auditorium.

August 20, Monday: First day of classes.

August 24, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in December.

August 31, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record (**withdrawal refund schedule applies**). See Bursar's website for more information.

September 3, Monday: Labor Day. University offices closed.

September 5, Wednesday: Last day to declare pass/fail or no credit grading options. Last day to request an excused absence for the observance of a religious holiday.

September 25, Tuesday: Early intervention grades due for first-year undergraduate students.

September 28-29, Friday-Saturday: Family Weekend.

October 8-9, Monday-Tuesday: Fall Break.

October 10, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 21, Sunday: Midterm grades due for first-year and sophomore students.

October 29, 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 2, Friday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

November 2-3, Friday-Saturday: Homecoming Weekend.

November 5–23, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

November 8, Thursday: Last day for December graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

November 12, Monday: Students should file for May graduation. The last day to file is January 25, 2019.

November 20, Tuesday: Last day to withdraw from the University.

November 21, Wednesday: No classes.

November 22–23, Thursday–Friday: Thanksgiving holiday. University offices closed.

November 28–December 3, Wednesday–Monday: No final examinations or unscheduled tests and papers.

November 29, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 3, Monday: Last day of classes.

December 4-5, Tuesday-Wednesday: Reading days.

December 6-12, Thursday–Wednesday: Examinations. (No examinations scheduled for Sunday).

December 13, Thursday: Residence halls close at 10:00 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).

December 14, Friday: December Rotunda Recessional.

December 15, Saturday: December Commencement Convocation. Official close of term and conferral of degrees.

December 24 - January 1, Monday - Tuesday: University closed.

December 25, Tuesday: Christmas Day.

January Intersession 2019

Some areas of instruction offer selected courses during the January intersession, December 13-January 16.

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

Dallas Jan Term 2019

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Official close of the term and conferral of degrees.

Jan Term at SMU-in-Taos 2019

January 4, Friday: Wellness student travel/arrival.

January 6, Sunday: Regular session travel/arrival.

January 7, Monday: First day of classes.

January 8, Tuesday: Last day to declare pass/fail.

January 15, Tuesday: Last day to drop/withdraw from the University (grade of W).

January 16, Wednesday: Last day of classes, including examinations. Travel Day. Official close of the term and conferral of degrees.

January 17, Thursday: Unofficial Taos Travel.

Spring Term 2019

November 5–January 25, Monday–Friday: Enrollment for spring 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

January 10, Thursday: Residence halls officially open at 9:00 a.m. for new students.

January (TBA): Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. Conference dates to be announced. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

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

January 18, Friday: First day of classes.

January 21, Monday: Martin Luther King, Jr. Day. University offices closed.

January 25, Friday: Last day to enroll, add a course, or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in May.

February 1, Friday: Last day to drop a course without academic record (**tuition charges apply**). Last day to withdraw from the university without academic record ([withdrawal refund schedule applies](#)). See Bursar's website for more information.

February 5, Tuesday: Last day to declare pass/fail or no credit grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 25, Monday: Early intervention grades due for first-year undergraduate students.

March 13, Wednesday: Last day for continuing undergraduate students to change their majors before April enrollment.

March 11-17, Monday-Sunday: Spring Break.

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

April 2, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 8-26, Monday–Friday: Enrollment for summer 2019 and fall 2019 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.

April 9, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

April 12, Friday: Last Day for May graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

April 15, Monday: Honors Convocation, 5:30 p.m.

April 19, Friday: Good Friday. University offices closed.

April 21, Sunday: Easter Sunday.

April 24, Wednesday: Students should file for August or December graduation. Last day to file for August graduation is June 6. Last day to file for December graduation is the last day to enroll for fall 2019.

April 26, Friday: Last day to withdraw from the University.

May 1–6, Wednesday–Monday: No final examinations or unscheduled tests and papers.

May 2, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 6, Monday: Last day of classes.

May 7, Tuesday: Reading Day.

May 8–14, Wednesday–Tuesday: Examinations (No examinations scheduled for Sunday).

May 15, Wednesday: Residence halls officially close for non-graduating students.

May 17, Friday: Baccalaureate.

May 18, Saturday: Commencement Convocation. Official close of term and conferral of degrees.

May 19, Sunday: Residence halls officially close for graduating seniors.

May Intersession 2019

Some areas of instruction may offer a limited number of selected courses during the May Intersession, May 16 – May 31. Each May Intersession course may have unique start and end dates within the May 16 – May 31 term to accommodate the particular needs of the course.

Dallas May Term 2019

Classes meet four hours per day, Monday through Friday.

May 16, Thursday: First day of classes.

May 16, Thursday: Last day to add/enroll and to declare pass/fail or no credit grading options.

May 27, Monday: Memorial Day. University offices closed.

May 28, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

May Term at SMU-in-Taos 2019

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

May 15, Wednesday: Travel day and arrival of students, 2–6 p.m.

May 16, Thursday: First day of classes.

May 31, Friday: Last day of classes, including examinations. Official close of term and conferral of degrees.

June 1, Saturday: Travel Day.

Summer Term 2019

The summer term consists of three primary sessions: first session (June), second session (July) 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 Perkins School of Theology.

Full Summer Session

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 6, Thursday: Last day to enroll, add courses or drop courses without grade record. Last day to file for August graduation.

June 12, Wednesday: Last day to declare pass/fail or no credit grading options.

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

July 18, Thursday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 25, Thursday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

First Session (June)

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

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 4, Tuesday: Last day to enroll, add courses or drop courses without grade record.

June 6, Thursday: Last day to declare pass/fail or no credit grading options. Last day to file for August graduation.

June 25, Tuesday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 26, Wednesday: Last day to withdraw from the University.

July 2, Tuesday: Last day of classes, including examinations.

June A (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 3, Monday: First day of classes.

June 3, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 12, Wednesday: Last day to drop/withdraw from the University (grade of W).

June 17, Monday: Last day of classes, including examinations.

June B (11-day June Session)

Classes meet four hours per day, Monday through Friday.

June 18, Tuesday: First day of classes.

June 18, Tuesday: Last day to add/enroll and to declare pass/fail or no credit grading options.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W).

July 2, Tuesday: Last day of classes, including examinations.

Summer I Session at SMU-in-Taos

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

(Regular Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 18, Tuesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

June 20, Thursday: Last day of classes, including examinations.

June 21, Friday: Departure of students.

(Field Session)

June 4, Tuesday: Travel day and arrival of students, 2-6 p.m.

June 5, Wednesday: First day of classes.

June 27, Thursday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 2, Tuesday: Last day of classes, including examinations.

July 3, Wednesday: Departure of students.

Second Session (July)

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

June 6, Thursday: Last day to file for August graduation.

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

July 8, Monday: First day of classes.

July 9, Tuesday: Last day to enroll, add courses or drop without grade record.

July 11, Thursday: Last day to declare pass/fail or no credit grading options.

July 16, Monday: Last day for August graduation candidates to change grades of Incomplete, and to obtain a final grade for a grade of X or a missing grade from a previous term.

July 29, Monday: Last day to drop a course (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

July 31, Wednesday: Last day to withdraw from the University.

August 6, Tuesday: Last day of classes, including examinations. Official close of term and conferral of degrees.

July A (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 8, Monday: First day of classes.

July 8, Monday: Last day to add/enroll and to declare pass/fail or no credit grading options.

July 17, Wednesday: Last day to drop/withdraw from the University (grade of W).

July 22, Monday: Last day of classes, including examinations.

July B (11-day July Session)

Classes meet four hours per day, Monday through Friday.

July 23, Tuesday: First day of classes.

July 23, Tuesday Last day to add/enroll and to declare pass/fail or no credit grading options.

August 1, Thursday: Last day to drop/withdraw from the University (grade of W).

August 6, Tuesday: Last day of classes, including examinations.

August Term at SMU-in-Taos 2019

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

August 6, Tuesday: Travel day and arrival of students, 2-6 p.m.

August 7, Wednesday: First day of classes.

August 21, Wednesday: Last day to drop/withdraw from the University (grade of W). Last day for undergraduate students to declare Grade Replacement Repeat grading option.

August 22, Thursday: Last day of classes, including examinations. Official close of term and conferral of degrees.

August 23, Friday: Travel Day.

Major Religious Holidays

(August 2018-August 2019)

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018

Dasera: October 19, 2018

Diwali: November 7, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al-Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an-Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al-Fitr: June 4-7, 2019

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

Simmons School of Education and Human Development: General Information

General Information

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community enrichment and service centers that focus on areas of professional education, school leadership, dispute resolution, counseling, applied physiology and health management, sport management, sport performance leadership, personal responsibility and wellness, and graduate liberal studies. The mission of the school is to integrate the theory, research and practice of education and human development; to promote academic rigor and interdisciplinary study; to prepare 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 major and a minor in educational studies. The school offers three doctoral degrees, nine master's degrees and a number of graduate professional-preparation programs. Its academic departments include Teaching and Learning, Applied Physiology and Wellness, Education Policy and Leadership, Dispute Resolution and Counseling, and Graduate Liberal Studies.

The school is housed in Annette C. Simmons Hall and Harold C. Simmons Hall, which are two of several LEED-certified buildings on campus. Key features include the Locomotor Performance Laboratory; an integrated physiology laboratory; an applied physiology laboratory equipped with a data acquisition system, an environmental research chamber, and teaching pods; a cerebrovascular research lab; a curriculum design lab; and a teaching assessment center.

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.

The Department of Teaching and Learning represents SMU's commitment to the professional development of educators through innovative, research-based under-graduate 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 Teaching and Learning programs prepare educators who are scholars and leaders in professionalism, experts in high-quality differentiated instruction, and able to translate research into practice. The department's undergraduate curriculum prepares students for initial teacher certification. Graduate programs focus on research, literacy and language acquisition, teaching and learning, special education, giftedness, Montessori, bilingual education, ESL, STEM, and mathematics. 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 of Applied Physiology and Wellness offers undergraduate and graduate degrees. The undergraduate B.S. in applied physiology and sport management offers three concentrations within the APSM major: applied physiology and health management, sport management, and sport performance leadership. Graduate programs include an M.S. in sport management, an M.S. in health promotion 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 and a selection of sports and fitness activity courses that are available as electives. The undergraduate and graduate programs have access to the department's four laboratories. The Applied Physiology Laboratory is a teaching laboratory developed with experiential learning in mind and comprises three complete and functional exercise physiology laboratories (teaching pods), a biochemistry lab, in-ground force plates, and a temperature- and humidity-controlled environmental chamber. The Cerebrovascular Research Laboratory is focused on understanding the relationship between brain flow regulation and functional outcome in health and diseased/injured individuals. The Integrative Physiology Laboratory is dedicated to research that measures cardiovascular, neural and thermoregulatory function in human health and disease. The Locomotor Performance Laboratory specializes in terrestrial locomotion and in relating muscle function to metabolic energy expenditure and performance.

The Department of Education Policy and Leadership focuses on preparing educators for leadership roles in complex educational settings, including colleges and universities. Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow are able to develop and support effective teachers and other education service providers; to select and implement effective curricula and instructional programs; and to identify, implement and sustain effective organizational practices that ensure high levels of student learning and achievement. In service to this mission, the department offers the following M.Ed. degrees: an M.Ed. in accelerated school leadership, an M.Ed. in educational leadership with a specialization in higher education and an M.Ed. in educational leadership with a specialization in urban school leadership. Two doctoral programs are also offered: an Ed.D. in higher education and an Ed.D. in pre-K through grade 12 educational leadership. The department is also dedicated to the preparation and continued education of education policy leaders; to the promotion of research, development and analysis; and to the translation of research into policy and practice at the local, state, national and international levels.

The Department of Dispute Resolution and Counseling offers an M.S. in counseling, an M.A. 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 four community resource centers: the SMU Mediation Center, the Center for Family Counseling, the Resource Center and the Frisco ISD Center.

The Department of Graduate Liberal Studies offers the Doctor of Liberal Studies, the Master of Liberal Studies and Certificate of Advanced Graduate Study, all of which broaden students' perspectives, insights and understandings of the world. At the heart of the two graduate liberal studies degrees is the belief that people can continue to grow intellectually, personally and professionally throughout their lives with the opportunity to make greater contributions to society.

Policies and Procedures

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

Admission Requirements

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 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.

Institutes, Centers and Research

Center on Research and Evaluation

www.smu.edu/CORE

Akihito Kamata, **Executive Director**

CORE's mission is to improve the well-being of children, adults and families through knowledge creation and dissemination and through evaluations of programs designed to enhance positive outcomes for individuals and communities. This interaction between knowledge creation and the work of organizations and individuals is essential for these organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes the evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society. The center supports Simmons' faculty in its research efforts and conducts third-party evaluations for clients such as nonprofits and schools, as well as internal SMU entities. CORE provides undergraduate and graduate students with real-world opportunities to participate in research and evaluation.

Research in Mathematics Education

www.smu.edu/RME

Leanne Ketterlin Geller, **Director**

RME conducts and disseminates high quality, evidence-based research to improve students' mathematics performance in Texas. Formed in 2011 under the direction of Dr. Leanne Ketterlin Geller, RME is committed to engaging in research and outreach that will make a significant and lasting difference at the student, classroom, school, district, state and national levels. RME's mission is to cultivate positive change by educating and empowering teachers and administrators through the provision of evidence-based practices and systems to support mathematics achievement through academic growth and development of all students. Key focal areas include

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

RME's externally funded research and development budget has grown beyond \$5 million. Efforts by RME researchers have directly impacted thousands of students across Texas and the nation. Through participation in research activities and conferences, engagement with professional development courses, dissemination of materials through the RME website, and collaborations with other organizations and publications, RME has impacted more than 25,000 educators since 2011.

RME's director actively collaborates with the Bush Institute's Middle School Matters Initiative and the Meadows Center for Preventing Educational Risk at the University of Texas in Austin, and she was named director of K-12 STEM initiatives for SMU's Caruth Institute for Engineering Education in 2014.

RME faculty members teach in the Simmons School's Department of Education Policy and Leadership as well as the Department of Teaching and Learning. Additionally, faculty members disseminate their research findings locally, nationally and globally.

The Budd Center: Involving Communities in Education

www.smu.edu/CCE

Regina Nippert, **Executive Director**

The mission of The Budd Center is to equip schools and nonprofits with tools and information so they can work together to meet the extraordinary social, emotional and educational needs of children living in poverty. The Budd Center uses the following strategies to accomplish its mission:

- Develops processes to drive collaboration between school systems, nonprofits and SMU.
- Trains teachers and nonprofits to use individualized student information to create curricula and targeted intervention plans.
- Connects SMU faculty and students to meaningful teaching and learning experiences.

Center for Family Counseling

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to members of the community, including adults, adolescents, children, groups, couples, and families struggling with personal, social or career-related issues, while providing SMU graduate counseling students with meaningful training experience via supervised therapeutic interactions.

SMU Mediation and Conflict Resolution Services

www.smu.edu/ADRservices

Mediation, arbitration, facilitation and conflict coaching services are available to parties involved in civil, family and community disputes. Alumni, current students of the Dispute Resolution Program who have completed at least 200 training hours, and other conflict resolution professionals serve as volunteer mediators and arbitrators.

The Writer's Path

www.smu.edu/CreativeWriting

The Writer's Path is a creative writing program that guides individuals in the process of writing for fiction or nonfiction publication. Progressive noncredit courses take students from the development of writing ideas, through the preparation of a draft, to the revisions and then the polish. Qualified students are eligible to participate in a trip to New York where they meet professionals in the publishing industry.

Institute for Leadership Impact

Eric Bing, **Executive Director**

A growing demand for skilled leaders that create social impact and empower organizations and communities to grow, learn and prosper spurred the development of the Institute for Leadership Impact. The Institute provides educational opportunities that equip emerging and established leaders with the essential skills needed to be more effective in leading organizations and solving real-world problems. Institute offerings focus on training leaders in school districts, independent schools, hospitals, clinics and health-related organizations.

Simmons School of Education and Human Development: Academic Programs

Education, Ph.D.

www.smu.edu/EducationPhD

The Simmons School offers a research-intensive Ph.D. in education that prepares graduates to work in academic areas; to perform research; and to make significant contributions to research, policy and practice in their fields of interest. The program offers the following:

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

Contact Information

Doctor of Philosophy in Education

PO Box 750455

Dallas TX 75725-0455

214-768-1715

www.smu.edu/EducationPhD

Curriculum

Doctoral students must complete a minimum of 60 credit hours during a three-year full-time program prior to the dissertation year. The program is a model in which students complete a core set of courses as a cohort and a unique set of electives and research experiences. The core curriculum includes the following courses:

- EDU 7306 - Historical and Social Foundations of Education
- EDU 7311 - Quantitative Statistics for Education Research (with lab)
- EDU 7312 - Intermediate Quantitative Statistics in Education (with lab)
- EDU 7314 - Advanced Multivariate Statistics
- EDU 7313 - Advanced Assessment Methods
- EDU 7302 - Advanced Quantitative Research Methods
- EDU 7305 - Introduction to Qualitative Research in Education
- EDU 7119 - Synthesis and Integration of Knowledge and Skills in Education Policy and Leadership
- EDU 7318 - Program Evaluation
- EDU 7321 - Quantitative Research Methods II

Admission

Applications submitted by January 1 receive priority review; applications received after January 15 are reviewed on a rolling basis until admission decisions are complete. The Ph.D. program is designed to augment an existing master's degree or equivalent preparation.

Applications 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. A statement of professional purpose.
4. An academic writing sample.
5. Three letters of recommendation.
6. CV or resume.

Degree Requirements

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

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

Teaching and Learning

www.smu.edu/teacher

Professor Ken Springer, Department Chair

Professors: Jill Allor, Stephanie Knight, Stephanie Al Otaiba, Paige Ware, Paul Yovanoff

Associate Professor: Doris Baker, Ken Springer, Candace Walkington

Assistant Professors: Diego Roman, Amy Gillespie Rouse, Anne Wilhelm

Clinical Professors: Anthony Cuevas, Abigail Pruitt

Clinical Associate Professors: Ann Batenburg, Nancy Montgomery, Dara Rossi

Clinical Assistant Professors: Sherril English, Amy Ferrell, Diane Gifford, Johnitha Watkins Johnson, Francesca Jones, Jan Mallet, Robert Rouse

Professor of Practice: Nancy Roberts

Research Associate Professor: Beverly Weiser

Research Assistant Professor: Jan Mallett, Brenna Rivas

Department Information

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

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

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

The department's undergraduate curriculum prepares students for initial teacher certification. The department's graduate curricula focus on reading, teaching and learning, special education, giftedness, bilingual education, ESL, Montessori, science, technology, engineering, and mathematics. Two master's degrees are offered: a Master of Bilingual Education (M.B.E.) and a Master of Education (M.Ed.). The M.B.E. includes a special education concentration and a gifted concentration. The M.Ed. is available in three formats: the traditional M.Ed. for which students must select one or two specializations, an M.Ed. in special education, and an M.Ed. for educator preparation. The Master of Music with a major in music education is offered through the Meadows School of the Arts in cooperation with the Simmons School. In addition, 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.

Note: Completion of any coursework in the Department of Teaching and Learning 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.

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

Master of Bilingual Education, M.B.E.

www.smu.edu/MBE

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

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For bilingual education, proficiency in Spanish, which is used in bilingual education programs in Texas.
3. A completed application and a \$35 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. 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 92 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.
5. Letters of recommendation and written essays may be required for admission. Visit the Teaching and Learning website at www.smu.edu/teacher for more information.

Degree Requirements

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

Requirements

Core Courses

- EDU 6304 - Interpreting Educational Research

- EDU 6315 - Diverse Learners
- EDU 6322 - Educational and Behavioral Psychology
- EDU 6365 - Technology and Discourse

Total: 12 Credit Hours

Specialization Courses

- EDU 6312 - Applied Linguistics
- EDU 6319 - Foundations of Bilingualism
- EDU 6321 - Bilingual/Biliteracy: Critical Issues and Practices
- EDU 6339 - Bilingual Content Instruction

Total: 12 Credit Hours

Electives

Choose one option:

Traditional Plan:

- EDU 6317 - Culture and Community in Education
- EDU 6320 - Language Teaching Research, Theory, and Practice
or
- EDU 6390 - Classroom Instruction and Assessment for Language Learners
- Additional approved graduate-level course
- ESL course

Gifted and Talented Concentration:

- EDU 6325 - Educating Talented/Gifted
- EDU 6347 - Creativity: Theories, Models, and Applications
- EDU 6388 - Curriculum Development for the Talented and Gifted
- EDU 6397 - Growth and Development of the Gifted

Special Education Concentration:

- EDU 6356 - Foundations of Special Education
- EDU 6357 - Assessment for Special Educators
- EDU 6359 - Collaboration with Families and Colleagues
- EDU 6360 - Behavioral Interventions in the Classroom

Total: 12 Credit Hours

Total: 36 Credit Hours

Master of Education in Special Education, M.Ed.

General Information

www.smu.edu/MEd

The M.Ed. program is offered in three formats--an M.Ed. for which students must specialize in one or two areas, an M.Ed. in educator preparation, and an M.Ed. in special education. The admission requirements are the same for all four formats and appear at the end of this M.Ed. section.

<http://www.smu.edu/SpecialEd>

The M.Ed. in special education 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.

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
3. A completed application and a \$35 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Letters of recommendation and written essays may be required for admission to particular programs of study. Visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

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.

Requirements for the Major

Core Courses

- EDU 6304 - Interpreting Educational Research
- EDU 6315 - Diverse Learners

Total: 6 Credit Hours

Content Courses

- EDU 6134 - Survey of Learning Strategies
- EDU 6164 - Early Literacy Acquisition I Practicum
- EDU 6167 - Early Literacy Acquisition II Practicum
- EDU 6356 - Foundations of Special Education
- EDU 6357 - Assessment for Special Educators
- EDU 6358 - Instructional Interventions for Math
- EDU 6359 - Collaboration with Families and Colleagues
- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6361 - Applied Research in Special Education
- EDU 6363 - Late Literacy Acquisition
- EDU 6364 - Early Literacy Acquisition I
- EDU 6367 - Early Literacy Acquisition II

Total: 30 Credit Hours

Total: 36 Credit Hours

Master of Education, M.Ed., Educator Preparation

General Information

www.smu.edu/MEd

The M.Ed. program is offered in three formats--an M.Ed. for which students must specialize in one or two areas, an M.Ed. in educator preparation, and an M.Ed. in special education. The admission requirements are the same for all four formats and appear at the end of this M.Ed. section.

www.smu.edu/MasterEdCert

The M.Ed. in educator preparation allows individuals with baccalaureate degrees to earn a master's degree while completing teacher certification requirements in early childhood through grade six, middle school or high school. Core courses expand participants' understandings of the psychological, social and cultural contexts of education. Individuals are admitted to the program as part of a cohort group; a new cohort begins each summer. Students must complete 36 hours of graduate study.

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 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 Core Subjects Examination; for certification in grades four through eight, the test is the 4–8 Core Subjects Examination.

Students seeking certification in EC through grade six or grades four through eight must take a minimum of 24 credit hours (six hours in each of English, math, science and social studies), all with a grade no lower than *C* (2.000 out of 4.000) according to the State Board for Educator Certification. All candidates for high school (grades seven through 12) certification must complete at least 24 credit hours in the subject they want to teach with at least half of those credits in upper-division courses. In all certification areas, there can be no final grade lower than a *C* (2.000) in any content course.

Once an individual has completed certification coursework, completed clinical 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 State Board for Educator Certification (SBEC).

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
3. A completed application and a \$35 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Letters of recommendation and written essays may be required for admission to particular programs of study. Visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

Requirements for the Concentration

Content Courses

EC - Grade 6

- EDU 6302 - Design and Assessment of Learning
- EDU 6303 - Learning Environment and Professionalism
- EDU 6317 - Culture and Community in Education
- EDU 6326 - Content Area Studies
- EDU 6327 - Learning to Read and Write

- EDU 6329 - EC-6 Math
- EDU 6336 - Reading and Writing to Learn
- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6390 - Classroom Instruction and Assessment for Language Learners

Grades 4 - 8 and 7 - 12

- EDU 6302 - Design and Assessment of Learning
- EDU 6303 - Learning Environment and Professionalism
- EDU 6317 - Culture and Community in Education
- EDU 6324 - Content Methods
- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6390 - Classroom Instruction and Assessment for Language Learners

Core Courses

- EDU 6304 - Interpreting Educational Research
- EDU 6315 - Diverse Learners

Total: 27 Credit Hours

Field Experience Courses

EC–Grade 6

- EDU 6121 - Field Experience I: Elementary
- EDU 6122 - Field Experience II: Elementary
- EDU 6123 - Field Experience III: Elementary

Grades 4 - 8 and 7 - 12

- EDU 6124 - Field Experience I: Secondary
- EDU 6125 - Field Experience II: Secondary
- EDU 6126 - Field Experience III: Secondary

Total: 3 Credit Hours

Student Teaching or Internship Courses

EC - Grade 6

- EDU 6306 - Elementary Student Teaching
and
- EDU 6307 - Elementary Student Teaching
or
- EDU 6376 - Internship I: EC-6
and
- EDU 6377 - Internship II: EC-6

Grades 4 - 8 and 7 - 12

- EDU 6308 - Secondary Student Teaching

- and
- EDU 6309 - Secondary Student Teaching
- or
- EDU 6374 - Internship I: High School and Middle School
- and
- EDU 6375 - Internship II: High School and Middle School

Total: 6 Credit Hours

Total: 36 Credit Hours

Master of Education, M.Ed., with Specializations

General Information

www.smu.edu/MEd

The M.Ed. program is offered in three formats--an M.Ed. for which students must specialize in one or two areas, an M.Ed. in educator preparation, and an M.Ed. in special education. The admission requirements are the same for all three formats and appear at the end of this M.Ed. section.

The M.Ed. program with an option to specialize 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, kindergarten through grade 12.

All students must complete four core courses that focus on the areas of research, diversity, psychology and teaching and learning with technology. Additional required courses expand or complement the core, specialization or master teaching assignment: either 1) 12 hours in one specialization (i.e., bilingual education, early literacy, ESL, gifted education, late literacy, mathematics, Montessori, or STEM) and 12 hours of EDU electives, or 2) two specializations.

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all

expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

3. A completed application and a \$35 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
4. Letters of recommendation and written essays may be required for admission to particular programs of study. Visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

Degree Requirements

Students must complete 36 hours of graduate study within six years of beginning the program.

Requirements for the Degree

Core Courses

- EDU 6304 - Interpreting Educational Research
- EDU 6315 - Diverse Learners
- EDU 6322 - Educational and Behavioral Psychology
- EDU 6384 - Teaching and Learning with Technology

Total: 12 Credit Hours

Specialization Modules

Choose one:

Bilingual Education

12 hours

- EDU 6312 - Applied Linguistics
- EDU 6319 - Foundations of Bilingualism
- EDU 6321 - Bilingual/Biliteracy: Critical Issues and Practices
- EDU 6339 - Bilingual Content Instruction

ESL

12 hours

- EDU 6312 - Applied Linguistics
- EDU 6317 - Culture and Community in Education
- EDU 6320 - Language Teaching Research, Theory, and Practice
- EDU 6390 - Classroom Instruction and Assessment for Language Learners

Gifted and Talented

12 hours

- EDU 6325 - Educating Talented/Gifted
- EDU 6347 - Creativity: Theories, Models, and Applications
- EDU 6388 - Curriculum Development for the Talented and Gifted
- EDU 6397 - Growth and Development of the Gifted

Mathematics

12 hours

- EDU 6379 - Numerical Reasoning: Numbers and Operations
- EDU 6380 - Algebraic Reasoning and Patterns
- EDU 6381 - Geometry and Measurement
- EDU 6382 - Everyday Mathematics: Probability and Data Analysis

Montessori

12 hours of transfer credit

Literacy, Grades PK - 3

12 hours

- EDU 6164 - Early Literacy Acquisition I Practicum
- EDU 6167 - Early Literacy Acquisition II Practicum
- EDU 6323 - Literacy Assessment
- EDU 6364 - Early Literacy Acquisition I
- EDU 6367 - Early Literacy Acquisition II
- one Learning Therapy elective

Late Literacy, Grades 3 - 9

12 hours

- EDU 6323 - Literacy Assessment
- EDU 6363 - Late Literacy Acquisition
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 63XX

STEM

12 hours

- STEM-related EDU courses at the 6000 level or above
- EDU 6349 - The Science of Learning in STEM Education
- EDU 6350 - Designing and Making in STEM Education
- EDU 6351 - Community-Centered STEM Integration
- One additional 6300-level course whose course number has yet to be determined

Total: 12 Credit Hours

Electives or Second Specialization Module

- EDU courses or other approved courses, or an additional specialization module from the list above

Total: 12 Credit Hours

Total: 36 Credit Hours

Master of Music, M.M. in Music Education

www.smu.edu/Meadows/AreasOfStudy/Music

With the guidance of a faculty adviser, candidates seeking a Master of Music in music education through the Meadows School of the Arts 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.

Admission and Degree Requirements

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

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. More information is found at www.smu.edu/Meadows/AreasOfStudy/Music ("Workshops and Special Programs" link).

Contact Information

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

Learning Therapy Preparation

www.smu.edu/LearningTherapy

The Learning Therapy Preparation curriculum is designed for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Participants are trained in the structures of written English, multisensory teaching methods and sequential procedures for teaching written-language skills and learning strategies. Learning Therapy Preparation requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. All of the courses are designed to teach 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.

Students who would like to complete the M.Ed. degree program while engaged in learning therapy preparation should apply to the Master of Education in Reading and Writing 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.

Admission Requirements

Before enrolling in Learning Therapy Preparation, all students must provide the following:

1. A formal application with the \$35 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.
5. Admission requirements are periodically updated. Please visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

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.

First-year Introductory Courses

- EDU 6101 - Clinical Therapy Practicum I
- EDU 6102 - Clinical Therapy Practicum II
- EDU 6231 - Introductory Course C: Early Language Development
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders
- EDU 6331 - Introductory Course B: Cognitive and Linguistic Structures of Written Language

Total: 10 Credit Hours

Second-year Advanced Courses

- EDU 6103 - Clinical Therapy Practicum III
- EDU 6104 - Clinical Therapy Practicum IV
- EDU 6332 - Advanced Cognitive and Linguistic Structures of Written Language Part I
- EDU 6333 - Advanced Cognitive and Linguistic Structures of Written Language Part II
- EDU 6233 - Advanced Cognitive and Linguistic Structures of Written Language Part III

Total: 10 Credit Hours

Elective Courses

Two from the following:

- EDU 6105 - Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond
- EDU 6109 - Work Smart
- EDU 6110 - Automaticity and Rate
- EDU 6115 - Early Language Development: Phonological Awareness
- EDU 6116 - Procedures and Measures for Assessing Students for Dyslexia
- EDU 6118 - Characteristics of Dyslexia
- EDU 6134 - Survey of Learning Strategies

Total: 2 Credit Hours

Total: 22 Credit Hours

Postbaccalaureate Educator Preparation

www.smu.edu/TeacherPrep

Through the Department of Teaching and Learning, postbaccalaureate students may enroll in courses that lead to teaching certification at the elementary and secondary levels. SMU offers courses in all three grade ranges: early childhood–grade six, grade four–grade eight and grade seven–grade 12. For all educator preparation questions, students should contact the Department of Teaching and Learning at teacher@smu.edu or 214-768-2346.

To become a teacher, students must pass two state 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 State Board for Educator Certification. Once an individual has completed preparation coursework, completed student teaching or an internship, and passed the appropriate examinations, she/he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about educator preparation 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 Educator Preparation program requires 21 credit hours of coursework plus nine credit hours of field-work (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.

- Early Childhood-Grade 6
- Secondary Education (Middle and High School: Grades 4-8 and 7-12)
- All-Level Music, Theatre Arts or World Language

Postbaccalaureate Educator Preparation Entrance Requirements

Before enrolling in the Postbaccalaureate Educator Preparation courses, all students must provide the following:

1. An official transcript showing a bachelor's 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.
 - a. Students applying for teacher preparation in EC through grade six and grade four–grade eight must have at least 24 hours of core content comprised of six credit hours in each of the following, with no grade lower than a C (2.000): math, English, science and social studies.
 - b. Students applying for grade seven–grade 12 must have at least 24 credit hours, with 12 hours of advanced courses in an approved teaching field.
2. A letter of reference from an employer or professor.
3. For international students applying from countries where English is not the native language, the TOEFL English language proficiency test must be taken. A minimum score of 92 must be earned on the IBT version of the exam with a minimum score of 26 on the speaking portion of the exam.
4. A written essay that must be completed in the adviser's office; a prompt for the essay is supplied.
5. An official interview with Department of Teaching and Learning advisers.

Professional Development

The Simmons 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.

Education Courses

EDU 5000 - Tea Data Technology Certification

Credits: 0

Satisfies TEA data technology certification requirement.

EDU 5100 - Special Topics

Credits: 1

Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5121 - Field Experience I: Elementary

Credits: 1

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 - Field Experience II: Elementary

Credits: 1

With a focus on special populations, this course places students in elementary school settings where they observe the teaching techniques used to help children with exceptional needs.

EDU 5123 - Field Experience III: Elementary

Credits: 1

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 - Field Experience I: Secondary

Credits: 1

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 - Field Experience II: Secondary

Credits: 1

Places students in elementary school settings where they observe the teaching techniques used to help children with exceptional or special needs.

EDU 5126 - Field Experience III: Secondary

Credits: 1

This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5157 - Practicum for Teaching Early Reading and Writing

Credits: 1

Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires tutoring experiences in a local school. Corequisite: EDU 5257.

EDU 5200 - Special Topics

Credits: 2

Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5257 - Methods for Teaching Early Reading and Writing

Credits: 2

Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. Corequisite: EDU 5157.

EDU 5300 - Special Topics

Credits: 3

Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5318 - Formative/Summative Assessment

Credits: 3

Explanation and practice of formal and informal assessment strategies, the ways assessment outcomes should inform instruction, and the methods for sharing assessment outcomes with families. All assignments relate to putting assessment skills into practice in the classroom.

EDU 5327 - Integrating Teaching and Learning

Credits: 3

Reviews the nature and design of educational activities: theory, research, practice of unit planning, and lesson planning for active learning that meets the needs of individual students.

EDU 5330 - Integrated Stem Studies

Credits: 3

Provides elementary- and middle-grades teachers with strategies to integrate science, technology, engineering, and mathematics in their classrooms.

EDU 5331 - Content Area Studies For Elementary School

Credits: 3

Explores science, social studies, art, music, drama, and physical education content for students EC-grade six. Also, effective teaching strategies for each content area.

EDU 5348 - Introduction to Diverse Learners

Credits: 3

A study of diversity, multicultural concepts, and inclusion. Also, explores issues, policies, and professional practice relevant to teaching.

EDU 5349 - Learning Environment and Professionalism: EC-12

Credits: 3

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 - Teaching Mathematics in Elementary School

Credits: 3

Evaluates learning materials and teaching methods focusing on knowledge and skills required for students EC-grade six.

EDU 5357 - Emergent Literacy

Credits: 3

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 - Conventional Literacy

Credits: 3

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

EDU 5363 - Elementary Student Teaching

Credits: 3

Requires a 15-week assignment in an elementary school that has a diverse student population. Includes a seminar on campus every 2 weeks.

EDU 5364 - Elementary Student Teaching

Credits: 3

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 - Creating Successful Classrooms

Credits: 3

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 - Content Area Methods

Credits: 3

Students refine content knowledge, methods, and strategies specific to their content area and level of certification.

EDU 5373 - Secondary Student Teaching

Credits: 3

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

EDU 5374 - Secondary Student Teaching

Credits: 3

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

EDU 5375 - Internship I: High School and Middle School

Credits: 3

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 - Internship II: High School and Middle School

Credits: 3

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 - Internship I: EC-6

Credits: 3

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 - Internship II: EC-6

Credits: 3

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 - Independent Study

Credits: 1

Students work independently on a personalized system of instruction.

EDU 6101 - Clinical Therapy Practicum I

Credits: 1

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.

EDU 6102 - Clinical Therapy Practicum II

Credits: 1

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.

EDU 6103 - Clinical Therapy Practicum III

Credits: 1

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.

EDU 6104 - Clinical Therapy Practicum IV

Credits: 1

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 - Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond

Credits: 1

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

EDU 6109 - Work Smart

Credits: 1

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 - Automaticity and Rate

Credits: 1

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 - Early Language Development: Phonological Awareness

Credits: 1

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 - Procedures and Measures for Assessing Students for Dyslexia

Credits: 1

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

EDU 6118 - Characteristics of Dyslexia

Credits: 1

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 6120 - Special Topics

Credits: 1

Students work on a personalized system of instruction.

EDU 6121 - Field Experience I: Elementary

Credits: 1

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 6122 - Field Experience II: Elementary

Credits: 1

Students are placed in elementary school settings where they observe the teaching techniques used to help children with exceptional needs.

EDU 6123 - Field Experience III: Elementary

Credits: 1

Students plan and teach lessons in a school setting while shadowing a teacher in preparation for student teaching.

EDU 6124 - Field Experience I: Secondary

Credits: 1

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 6125 - Field Experience II: Secondary

Credits: 1

Students are placed in secondary school settings where they observe the teaching techniques used to help children with exceptional or special needs.

EDU 6126 - Field Experience III: Secondary

Credits: 1

Students plan and teach lessons in a school setting while shadowing a teacher in preparation for student teaching.

EDU 6129 - Practicum for Teaching Early Reading and Writing

Credits: 1

Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires students to engage in tutoring experiences in a local school.

Corequisite: EDU 6229.

EDU 6134 - Survey of Learning Strategies

Credits: 1

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 6142 - Late Literacy Development Practicum

Credits: 1

This course gives students opportunities for applying content from EDU 6363 and using materials and strategies

discussed in EDU 6363 in their own school settings. Prerequisite: 2.000 GPA or better in EDU 6141. Corequisite: EDU 6363.

EDU 6145 - Instructional Interventions for Math Practicum

Credits: 1

Students apply in a classroom setting the content modeled during EDU 6358. Corequisite: EDU 6358.

EDU 6146 - Applied Research in Special Education Practicum

Credits: 1

Students apply in a classroom setting the content modeled during EDU 6361. Corequisite: EDU 6361.

EDU 6150 - Graduate Research

Credits: 1

Includes supervised completion of an independent research project designed in EDU 6304.

EDU 6160 - Graduate Research

Credits: 1

Includes supervised completion of an independent research project designed in EDU 6304.

EDU 6164 - Early Literacy Acquisition I Practicum

Credits: 1

Provides students with supervised opportunities to apply content and skills from their early literacy courses to classroom and tutoring situations. Corequisite: EDU 6364.

EDU 6167 - Early Literacy Acquisition II Practicum

Credits: 1

Provides students with supervised opportunities to apply content and skills from their early literacy courses to classroom and tutoring situations. Corequisite: EDU 6367.

EDU 6200 - Independent Study

Credits: 2

Students work independently on a personalized system of instruction.

EDU 6225 - Planning and Managing Change

Credits: 2

Topics include the development of planning, management, and communication skills needed by school leaders who help shape the changes in professional practice in order to improve student achievement.

EDU 6229 - Methods for Teaching Early Reading and Writing

Credits: 2

Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. Corequisite: EDU 6129.

EDU 6231 - Introductory Course C: Early Language Development

Credits: 2

Refines techniques and procedures previously introduced, and discusses systems of record keeping and progress reporting.

EDU 6233 - Advanced Cognitive and Linguistic Structures of Written Language Part III

Credits: 2

Students acquire additional sophisticated therapy techniques, including transition and closure, and review record keeping and student progress measurement. Includes discussion of professional dyslexia-related organizations.

EDU 6234 - CAS Instructor Level 3

Credits: 2

Instructional assistant in the course entitled Early Language Development.

EDU 6235 - CAS Instructor Level 6

Credits: 2

Internship in the course entitled Seminar/Practicum Curriculum Issues.

EDU 6280 - Advanced Linguistic Structures of English Part 2

Credits: 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 the M.Ed. with a concentration in reading and writing. For Dallas cohort only.

EDU 6300 - Independent Study

Credits: 3

Students work independently on a personalized system of instruction.

EDU 6302 - Design and Assessment of Learning

Credits: 3

Review of research and practice in learning theory, instructional design, and assessment strategies. Students are required to investigate studies supporting best practice in the classroom. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6303 - Learning Environment and Professionalism

Credits: 3

Investigation of student needs that teachers must meet as well as different aspects of professionalism expected of classroom teachers. Students are required to analyze studies supporting best practice in classroom management and professional development. Prerequisite: 2.000 GPA or better in EDU 6326 or EDU 6366. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6304 - Interpreting Educational Research

Credits: 3

Required core course for the M.Ed. degree. The primary focus is on the interpretation of educational research studies in elementary and secondary school settings. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in certification preparation (plus a 2.000 or better GPA in EDU 6305 or EDU 6329), M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6363), Master in Bilingual Education, or M.Ed. with an unspecified track. M.B.E. students and students who are not in one of the designated tracks for the M.Ed. degree should take this course within their first two terms.

EDU 6305 - Differentiated Instruction

Credits: 3

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 one of the following programs: M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6304), M.Ed. with a concentration in certification preparation, Master in Bilingual Education, or M.Ed. with an unspecified track.

EDU 6306 - Elementary Student Teaching

Credits: 3

A 15-week assignment in an elementary school that has a diverse student population. Includes a seminar on campus every 2 weeks.

EDU 6307 - Elementary Student Teaching

Credits: 3

A 15-week assignment in an elementary school that has a diverse student population. Includes a seminar on campus every 2 weeks.

EDU 6308 - Secondary Student Teaching

Credits: 3

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

EDU 6309 - Secondary Student Teaching

Credits: 3

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

EDU 6310 - Foundations of Education

Credits: 3

Required core course for the Master of Education degree. The primary focus is on historical and philosophical issues of the past in order for teachers to make sense of the present.

EDU 6311 - Literacy Leadership and Consultation

Credits: 3

Provides knowledge and skills for master reading teachers in their consultative roles in schools. Prerequisite: 2.000 or better GPA in EDU 6323.

EDU 6312 - Applied Linguistics

Credits: 3

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 - Spanish for Bilingual Teachers

Credits: 3

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 6314 - Positive Psychology and Social and Emotional Learning

Credits: 3

An introduction to the role of Positive Psychology in educational settings, with emphasis on how teachers can impact students through positive classroom culture and attention to social and emotional strengths.

EDU 6315 - Diverse Learners

Credits: 3

Introduces different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups. Provides strategies to make teaching more effective in increasingly diverse schools. Some sections of the course require Spanish proficiency. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in certification preparation (plus a 2.000 or better GPA in EDU 6326 or EDU 6366), M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6305), Master in Bilingual Education, or M.Ed. with an unspecified track.

EDU 6317 - Culture and Community in Education

Credits: 3

Examines relationships among schools, families, and communities from various research perspectives. Focuses on the roles of school and community in delivering culturally appropriate instruction and services to students from diverse backgrounds. Some sections of this course require Spanish proficiency.

EDU 6319 - Foundations of Bilingualism

Credits: 3

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 - Language Teaching Research, Theory, and Practice

Credits: 3

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 - Bilingual/Biliteracy: Critical Issues and Practices

Credits: 3

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 - Educational and Behavioral Psychology

Credits: 3

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

EDU 6323 - Literacy Assessment

Credits: 3

Participants study multiple reading assessments and learn to use them. Prerequisite: 2.000 or better GPA in EDU 6363.

EDU 6324 - Content Methods

Credits: 3

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 the M.Ed. with a concentration in certification preparation.

EDU 6325 - Educating Talented/Gifted

Credits: 3

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 - Content Area Studies

Credits: 3

Exploration of science, social studies, art, music, drama, and physical education content for pre-K through grade four students, and effective teaching strategies for each content area. Readings from research journals in the content areas are required, along with the development of research-based instructional strategies. Prerequisite: 2.000 GPA or better in EDU 6327. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6327 - Learning to Read and Write

Credits: 3

Introduces research, practices, and materials for teaching reading and writing in prekindergarten through grade one. All literacy courses require field experiences in local schools. Prerequisite: 2.000 GPA or better in EDU 6329. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6328 - Strategic Teaching

Credits: 3

Examines a variety of instructional strategies proven to engage learners in the middle and high school learning environment. Gives students an opportunity to practice developing skills in communication and facilitating learning. Prerequisite: 2.000 GPA or better in EDU 6305. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6329 - EC-6 Math

Credits: 3

An evaluation of teaching methods in mathematics, focusing on the knowledge and skills required for pre-K through grade six students. Requires study of the research in math concept development. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders

Credits: 3

Introduces language communication concepts and educational activities for teaching individuals with developmental

dyslexia and related language learning difficulties. Includes a study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Practicum opportunities are included. Reserved for the M.Ed. with a concentration in reading and writing. For Dallas cohort only.

EDU 6331 - Introductory Course B: Cognitive and Linguistic Structures of Written Language

Credits: 3

Focuses on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. Examines the historical development of English and its relevance to language disabilities. Prerequisite: EDU 6330.

EDU 6332 - Advanced Cognitive and Linguistic Structures of Written Language Part I

Credits: 3

An overview of advanced dyslexia instruction and instruction in the more complex aspects of the English written code. Prerequisite: EDU 6331.

EDU 6333 - Advanced Cognitive and Linguistic Structures of Written Language Part II

Credits: 3

A continuation of EDU 6332. Refines previously developed procedures and techniques, and examines phonetic irregularities and semantic and syntactic structures.

EDU 6334 - The Montessori Method: Mathematics

Credits: 3

Introduces Montessori mathematics, which fosters the development of the child's mathematical mind. Math exercises span numeration, operation, memorization, fractions, money, time, measurement, geometry, and problem-solving.

EDU 6335 - Foundations of the Montessori Method

Credits: 3

Introduces the historical and theoretical foundations of the Montessori method and provides a basic understanding of pedagogical practices grounded in the Montessori method.

EDU 6336 - Reading and Writing to Learn

Credits: 3

Introduces research, practices, and materials for teaching reading and writing in grades two through six. Requires field experiences in local schools. Prerequisite: EDU 6229.

EDU 6337 - The Montessori Method: Cultural Subjects

Credits: 3

Introduces the Montessori method's cultural subjects: history, geography, geometry, biology, and aesthetic development.

EDU 6338 - The Montessori Method: Early Childhood Skills and Development

Credits: 3

Introduces practical life and sensorial exercises for the Montessori classroom, which provide children opportunities to explore the world through the refinement of classification, problem-solving, and critical thinking skills. Students learn how to effectively apply practical life and sensorial exercises in classroom settings.

EDU 6339 - Bilingual Content Instruction

Credits: 3

Designed for students who will be teaching in bilingual education classrooms or administering bilingual education programs. Participants review current research in reading in the content areas and strengthen their knowledge in critical content vocabulary and the mechanics of spelling and writing in Spanish. Many lectures and discussions are in Spanish, and knowledge of Spanish is required.

EDU 6341 - The Montessori Method: Early Childhood Classroom Management

Credits: 3

Introduces the Montessori method's prepared environment. Students learn how to create the physical and psychological spaces of a prepared environment and to maintain positive classroom interactions through conflict resolution strategies and other approaches.

EDU 6342 - Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course

Credits: 3

Introduces the study of literacy instruction for students with dyslexia and related disorders, with a focus on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. Provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6343 - Literacy Instruction for Students with Dyslexia and Related Disorders: Reading Comprehension

Credits: 3

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 the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6344 - Literacy Instruction for Students with Dyslexia and Related Disorders: Written Expression

Credits: 3

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 the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6345 - Literacy Instruction for Students with Dyslexia and Related Disorders: Advanced Course

Credits: 3

An advanced study of literacy instruction for students with dyslexia and related disorders. Specifically, an in-depth study of the theoretical underpinnings of research-based components of literacy instruction. Provides practical implementation of literacy instruction for tier-three students based on instructional needs. Prerequisite: 2.000 GPA or better in EDU 6344. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6347 - Creativity: Theories, Models, and Applications

Credits: 3

Surveys the concept of creativity. Topics 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 - Foundations of ESL for Secondary Teachers

Credits: 3

Prepares teachers to teach content to the English language learner. Theory application covers models, informal assessments, and instructional strategies.

EDU 6349 - The Science of Learning in STEM Education

Credits: 3

Provides elementary, middle, and high school teachers with a foundation of how research in the learning sciences can inform instruction in science, technology, engineering, and mathematics.

EDU 6350 - Designing and Making in STEM Education

Credits: 3

Provides teachers with strategies for developing science, technology, engineering, and math learning environments in which their students generate and revise STEM knowledge by creatively designing and making.

EDU 6351 - Community-Centered STEM Integration

Credits: 3

Students complete a Master's Project on STEM education in this practicum-based course. Students work with a community partner and engage in hands-on exercises in order to enhance their knowledge of STEM content for K-12 students.

EDU 6352 - CAS Instructor Level I

Credits: 3

Instructional assistant in the course entitled Survey of Dyslexia and Related Disorders.

EDU 6353 - CAS Instructor Level 2

Credits: 3

Instructional assistant in the course entitled Cognitive and Linguistic Structures of Written Language.

EDU 6354 - CAS Instructor Level 4

Credits: 3

Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part I.

EDU 6355 - CAS Instructor Level 5

Credits: 3

Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part II.

EDU 6356 - Foundations of Special Education

Credits: 3

This course focuses on educational policies, laws, and practices associated with education for individuals with disabilities. Topics cover the range of perspectives underlying school-based delivery of educational services.

EDU 6357 - Assessment for Special Educators

Credits: 3

Focuses on current educational measurement and assessment practices associated with educational services for

school-age individuals with learning-related disabilities. The study of current practices is framed in the context of special education decisions for classroom-based interventions, diagnostic and placement decisions, and school and program accountability. Participants learn measurement technologies and nomenclature necessary for preparing and interpreting technical documents. Prerequisite or corequisite: EDU 6304.

EDU 6358 - Instructional Interventions for Math

Credits: 3

Prepares teachers to address the needs of students with exceptionalities in grades K-12 to teach mathematics skills in diverse classroom settings for a variety of learners.

EDU 6359 - Collaboration with Families and Colleagues

Credits: 3

Explores the knowledge and skills necessary for effective collaboration with school-based personnel supporting the learning and social needs of individuals with disabilities and their families.

EDU 6360 - Behavioral Interventions in the Classroom

Credits: 3

Covers the principles of classroom management, both proactive and reactive, within the context of special education.

EDU 6361 - Applied Research in Special Education

Credits: 3

Focuses on using data to guide individualized and intensive intervention for students receiving special education services due to severe and persistent learning and behavioral difficulties.

EDU 6363 - Late Literacy Acquisition

Credits: 3

Examines the evidence-based principles of literacy development and learning in intermediate, middle, and secondary grade reading and writing instruction (grades 3-12). Focuses on the theory, research base, and practitioner application of procedures for designing, implementing, adapting, and evaluating literacy instruction to meet the needs of all learners. Prerequisite for Reading Specialist Preparation Program: EDU 6364 and EDU 6367.

EDU 6364 - Early Literacy Acquisition I

Credits: 3

First of two courses that provides an in-depth examination of early literacy acquisition based on the latest research evidence. Provides teachers with knowledge essential to effectively teach literacy to students with varying needs who are at the kindergarten to second grade developmental levels. Scientific theory about cognitive and literacy development is integrated with a deep understanding of the structure of language and applied to specific methods for teaching early literacy to students in K-2. Requires practicum experiences.

EDU 6365 - Technology and Discourse

Credits: 3

Designed to increase students' familiarity and expertise with graduate-level academic writing genres within the fields of education and human development.

EDU 6366 - Reading and Writing in the Content Areas

Credits: 3

Prepares content area teachers to facilitate their students' ability to gain meaning from text and to use text as a tool

for content area learning. Provides practical strategies and techniques for accommodating the academic diversity faced by today's teachers. Teachers complete the term with a deeper understanding of how to integrate reading and writing to enhance student learning of content area knowledge. Prerequisite: 2.000 GPA or better in EDU 6328. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6367 - Early Literacy Acquisition II

Credits: 3

Second of two courses that provides teachers with knowledge essential to teaching literacy to students with varying needs who are at the kindergarten through second grade developmental levels. Requires practicum experiences. Prerequisite: EDU 6364.

EDU 6368 - Evaluating and Teaching Writing

Credits: 3

Focuses on the planning, teaching, and assessing of writing within a K-12 Response-to-Intervention framework. Students will learn to apply evidence-based practices for enhancing and developing students' writing outcomes.

EDU 6370 - Physical Science: Chemistry

Credits: 3

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 - Life Sciences

Credits: 3

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 - Physical Sciences: Physics

Credits: 3

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 - Earth and Space Science

Credits: 3

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

EDU 6374 - Internship I: High School and Middle School

Credits: 3

The first of two internships that, together, constitute a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6375 - Internship II: High School and Middle School

Credits: 3

The second of two internships that, together, constitute a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6376 - Internship I: EC-6

Credits: 3

The first of two internships that, together, constitute a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6377 - Internship II: EC-6

Credits: 3

The second of two internships that, together, constitute a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6378 - Supervision of Preservice Teacher Education Programs

Credits: 3

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 - Numerical Reasoning: Numbers and Operations

Credits: 3

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

EDU 6380 - Algebraic Reasoning and Patterns

Credits: 3

Covers functional relationships and their properties: patterns, variable expressions, definitions and properties of functions, graphs, one-to-one, invertibility, and compositions. Also, various linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic models. Includes the fundamental theory of algebra, algebraic applications of functions in everyday life, modeling, significant historical developments, rates of change, calculus, introductory analysis, and problem-solving. Topics include advanced mathematical content that informs elementary, middle, and secondary teaching. Discusses practical models for effectively teaching students about patterns, variables, and functional relationships for EC-12 mathematics, as well as components for developing effective mentoring relationships. Prerequisite or corequisite: EDU 6379.

EDU 6381 - Geometry and Measurement

Credits: 3

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

EDU 6382 - Everyday Mathematics: Probability and Data Analysis

Credits: 3

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

EDU 6383 - Coding for Teachers

Credits: 3

Introduces students to the fundamental coding and technology skills needed to design computational computing assignments for STEM education. Course is taught through a series of hands-on tutorials and programming assignments.

EDU 6384 - Teaching and Learning with Technology

Credits: 3

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 6385 - Technology-Related Instructional Assessment

Credits: 3

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

EDU 6386 - Multimedia Design and Development for Educators

Credits: 3

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.

EDU 6387 - Research and Professional Development in the Information Age

Credits: 3

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

EDU 6388 - Curriculum Development for the Talented and Gifted

Credits: 3

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

EDU 6389 - Special Topics

Credits: 3

This course allows students to work independently with an instructor on a targeted topic. The course may be repeated.

EDU 6390 - Classroom Instruction and Assessment for Language Learners

Credits: 3

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 - Teacher Development in STEM Education I

Credits: 3

Science teachers design grade level appropriate STEM learning environments using hands-on scientific processes that incorporate Project Based Learning, maker-based instruction, informal learning spaces, and social and emotional learning.

EDU 6392 - Teacher Development in STEM Education II

Credits: 3

Science teachers design grade level appropriate STEM learning environments using hands-on scientific processes that incorporate Project Based Learning, maker-based instruction, informal learning spaces, and social and emotional learning.

EDU 6397 - Growth and Development of the Gifted

Credits: 3

Examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication with the gifted, and the assessment of affective needs. Students

develop strategies for assisting the gifted; also, developing social and interpersonal skills. Reviews issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole.

EDU 6398 - Teach for America Practicum 1

Credits: 3

The first in a series of two courses focusing on classroom application of evidence-based concepts and strategies from the Teach for America Professional Development Institute. Prerequisite: Restricted to members of Teach for America who are enrolled in the M.Ed. program.

EDU 6399 - Teach for America Practicum 2

Credits: 3

The second in a series of two courses focusing on classroom application of evidence-based concepts and strategies from Teach for America. Prerequisite: Restricted to members of Teach for America who are enrolled in the M.Ed. program.

EDU 7100 - Independent Study

Credits: 1

Students work independently on a personalized system of instruction.

EDU 7111 - Lab for Quantitative Statistics

Credits: 1

Facilitates the technical aspects of working with statistical software packages and applies concepts from the accompanying statistics lecture course, EDU 7311. Corequisite: EDU 7311.

EDU 7112 - Lab for Intermediate Quantitative Statistics in Education

Credits: 1

Designed to facilitate the technical aspects of working with statistical software packages and to apply concepts in the statistics lecture course, EDU 7312, which is recommended as a corequisite course. Prerequisites: EDU 7111, EDU 7311.

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

Credits: 1

Offered each term in years one and two. Designed to integrate learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7300 - Independent Study

Credits: 3

Students work independently on a personalized system of instruction.

EDU 7302 - Advanced Quantitative Research Methods

Credits: 3

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 - Mixed Methods: Quantitative and Qualitative Research

Credits: 3

Research designs and statistical methods for studies that combine quantitative analysis with qualitative inquiry. Also, review of literature employing mixed methods and computer methods of analysis.

EDU 7305 - Introduction to Qualitative Research in Education

Credits: 3

Introduces the historical and theoretical foundations of qualitative research and provides a basic understanding of design, application, and analysis using qualitative methods.

EDU 7306 - Historical and Social Foundations of Education

Credits: 3

Examines the historical, social, philosophical, and economic forces that have shaped the contemporary educational landscape, from the common school movement to the market-based reforms of the 21st century.

EDU 7307 - Foundations of Teaching and Learning

Credits: 3

This course addresses several questions. "Who are the significant teaching and learning theorists?" "Is a teaching practice evidence-based?" "What constitutes teaching and learning equity and access?"

EDU 7309 - Special Topics

Credits: 3

This course allows students to work independently with an instructor on a targeted topic.

EDU 7311 - Quantitative Statistics for Education Research

Credits: 3

Introduces statistical techniques for educational research, and promotes the ability to interpret statistical concepts. Techniques covered include analysis of variance, multiple comparisons, nonparametric statistics, simple linear regression, and multiple correlations.

EDU 7312 - Intermediate Quantitative Statistics in Education

Credits: 3

Doctoral seminar that continues EDU 7311. Statistical methods including analysis of variance, basic regression, and other intermediate statistical methods.

EDU 7313 - Advanced Assessment Methods

Credits: 3

Covers advanced topics in educational and psychological assessment, including terminology, concepts, and methods in reliability. Also, validity, fairness, and IRT, as well as interpreting tests of ability, achievement, personality, and behavior.

EDU 7314 - Advanced Multivariate Statistics

Credits: 3

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 - Designing Learning Environments

Credits: 3

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 - Organizational Theory

Credits: 3

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

EDU 7317 - Policy Analysis

Credits: 3

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 - Program Evaluation

Credits: 3

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 - Synthesis: Integrating Domains and Areas of Emphasis

Credits: 3

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 - Advanced Assessment Methods II

Credits: 3

Emphasizes statistical modeling procedures for estimating measurement reliability and scaling. Prerequisites: EDU 7313, EDU 7311 or equivalent.

EDU 7321 - Quantitative Research Methods II

Credits: 3

A study of methods that make possible the treatment of nonexperimental and/or correlational data for supporting causal inferences, with emphasis on internal, external, construct, and statistical conclusion validity. The course is not a study of statistics. Students use statistical computing software (e.g., R, SAS, SPSS, Mplus) for analyzing quantitative data and estimating statistical models. Also, discussions of equations used, focusing carefully on notation and varying degrees of model complexity. Prerequisites: EDU 7302, EDU 7311 or equivalents.

EDU 7323 - Structural Equation Modeling

Credits: 3

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

EDU 7324 - Advanced Structural Equation Modeling

Credits: 3

Introduces advanced quantitative-method topics related to structural equation modeling (SEM) for behavioral and social science applications.

Education Policy and Leadership

www.smu.edu/EdPolicyLeader

Clinical Professor Dawson Orr, Department Chair

Professors: Frank Hernandez, Leanne Ketterlin Geller, Akihito Kamata

Associate Professor: Michael Harris

Assistant Professors: Dominique Baker, Sondra Barringer, Dan Berebitsky, Denisa Gandara, Alexandra Pavlakis, Meredith Richards

Clinical Professor: Dawson Orr

Clinical Associate Professors: Watt Lesley Black, Jr., Roxanne Burleson, S. Kiersten Ferguson, Rosemary Perlmeter, Ashley Tull

Clinical Assistant Professors: Milan Sevak

Research Assistant Professor: Chalie Patarapichayatham

Department Information

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

Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow acquire expertise in developing and supporting effective teachers and other education service providers; selecting and implementing effective curricula and instructional programs; and identifying, implementing and sustaining effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers an M.Ed. with a major in educational leadership and an Ed.D. The M.Ed. in educational leadership includes three specializations: accelerated school leadership, urban school leadership and higher education. The Ed.D. is available with a focus on either higher education or pre-K to grade 12 leadership. 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 and education policy development and analysis, and to encourage and facilitate the translation of research into policy and practice at local, state, national and international levels.

Doctor of Philosophy in Education. The Ph.D. in education is a schoolwide degree. 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.

Contact Information

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Educational Leadership, Ed.D.

Includes Preparation for Superintendent Certification

The Ed.D. in educational leadership (pre-K to grade 12) is designed to prepare mid-career professionals for a variety of leadership roles in school districts, independent schools, charter management organizations, public agencies and nonprofit organizations. Students are engaged with program faculty members and their cohort in all course content, which includes the individual development and execution of a problem-based dissertation. Program activities benefit the students in their roles as system-level leaders or policy professionals, as well as the organizations they serve. The program is designed to allow individuals to continue working as they complete this three-year doctoral program.

Program Structure. The Ed.D. curriculum is delivered in a three-year executive-style format in which students meet 10 weekends each year in addition to summer intensive sessions. The schedule is designed for midcareer professionals to further their education while continuing to work. Students remain together in a cohort as they progress through the program. Some online assignments are given between weekend sessions. Five cross-cutting themes infuse courses and other learning opportunities:

- Academic leadership.
- Strategic and organizational leadership.
- Policy and political leadership.
- Evidence-based leadership.
- Personal and ethical leadership.

An applied dissertation that serves as a capstone experience is designed for students to build upon and demonstrate leadership competencies through engaging in a multifaceted inquiry project based on a problem of practice.

Requirements for the Major

Core Courses

- EPL 7350 - Methods of Systematic Inquiry
- EPL 7351 - Quantitative Inquiry
- EPL 7352 - Qualitative Inquiry
- EPL 7353 - Topics in Advanced Inquiry
- EPL 7355 - Applied Dissertation (twice)

Total: 18 Credit Hours

Content Courses

- EPL 7358 - Ethical and Moral Leadership
- EPL 7359 - Leading Organizations
- EPL 7360 - Strategic Management of Change
- EPL 7361 - Academic Leadership 1: Research on Teaching and Learning
- EPL 7362 - Academic Leadership 2: Improving Student and Adult Learning At Scale
- EPL 7363 - Policymaking and Politics in Education
- EPL 7365 - Legal and Ethical Issues in Education
- EPL 7366 - Education Budgeting and Finance
- EPL 7368 - Strategic Talent Management
- EPL 7369 - Governance, Partnerships, and Community Engagement
- EPL 7370 - Entrepreneurship, Technology, and Innovation in Education
and

- EPL 7364 - Contemporary Education Policy (for students pursuing superintendent certification)
or
- EPL 7372 - Leadership Practicum (for students who are not pursuing superintendent certification)

Total: 36 Credit Hours

Electives

- EPL 7354 - Pre-K to 16 Comparative International Policy
- EPL 7364 - Contemporary Education Policy
or
- EPL 7371 - Superintendent Internship (twice, for superintendent certification only)

Total: 6 Credit Hours

Total: 60 Credit Hours

Admission Requirements

1. The online SMU application.
2. A master's or postbaccalaureate degree in education or a related field.
3. Official undergraduate and graduate transcripts with a minimum GPA of 3.000 for both degrees.
4. GRE graduate entry exam scores taken within the last five years, with the institution code 7464 (and TOEFL English language proficiency test scores if the student's native language is not English).
5. A statement of professional purpose.
6. Three letters of recommendation from individuals who can speak to the candidate's academic and professional skills and potential. One letter should be from a direct supervisor in the candidate's organization.
7. A résumé/curriculum vita.
8. A letter from the candidate's organization indicating agreement for the student to miss work to attend classes (for time on Fridays and summer terms).
9. Candidates applying for the preparation for superintendent certification program only:
 - a. A letter of agreement from the superintendent or other system-level administrator indicating that the school district will provide internship activities and a district mentor for the candidate.
 - b. A copy of the candidate's Texas Principal Certificate and service records.

Promising applicants may be invited to engage in an interview and additional selection processes.

Higher Education, Ed.D.

The Ed.D. in higher education is designed to prepare midcareer professionals from a variety of postsecondary institutional types and settings. These include public and private institutions; community colleges; and state, regional and national governance systems and organizations. Students are engaged with program faculty and their cohort in all course content, which includes the individual development and execution of a problem-based dissertation. Program activities benefit the students in their roles as postsecondary leaders, as well as the organizations they serve.

Degree Requirements

The Ed.D. curriculum is delivered in a three-year executive-style format in which students meet 10 weekends each year in addition to summer intensive sessions. The schedule is designed for midcareer professionals to further their education while continuing to work. Students remain in a cohort as they progress through the program. Some online assignments are given between weekend sessions. Five cross-cutting themes infuse courses and other learning opportunities:

- Academic leadership.
- Strategic and organizational leadership.
- Policy and political leadership.
- Evidence-based leadership.
- Personal and ethical leadership.

An applied dissertation that serves as a capstone experience is designed for students to build upon and demonstrate leadership competencies through engaging in a multifaceted inquiry project based on a problem of practice.

Requirements for the Major

Core Courses

- EPL 7350 - Methods of Systematic Inquiry
- EPL 7351 - Quantitative Inquiry
- EPL 7352 - Qualitative Inquiry
- EPL 7353 - Topics in Advanced Inquiry
- EPL 7354 - Pre-K to 16 Comparative International Policy
- EPL 7355 - Applied Dissertation (twice)

Total: 21 Credit Hours

Content Courses

- EPL 7380 - History of Higher Education
- EPL 7381 - Academic Leadership in Higher Education
- EPL 7382 - Contemporary Issues in Higher Education
- EPL 7383 - Financial Strategy and Management in Higher Education
- EPL 7384 - Legal Issues in Higher Education
- EPL 7385 - The College Student
- EPL 7386 - Leading Student Affairs
- EPL 7387 - Leading Diverse Campuses and Systems of Postsecondary Education
- EPL 7388 - Leading Organizational Change in Higher Education
- EPL 7389 - Strategic Enrollment Planning and Management
- EPL 7390 - Public Policy in Higher Education
- EPL 7391 - Public Policy Analysis in Higher Education
- EPL 7392 - Special Topics in Higher Education Policy

Total: 39 Credit Hours

Total: 60 Credit Hours

Admission Requirements

1. The online SMU application.
2. A master's or postbaccalaureate degree in education or a related field.
3. Official undergraduate and graduate transcripts with a minimum GPA of 3.000 for both degrees.
4. GRE graduate entry exam scores taken within the last five years, with the institution code 7464 (and TOEFL English language proficiency test scores if the student's native language is not English).
5. A statement of professional purpose.
6. Three letters of recommendation from individuals who can speak to the candidate's academic and professional skills and potential. One letter should be from a direct supervisor in the candidate's organization.
7. A résumé/curriculum vita.
8. A letter from the candidate's organization indicating agreement for the student to miss work to attend classes (for time on Fridays and summer terms).
9. Candidates applying for the preparation for superintendent certification programs only:
 - a. A letter of agreement from the superintendent or other system-level administrator indicating that the school district will provide internship activities and a district mentor for the candidate.
 - b. A copy of the candidate's Texas Principal Certificate and service records.

Promising applicants may be invited to engage in an interview and additional selection processes.

Education Leadership, M.Ed., EC-Grade 12 Accelerated School Leadership Specialization

Includes Preparation for 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 are well prepared to develop and support effective teachers; to select and implement effective curricula and instructional programs; and to 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 14 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 of the course.

Degree Requirements

This 40-credit-hour program is designed for working professionals and can be completed within 14 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 in the state of Texas must take and pass the TExES Principal Certification Exam and required state training that is delivered via EPL 6140 - Instructional Leadership Development.

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.

Requirements for the Major

Core Content Courses

- EPL 6140 - Instructional Leadership Development
- EPL 6240 - Legal and Ethical Aspects of Leadership
- EPL 6241 - Organizational Behavior
- EPL 6242 - Academic Leadership: Literacy and Language Arts
- EPL 6244 - Organizational Leadership
- EPL 6354 - Leading Organizational Change
- EPL 6246 - Academic Leadership: Mathematics and Science
- EPL 6248 - Academic Leadership: World Languages and Social Studies
- EPL 6249 - Academic Leadership: Fine Arts/PE/Cate
- EPL 6250 - Leadership Development Coaching
- EPL 6252 - Academic Leadership: Special Populations and Student Success
- EPL 6253 - Personal and Professional Development
- EPL 6254 - Student Culture and Support
- EPL 6375 - Leading with Values
- EPL 6391 - Collaborative Leadership

Total: 31 Credit Hours

Field Courses and Portfolio

- EPL 6243 - Field Studies 1
- EPL 6247 - Field Studies 2
- EPL 6251 - Field Studies 3
- EPL 6393 - Capstone Experience

Total: 9 Credit Hours

Total: 40 Credit Hours

Admission Requirements

Admission is based on the following criteria; any exceptions to these requirements must have the approval of the academic adviser and department chair:

1. A baccalaureate degree from an accredited institution.

2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. 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 verbal score for admission is 26.
4. *GRE Requirements:*
 - **ASLP specialization:** The GRE graduate school entry exam is required for students who have an undergraduate GPA lower than 3.000. If needed, scores from the verbal, quantitative and analytical writing sections of the GRE, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
 - **Urban Leadership specialization:** The GRE graduate school entry exam is required for students with a GPA lower than 3.000. In such cases, the GRE must have been taken within the previous five years and the verbal, quantitative and analytical writing scores must be submitted. The institution code is 7464 for the Simmons School. Alternative graduate testing may be considered on a case-by-case basis.
 - **Higher Education specialization:** Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the Quantitative Reasoning section, 500 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section. For the GRE taken after August 1, 2011, preferred scores are 151 or higher for the Quantitative Reasoning section, 151 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section.
5. *Teaching Certification Requirements:*
 - **ASLP specialization:** A valid Texas teacher certification, if interested in principal certification.
 - **Urban Leadership specialization:** A valid Texas teacher certification, if interested in principal certification.
6. *Teaching Experience Requirements:*
 - **ASLP and Urban Leadership specializations:** Two years of teaching experience in an accredited public, private or charter school.
7. *Recommendation Requirements:*
 - **ASLP and Urban Leadership specializations:** Recommendations and evidence of a high degree of support from the school of employment.
 - **Higher Education specialization:** Three letters of recommendation from academic and/or professional references.
8. *Application Requirements:*
 - **ASLP and Urban Leadership specializations:** Evidence of leadership capacity and demonstration of leadership in the applicant's school.
 - **Higher Education specialization:** An essay and writing sample.
 - **Urban Leadership specialization:** Finalists for the Urban Leadership program must participate in in-depth screening interviews and situational problem-solving activities with the Teaching Trust, SMU's nonprofit partner in this program, prior to final admission decisions. A contract of commitment with the Teaching Trust to work a specified period of time in select urban school districts is required of candidates for acceptance into the program..

Education Leadership, M.Ed., EC-Grade 12 Urban School Leadership Specialization

Includes Preparation for Principal Certification

The M.Ed. with a specialization in urban school leadership 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 preparation for 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 experienced practitioners. 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 select urban school districts is required of candidates for acceptance into the program.

Program Structure. This 36-hour degree program is designed for working professionals and can be completed in two years (including two summer sessions). Students take courses in a prescribed sequence through two seven-week modules in the fall, two seven-week modules in the spring, and a four-week module during the first summer of enrollment and a two-week module during the second summer of enrollment. During the fall and spring academic terms, classes usually meet Wednesday evenings and Saturdays. **Note:** Some classes meet all day in the summer sessions. Summer session classes meet four or six days per week, with the exception of residency and preresidency classes, which meet on an as-needed basis. Candidates for Principal Certification in the state of Texas must take and pass the state Principal Certification exam as well as required training that is delivered via EPL 6140 - Instructional Leadership Development.

The Urban School Leadership Specialization is a cohort program with a tightly structured and integrated design. Courses taken outside the degree are generally not accepted for transfer.

The second year is a campus-based residency (12 credit hours) in which candidates are paired with a mentor principal and a 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.

Requirements for the Specialization

Core Content Courses

- EPL 6140 - Instructional Leadership Development
- EPL 6240 - Legal and Ethical Aspects of Leadership
- EPL 6241 - Organizational Behavior
- EPL 6252 - Academic Leadership: Special Populations and Student Success
- EPL 6254 - Student Culture and Support
- EPL 6266 - Performance Standards and Goals
- EPL 6267 - Instructional Leadership 1
- EPL 6270 - Instructional Leadership 2
- EPL 6272 - Strategic Management of Human Capital
- EPL 6375 - Leading with Values
- EPL 6281 - Planning and Managing Change

Total: 22 Credit Hours

Field Courses

- EPL 6255 - Field Studies 4
- EPL 6395 - Urban School Residency (four times)

Total: 14 Credit Hours

Total: 36 Credit Hours

Admission Requirements

Admission is based on the following criteria; any exceptions to these requirements must have the approval of the academic adviser and department chair:

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. 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 verbal score for admission is 26.
4. *GRE Requirements:*
 - **ASLP specialization:** The GRE graduate school entry exam is required for students who have an undergraduate GPA lower than 3.000. If needed, scores from the verbal, quantitative and analytical writing sections of the GRE, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
 - **Urban Leadership specialization:** The GRE graduate school entry exam is required for students with a GPA lower than 3.000. In such cases, the GRE must have been taken within the previous five years and the verbal, quantitative and analytical writing scores must be submitted. The institution code is 7464 for the Simmons School. Alternative graduate testing may be considered on a case-by-case basis.
 - **Higher Education specialization:** Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the Quantitative Reasoning section, 500 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section. For the GRE taken after August 1, 2011, preferred scores are 151 or higher for the Quantitative Reasoning section, 151 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section.
5. *Teaching Certification Requirements:*
 - **ASLP specialization:** A valid Texas teacher certification, if interested in principal certification.
 - **Urban Leadership specialization:** A valid Texas teacher certification, if interested in principal certification.
6. *Teaching Experience Requirements:*

- **ASLP and Urban Leadership specializations:** Two years of teaching experience in an accredited public, private or charter school.
7. *Recommendation Requirements:*
- **ASLP and Urban Leadership specializations:** Recommendations and evidence of a high degree of support from the school of employment.
 - **Higher Education specialization:** Three letters of recommendation from academic and/or professional references.
8. *Application Requirements:*
- **ASLP and Urban Leadership specializations:** Evidence of leadership capacity and demonstration of leadership in the applicant's school.
 - **Higher Education specialization:** An essay and writing sample.
 - **Urban Leadership specialization:** Finalists for the Urban Leadership program must participate in in-depth screening interviews and situational problem-solving activities with the Teaching Trust, SMU's nonprofit partner in this program, prior to final admission decisions. A contract of commitment with the Teaching Trust to work a specified period of time in select urban school districts is required of candidates for acceptance into the program.

Education Leadership, M.Ed., Higher Education Specialization

The M.Ed. with a specialization in higher education prepares students for leadership positions in colleges and universities. The curriculum is comprised of 12 three-credit-hour courses that are offered in various terms throughout the year. Candidates have the option of pursuing the degree on a full-time basis to complete in two years or a part-time schedule to complete in no more than five years. A final comprehensive examination is offered each spring term prior to May graduation.

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

Requirements for the Specialization

Core Courses

- EPL 6356 - Legal Issues in Higher Education
- EPL 6358 - Equity and Access in Higher Education
- EPL 6360 - The College Student
- EPL 6363 - Faculty and Academic Governance
- EPL 6373 - Special Topics
- EPL 6374 - Interpreting Educational Research
- EPL 6376 - Public Policy and Higher Education
- EPL 6379 - Student Affairs Administration
- EPL 6392 - History of Higher Education
- EPL 6394 - Emerging Issues in Higher Education
- EPL 6396 - Higher Education Finance

Total: 33 Credit Hours

Select one of two options:

- EPL 6001 - Comprehensive Program Exam
and
- EPL 6373 - Special Topics
or
- EPL 6347 - Capstone Project

Total: 3 Credit Hours

Total: 36 Credit Hours

Admission Requirements

Admission is based on the following criteria; any exceptions to these requirements must have the approval of the academic adviser and department chair:

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. 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 verbal score for admission is 26.
4. *GRE Requirements:*
 - **ASLP specialization:** The GRE graduate school entry exam is required for students who have an undergraduate GPA lower than 3.000. If needed, scores from the verbal, quantitative and analytical writing sections of the GRE, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
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 - **Higher Education specialization:** Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Simmons School. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the Quantitative Reasoning section, 500 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section. For the GRE taken after August 1, 2011, preferred scores are 151 or higher for the Quantitative Reasoning section, 151 or higher for the Verbal Reasoning section, and 4.0 or higher for the Analytical Writing section.
5. *Teaching Certification Requirements:*
 - **ASLP specialization:** A valid Texas teacher certification, if interested in principal certification.
 - **Urban Leadership specialization:** A valid Texas teacher certification, if interested in principal certification.
6. *Teaching Experience Requirements:*

- **ASLP and Urban Leadership specializations:** Two years of teaching experience in an accredited public, private or charter school.
7. *Recommendation Requirements:*
- **ASLP and Urban Leadership specializations:** Recommendations and evidence of a high degree of support from the school of employment.
 - **Higher Education specialization:** Three letters of recommendation from academic and/or professional references.
8. *Application Requirements:*
- **ASLP and Urban Leadership specializations:** Evidence of leadership capacity and demonstration of leadership in the applicant's school.
 - **Higher Education specialization:** An essay and writing sample.
 - **Urban Leadership specialization:** Finalists for the Urban Leadership program must participate in in-depth screening interviews and situational problem-solving activities with the Teaching Trust, SMU's nonprofit partner in this program, prior to final admission decisions. A contract of commitment with the Teaching Trust to work a specified period of time in select urban school districts is required of candidates for acceptance into the program.

Education Leadership Courses

EPL 6001 - Comprehensive Program Exam

Credits: 0

All students in the M.Ed. Higher Education program are required to select and complete either the zero-credit Comprehensive Program Exam or a 3-credit Capstone Project.

EPL 6140 - Instructional Leadership Development

Credits: 1

Required training for the Texas principal certification. The seminar is conducted by certified trainers from the SMU faculty.

EPL 6200 - Independent Study

Credits: 2

The student works independently on a personalized system of instruction.

EPL 6240 - Legal and Ethical Aspects of Leadership

Credits: 2

Focuses on the legal and policy issues critical to effective educational leadership. Topics include compliance, equity, and the code of ethics, as well as the development, communication, and implementation of effective policy.

EPL 6241 - Organizational Behavior

Credits: 2

An examination of behavior in educational organizations. Topics include organizational culture and climate, motivation, and decision-making.

EPL 6242 - Academic Leadership: Literacy and Language Arts

Credits: 2

Addresses trends and issues impacting instructional programs in literacy and language arts. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6243 - Field Studies 1

Credits: 2

Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6244 - Organizational Leadership

Credits: 2

Focuses on leadership for campus planning and resource allocation, including budget, facilities, and scheduling.

EPL 6246 - Academic Leadership: Mathematics and Science

Credits: 2

Addresses trends and issues impacting instructional programs in math and science. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6247 - Field Studies 2

Credits: 2

Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6248 - Academic Leadership: World Languages and Social Studies

Credits: 2

Addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6249 - Academic Leadership: Fine Arts/PE/Cate

Credits: 2

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.

EPL 6250 - Leadership Development Coaching

Credits: 2

Provides experience in using collaborative tools to build self-awareness, clarify goals, and formulate action plans with accountability.

EPL 6251 - Field Studies 3

Credits: 2

Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6252 - Academic Leadership: Special Populations and Student Success

Credits: 2

Addresses trends and issues affecting student success for special populations. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6253 - Personal and Professional Development

Credits: 2

Covers the selection, development, supervision, and retention of effective teachers. Topics include effective professional development models, teacher leadership roles, and equitable personnel policies and procedures.

EPL 6254 - Student Culture and Support

Credits: 2

Examines how discipline, safety, and crisis management support a positive learning environment. Data from support services such as counseling, social, and health services are analyzed as contributing factors.

EPL 6255 - Field Studies 4

Credits: 2

Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6266 - Performance Standards and Goals

Credits: 2

Candidates learn to utilize meaningful systems and measurements for embedding a culture of achievement, to set performance goals and benchmark against them, and to prioritize actions that produce results.

EPL 6267 - Instructional Leadership 1

Credits: 2

Examines instructional leadership through effective instruction, standards-based planning, and other skills needed to lead data-driven instruction and professional development.

EPL 6270 - Instructional Leadership 2

Credits: 2

This course examines school improvement planning, the strategic use of data, the use of assessments to measure and support student achievement, continuous school improvement, and observation and feedback.

EPL 6272 - Strategic Management of Human Capital

Credits: 2

Focuses on high-leverage practices and policies for building the school and staff capacity required to ensure student achievement: recruiting, selecting, developing, evaluating, rewarding, and retaining talent and teams through the support of core competencies.

EPL 6281 - Planning and Managing Change

Credits: 2

Focuses on practical models and change tactics that leaders can use to make their organizations more effective. Students learn to develop, communicate, and effectively implement change through clear and strategic action plans aligned with the priorities and goals of their schools and districts.

EPL 6300 - Independent Study

Credits: 3

The student works independently on a personalized system of instruction.

EPL 6343 - Field Studies 1

Credits: 3

Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6347 - Capstone Project

Credits: 3

Substantive capstone thesis or initiative project, under the supervision of a faculty member, which integrates learning and knowledge from across the courses in the program.

EPL 6350 - Developing Human Capital

Credits: 3

Focuses on the recruitment, selection, coaching, development, supervision, and retention of effective teachers and other employees. Topics include recruitment strategies, hiring and induction practices, professional development models, building personal and employee capacity through coaching, and the effective and ethical management of personnel.

EPL 6354 - Leading Organizational Change

Credits: 3

Focuses on practical frameworks and strategies for change that leaders use to enhance the effectiveness of their organizations. Topics include effective approaches and potential barriers to change.

EPL 6356 - Legal Issues in Higher Education

Credits: 3

Addresses the legal process as well as the legal rights, duties, and limitations of persons in the higher education community.

EPL 6358 - Equity and Access in Higher Education

Credits: 3

Explores strategies for restructuring institutions of higher education with the goal of improving student support and achievement among diverse and historically marginalized groups.

EPL 6360 - The College Student

Credits: 3

Offers a contemporary overview and understanding of college students and provides an overview of student development and learning in contemporary postsecondary educational institutions.

EPL 6363 - Faculty and Academic Governance

Credits: 3

An overview of academic and faculty governance of colleges and universities in the U.S., with an emphasis on the roles and responsibilities of institutional stakeholders.

EPL 6367 - Instructional Leadership

Credits: 3

Focuses on practical frameworks and strategies impacting classroom instruction. Topics include setting curricular priorities, implementing research-based instructional practices, and using data and assessment tools to improve instruction and student learning.

EPL 6373 - Special Topics

Credits: 3

Elective courses that address a current topic or specialized content in higher education.

EPL 6374 - Interpreting Educational Research

Credits: 3

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.

EPL 6375 - Leading with Values

Credits: 3

Enables participants to examine their identity as a leader and the ways their decisions and actions impact values-driven behavior, organizational resilience, adaptability, and an achievement-based culture.

EPL 6376 - Public Policy and Higher Education

Credits: 3

Focuses on the antecedents and consequences of public policy for higher education at the state and federal levels of American government.

EPL 6379 - Student Affairs Administration

Credits: 3

An overview of student affairs administration and leadership in contemporary postsecondary educational institutions.

EPL 6391 - Collaborative Leadership

Credits: 3

Strategies to engage families and communities in campus improvement. Candidates review how governmental entities and business partners can promote student achievement.

EPL 6392 - History of Higher Education

Credits: 3

An examination of the purposes of higher education based on the historical influences on the development of colleges and universities.

EPL 6393 - Capstone Experience

Credits: 3

After completing a campus-improvement initiative, students synthesize the project's components, analyze the final data, and make recommendations for improvements.

EPL 6394 - Emerging Issues in Higher Education

Credits: 3

Addresses emerging issues, trends, and debates in higher education.

EPL 6395 - Urban School Residency

Credits: 3

During residency, candidates have authentic opportunities to lead adults, make mistakes, and grow through meaningful assessments, ongoing coaching and feedback, and identification of candidates' strengths and weaknesses.

EPL 6396 - Higher Education Finance

Credits: 3

Considers the critical components of higher education finance and economics, including the key theories, issues, challenges, and structures of financing colleges and universities.

EPL 7350 - Methods of Systematic Inquiry

Credits: 3

Explores different research designs, including case study, program evaluation, policy analysis, and survey. Students develop research questions for applied dissertation.

EPL 7351 - Quantitative Inquiry

Credits: 3

Investigates quantitative research methods, including descriptive and inferential statistics. Students apply quantitative procedures to real-world data.

EPL 7352 - Qualitative Inquiry

Credits: 3

Explores qualitative research methods, including data collection and analysis in real-world contexts.

EPL 7353 - Topics in Advanced Inquiry

Credits: 3

Examines advanced quantitative and qualitative research methods as needed for applied dissertation.

EPL 7354 - Pre-K to 16 Comparative International Policy

Credits: 3

Explores policies and practices in schools and universities internationally, with a focus on identifying implications for education in the U.S.

EPL 7355 - Applied Dissertation

Credits: 3

Supports the completion of the applied dissertation through advising and accountability processes.

EPL 7358 - Ethical and Moral Leadership

Credits: 3

Examines historical, philosophical, and ethical perspectives to inform crafting personal and organizational visions as well as strategies to enact these visions in practice.

EPL 7359 - Leading Organizations

Credits: 3

Explores and analyzes theories, frameworks, and critical attributes of leadership and organizational behavior and their impact on an organization's success.

EPL 7360 - Strategic Management of Change

Credits: 3

Investigates theories of organizational change and implications for leaders' skills in initiating and sustaining change efforts.

EPL 7361 - Academic Leadership 1: Research on Teaching and Learning

Credits: 3

Explores research on how students learn and on effective teaching strategies for different content areas and student subgroups.

EPL 7362 - Academic Leadership 2: Improving Student and Adult Learning At Scale

Credits: 3

Integrates adult learning theory and systems theory in exploring central-office theories of action to support development of capacity at all levels of the organization.

EPL 7363 - Policymaking and Politics in Education

Credits: 3

Explores theories of policy enactment and implementation as well as the process of policy analysis at local, regional, state, and national levels.

EPL 7364 - Contemporary Education Policy

Credits: 3

An overview of current issues in K-12 education policy with a focused examination of some policy issues.

EPL 7365 - Legal and Ethical Issues in Education

Credits: 3

Examines critical legal topics for leaders of school systems and explores the relationship between law, public policy, and current issues in education.

EPL 7366 - Education Budgeting and Finance

Credits: 3

Examines public education finance, district budgeting processes and policies (including strategic allocation, stakeholder engagement, monitoring, containment, and bonds), and emerging issues.

EPL 7368 - Strategic Talent Management

Credits: 3

Examines systems for recruiting, selecting, developing, evaluating, retaining, and compensating talent. Various coaching models are explored.

EPL 7369 - Governance, Partnerships, and Community Engagement

Credits: 3

Explores the roles of the various constituencies in education, with a focus on building effective board relationships, developing strategic partnerships, and leveraging and managing community assets.

EPL 7370 - Entrepreneurship, Technology, and Innovation in Education

Credits: 3

Examines entrepreneurship in the education sector, the cultivation of innovation in organizations, and recent trends related to the use of technology.

EPL 7371 - Superintendent Internship

Credits: 3

Required of candidates for the Texas Superintendent Certificate. This course includes a minimum of 160 hours of supervised internship activities aligned to the state standards for certification.

EPL 7372 - Leadership Practicum

Credits: 3

Students engage in deep reflection on their leadership practice through the design of experiences aligned with program competencies and professional interests.

EPL 7380 - History of Higher Education

Credits: 3

Examines the purposes of higher education based on the historical influences on the development of colleges and universities.

EPL 7381 - Academic Leadership in Higher Education

Credits: 3

Explores the major tenets of academic decision-making, faculty norms and motivations, and the unique academic missions of higher education institutions.

EPL 7382 - Contemporary Issues in Higher Education

Credits: 3

Addresses emerging issues, trends, research, and debates in higher education.

EPL 7383 - Financial Strategy and Management in Higher Education

Credits: 3

Examines principles and practices in higher education finance and promotes the assessment and improvement of financial management of postsecondary institutions.

EPL 7384 - Legal Issues in Higher Education

Credits: 3

Examines critical legal topics for leaders of postsecondary institutions and explores the relationship between law, public policy, and current issues in education.

EPL 7385 - The College Student

Credits: 3

Examines students in all types of postsecondary settings, specifically their academic and cocurricular experiences.

EPL 7386 - Leading Student Affairs

Credits: 3

Provides an overview of student affairs administration and leadership in contemporary postsecondary educational institutions.

EPL 7387 - Leading Diverse Campuses and Systems of Postsecondary Education

Credits: 3

Explores the sociohistorical, legal, political, and institutional contexts impacting equity and access in higher education.

EPL 7388 - Leading Organizational Change in Higher Education

Credits: 3

Investigates theories of organizational change and implications for leaders' skills in initiating and sustaining change efforts.

EPL 7389 - Strategic Enrollment Planning and Management

Credits: 3

Explores the interconnected strategies and approaches for enrollment management, ranging from recruitment, to admissions, to student success.

EPL 7390 - Public Policy in Higher Education

Credits: 3

Examines the evolution and formation of public policy for higher education in the U.S. Also, the impacts of changes in public policy on students and postsecondary institutions.

EPL 7391 - Public Policy Analysis in Higher Education

Credits: 3

Provides strategies to evaluate, interpret, design, and conduct policy analysis.

EPL 7392 - Special Topics in Higher Education Policy

Credits: 3

Identifies current trends and issues in local, state, and federal education policy. Historical and contemporary policies and their impact on postsecondary institutions are compared.

EPL 7393 - Organizational Theory in Higher Education

Credits: 3

Provides a general understanding of organizational theory with specific application to problems and issues in higher education.

EPL 7394 - The American Community College

Credits: 3

Provides an overview of how various types of two-year, postsecondary American institutions have evolved and function.

EPL 7395 - Leading for Equity and Diversity

Credits: 3

Provides students with the research, theory, and practical guidance to lead "socially just" schools and organizations.

Dispute Resolution and Counseling

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

Clinical Professors: B. Harold Barkley, Jr., Thomas Hartsell, Gay McAlister

Clinical Associate Professors: Betty Snyder, Margaret Jacome, John Potter, Edita Ruzgyte, Brandy Schumann, Misty Solt

Clinical Assistant Professors: Greta Davis, Mario De La Garza, Sarah Feuerbacher, Angela Mitakidis

Lecturer: Robert Barner

Department Information

The Department of Dispute Resolution and Counseling comprises programs that share a focus on the resolution of problems, from personal conflicts that could benefit from the guidance of professional counselors to interpersonal conflicts that require the intervention of professional mediators. These programs – which include a Master of Arts in Dispute Resolution, a graduate certificate in dispute resolution, a graduate certificate in healthcare collaboration and conflict engagement, and a Master of Science 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. Typically, as well, several study abroad programs are offered.

Contact Information

Dispute Resolution, Master's Degree and Graduate Certificates

Harold Clark Simmons Hall, Suite 201

6401 Airline Rd.

Dallas, TX 75205

972-473-3435

www.smu.edu/resolution

Counseling, Master's Degree Program Office

5228 Tennyson Pkwy., Suite 118

Plano TX 75024

972-473-3402

www.smu.edu/mastercounseling

Study Abroad

During the five-week summer term, students may earn credit toward the certificate or master's program by completing coursework at off-site venues such as Italy, Dublin, Geneva and Croatia. In addition, counseling students may complete one-week intensive courses on a Disney Cruise, in Australia or at the University's campus in Taos, New Mexico.

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.

SMU-in-Plano Mediation and Conflict Resolution Services

5228 Tennyson Pkwy.
Plano TX 75024
972-473-3486
www.smu.edu/adrservices

Client Services: Center for Family Counseling

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to individuals (e.g., geriatric/adult, adolescents and children); groups; couples; and families struggling with personal, social or career-related issues, while providing SMU graduate counseling students with meaningful training experiences via supervised therapeutic interactions. Some of the general issues that counseling can address include (but are not limited to) grief and loss, depression, anxiety, attention deficit disorder/attention deficit hyperactivity disorder, self-concept, relationships, stress, trauma, parent education and career exploration. The clinic offers counseling services that are tailored to the developmental needs of clients, such as play therapy for children ages 2–8 and activity therapy for children ages 9–12. The clinic also has a satellite branch housed in the Resource Center that offers both personal and group counseling, specializing in the lesbian, bisexual, gay and transgender community. A second satellite branch housed within the nearby Frisco Independent School District offers counseling services to students in the school system and to their parents.

Contact Information

Center for Family Counseling
5228 Tennyson Pkwy., Suite 102
Plano TX 75024
972-473-3456

Frisco Satellite Clinic
6928 Maple Street
Frisco, TX 75033
214-579-3810
www.smu.edu/FamilyCounseling

Resource Center
5750 Cedar Springs Rd.
Dallas TX 75235
214-528-0144
www.recdallas.org

Counseling, Licensed Marriage and Family Therapist, M.S.CNS

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 clinical 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.

The Counseling program offers three specialty areas of study including Clinical Mental Health; Marriage, Couple and Family; and School Counseling. In addition, students may pursue elective concentrations in Addiction, Child and Adolescent, Expressive Arts Therapies, and LGBT.

Successful graduates are able to pursue state licensure as Licensed Professional Counselors, Licensed Marriage and Family Therapists, and/or Licensed Chemical Dependency Counselors, as well as obtaining the Certified School Counselor credential.

Admission Requirements

Students applying to the master's program must attend a group interview. Program applicants must also submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official 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).

English Proficiency Requirements. If English is not your native language, you must take the Test of English as a Foreign Language (TOEFL).

Requirements for the Degree

The 63 credit hour degree meets or exceeds the state requirements for Licensed Professional Counselors in the State of Texas.

Core Courses

- HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives
- HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families
- HDCN 6303 - Group Counseling
- HDCN 6304 - Counseling Diverse Communities
- HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families
- HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment
- HDCN 6318 - Ethics and Mental Health I
- HDCN 6319 - Ethics and Mental Health II
- HDCN 6320 - Life Span Human Development: Individual and Family

- HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
- HDCN 6330 - Psychopathology: Adult
- HDCN 6331 - Psychopathology: Child and Adolescent
- HDCN 6340 - Assessment of Individuals, Couples, and Families
- HDCN 6349 - Research Design and Statistics
- HDCN 6352 - Psychology of Addictions
- HDCN 6395 - Supervised Clinical Practicum
- HDCN 6398 - Internship I
- HDCN 6399 - Internship II

Total: 54 Credit Hours

Licensed Marriage & Family Therapist Concentration Courses

- HDCN 6311 - Couples Therapy: Theories and Treatment
- HDCN 6314 - Sexual Counseling and Therapy
- HDCN 6317 - Family Therapy II: Contemporary Models and Treatment

Total: 9 Credit Hours

Total: 63 Credit Hours

Study Abroad

During the five-week summer term, students may earn credit toward the master's degree program by completing Dispute Resolution coursework at off-site venues such as Italy and Croatia. In addition, students may complete one-week intensive courses on a Disney Cruise, in Australia or at the University's campus in Taos, New Mexico.

Counseling, Licensed Professional Counselor, M.S.CNS

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 clinical 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.

The Counseling program offers three specialty areas of study including Clinical Mental Health; Marriage, Couple and Family; and School Counseling. In addition, students may pursue elective concentrations in Addiction, Child and Adolescent, Expressive Arts Therapies, and LGBT.

Successful graduates are able to pursue state licensure as Licensed Professional Counselors, Licensed Marriage and Family Therapists, and/or Licensed Chemical Dependency Counselors, as well as obtaining the Certified School Counselor credential.

Admission Requirements

Students applying to the master's program must attend a group interview. Program applicants must also submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official 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).

English Proficiency Requirements. If English is not your native language, you must take the Test of English as a Foreign Language (TOEFL).

Requirements for the Degree

The 63 credit hour degree meets or exceeds the state requirements for Licensed Professional Counselors in the State of Texas.

Core Courses

Applicable to all Concentrations and Certifications

- HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives
- HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families
- HDCN 6303 - Group Counseling
- HDCN 6304 - Counseling Diverse Communities
- HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families
- HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment
- HDCN 6318 - Ethics and Mental Health I
- HDCN 6319 - Ethics and Mental Health II
- HDCN 6320 - Life Span Human Development: Individual and Family
- HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
- HDCN 6330 - Psychopathology: Adult
- HDCN 6331 - Psychopathology: Child and Adolescent
- HDCN 6340 - Assessment of Individuals, Couples, and Families
- HDCN 6349 - Research Design and Statistics
- HDCN 6352 - Psychology of Addictions
- HDCN 6395 - Supervised Clinical Practicum
- HDCN 6398 - Internship I
- HDCN 6399 - Internship II

Total: 54 Credit Hours

Licensed Professional Counselor Concentration Courses

Students must take three elective courses. Elective courses may be taken according to student interest, or may be taken to concentrate in particular areas. Students should be aware that some courses that count as electives may be required in order to work with certain populations in the Center for Family Counseling. Electives for the Licensed Professional Counselor specialization should be chosen from the following list:

- HDCN 6311 - Couples Therapy: Theories and Treatment
- HDCN 6314 - Sexual Counseling and Therapy

- HDCN 6317 - Family Therapy II: Contemporary Models and Treatment
- HDCN 6323 - Pre-Adolescent and Adolescent Counseling: Play Therapy
- HDCN 6325 - Therapeutic Parenting
- HDCN 6326 - Advanced Sexuality/Counseling Therapy
- HDCN 6343 - Child Counseling: Play Therapy
- HDCN 6344 - Expressive Arts Therapy: Creative and Therapeutic Processes
- HDCN 6347 - Mindfulness-Based Expressive Art Therapy
- HDCN 6348 - Embodied Expressive Therapies
- HDCN 6351 - Psychopharmacology and Substance Misuse
- HDCN 6353 - Treatment Management
- HDCN 6355 - Affirmative Therapy with Lesbian, Gay, and Bisexual Clients
- HDCN 6356 - Affirmative Therapy with Transgender Clients
- HDCN 6357 - Affirmative Therapy with LGBT Couples and Families
- HDCN 6370 - Crisis Intervention
- HDCN 6372 - Gender Issues
- HDCN 6382 - Psychology of Conflict
- HDCN 6383 - Negotiation and Dispute Resolution
- HDCN 6384 - Mediation and Dispute Resolution
- HDCN 6391 - Selected Topics: Counseling
- HDCN 6392 - Selected Topics: Marriage and Family

Total: 9 Credit Hours

Total: 63 Credit Hours

Study Abroad

During the five-week summer term, students may earn credit toward the master's degree program by completing Dispute Resolution coursework at off-site venues such as Italy and Croatia. In addition, students may complete one-week intensive courses on a Disney Cruise, in Australia or at the University's campus in Taos, New Mexico.

Counseling, School Counselor Certification, M.S.

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 clinical 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.

The Counseling program offers three specialty areas of study including Clinical Mental Health; Marriage, Couple and Family; and School Counseling. In addition, students may pursue elective concentrations in Addiction, Child and Adolescent, Expressive Arts Therapies, and LGBT.

Successful graduates are able to pursue state licensure as Licensed Professional Counselors, Licensed Marriage and Family Therapists, and/or Licensed Chemical Dependency Counselors, as well as obtaining the Certified School Counselor credential.

Admission Requirements

Students applying to the master's program must attend a group interview. Program applicants must also submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official 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).

English Proficiency Requirements. If English is not your native language, you must take the Test of English as a Foreign Language (TOEFL).

Requirements for the Degree

The 63 credit hour degree meets or exceeds the state requirements for Licensed Professional Counselors in the State of Texas.

Core Courses

- HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives
- HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families
- HDCN 6303 - Group Counseling
- HDCN 6304 - Counseling Diverse Communities
- HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families
- HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment
- HDCN 6318 - Ethics and Mental Health I
- HDCN 6319 - Ethics and Mental Health II
- HDCN 6320 - Life Span Human Development: Individual and Family
- HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
- HDCN 6330 - Psychopathology: Adult
- HDCN 6331 - Psychopathology: Child and Adolescent
- HDCN 6340 - Assessment of Individuals, Couples, and Families
- HDCN 6349 - Research Design and Statistics
- HDCN 6352 - Psychology of Addictions
- HDCN 6395 - Supervised Clinical Practicum
- HDCN 6398 - Internship I
- HDCN 6399 - Internship II

Total: 54 Credit Hours

School Counseling Concentration Courses

In addition to the common curriculum, students must complete the two school counseling courses listed below:

- HDCN 6308 - Counseling: Elementary School
- or

- HDCN 6309 - Counseling: Secondary School
- HDCN 6342 - Cognitive, Career, and Educational Assessment

Total: 6 Credit Hours

Elective Courses

Choose one course from the following:

- HDCN 6311 - Couples Therapy: Theories and Treatment
- HDCN 6314 - Sexual Counseling and Therapy
- HDCN 6317 - Family Therapy II: Contemporary Models and Treatment
- HDCN 6323 - Pre-Adolescent and Adolescent Counseling: Play Therapy
- HDCN 6325 - Therapeutic Parenting
- HDCN 6326 - Advanced Sexuality/Counseling Therapy
- HDCN 6343 - Child Counseling: Play Therapy
- HDCN 6344 - Expressive Arts Therapy: Creative and Therapeutic Processes
- HDCN 6347 - Mindfulness-Based Expressive Art Therapy
- HDCN 6348 - Embodied Expressive Therapies
- HDCN 6351 - Psychopharmacology and Substance Misuse
- HDCN 6353 - Treatment Management
- HDCN 6355 - Affirmative Therapy with Lesbian, Gay, and Bisexual Clients
- HDCN 6356 - Affirmative Therapy with Transgender Clients
- HDCN 6357 - Affirmative Therapy with LGBT Couples and Families
- HDCN 6370 - Crisis Intervention
- HDCN 6372 - Gender Issues
- HDCN 6382 - Psychology of Conflict
- HDCN 6383 - Negotiation and Dispute Resolution
- HDCN 6384 - Mediation and Dispute Resolution
- HDCN 6391 - Selected Topics: Counseling
- HDCN 6392 - Selected Topics: Marriage and Family

Total: 3 Credit Hours

Total: 63 Credit Hours

Study Abroad

During the five-week summer term, students may earn credit toward the master's degree program by completing Dispute Resolution coursework at off-site venues such as Italy and Croatia. In addition, students may complete one-week intensive courses on a Disney Cruise, in Australia or at the University's campus in Taos, New Mexico.

Dispute Resolution, M.A.D.R.

Betty Snyder, **Director**

During the spring of 2006, SMU became the first university in the Southwest to offer an interdisciplinary master's degree in dispute resolution. The M.A.D.R. degree emphasizes the development of skills vital to the resolution of

disputes in business, domestic, education, public policy, religious, legal and healthcare settings. The program's quality and uniqueness stem, in significant measure, from its multidisciplinary approach to conflict management and its commitment to integrating ethics throughout the curriculum. Rooted in the social and behavioral sciences, the faculty and curriculum integrate such diverse fields as psychology, law, sociology, public policy and economics.

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study dispute resolution.
5. A minimum undergraduate GPA of 2.750 (on a 4.000 scale). If the GPA is lower than 2.750, the applicant must submit acceptable GRE graduate school exam, LSAT law school aptitude test or GMAT 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 evidence of compliance *with all other admission requirements*.
7. Resume or curriculum vitae (CV)

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. Students must complete the requirements for the degree within six years of the program start date.

Requirements for the Degree

Required Courses

- HDDR 6302 - Negotiation and Dispute Resolution
- HDDR 6303 - Mediation and Dispute Resolution

- HDDR 6305 - Foundations of the American Legal System
or
- HDDR 6315 - Communication and Dispute Resolution

- HDDR 6310 - Research Methods

- HDDR 6307 - Practicum I
or
- HDDR 6322 - Independent Study

- HDDR 6319 - Psychology of Conflict

Total: 18 Credit Hours

Electives by Area:

General Application

- HDDR 6304 - Arbitration and Dispute Resolution
- HDDR 6311 - Techniques and Skills in Mediation
- HDDR 6312 - Advanced Negotiation
- HDDR 6313 - Advanced Mediation
- HDDR 6315 - Communication and Dispute Resolution
- HDDR 6316 - Decision Theory
- HDDR 6317 - Online Dispute Resolution
- HDDR 6320 - Selected Topics in Dispute Resolution
- HDDR 6323 - Engaging in Conflict
- HDDR 6324 - Engaging in Conflict: Advanced Studies Using Current Events

Legal Concentration

- HDDR 6331 - Domestic Relations
- HDDR 6336 - Selected Dispute Resolution Topics
- HDDR 6341 - Employment Law

Organizational Concentration

- HDDR 6342 - Human Resource Management
- 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 - The Role of the Ombudsman in Organizational Conflict
- HDDR 6350 - International Organizational Consulting and Collaboration
- HDDR 6351 - Workplace Conflict
- HDDR 6352 - Selected Organizational Topics
- HDDR 6353 - Generational Conflict
- HDDR 6354 - Managing Conflict in Traditional and Social Media
- HDDR 6370 - Assessment and Interviewing
- HDDR 6371 - Transitional and Developmental Coaching
- HDDR 6372 - Performance Coaching

Social Service Concentration

- HDDR 6361 - Cross-Cultural and Gender Negotiation
- HDDR 6364 - International Conflict Management
- HDDR 6367 - Selected Social Service Topics

Field and Clinical Experiences

- HDDR 6121 - Independent Study
- HDDR 6122 - Professional Seminar I

- HDDR 6123 - Professional Seminar II
- HDDR 6124 - Professional Seminar III
- HDDR 6222 - Independent Study
- HDDR 6307 - Practicum I
- HDDR 6322 - Independent Study

Total: 24 Credit Hours

Total: 42 Credit Hours

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, Geneva and Croatia.

Dispute Resolution, Graduate Certificate

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

Applicants to the Dispute Resolution Graduate Certificate Program must submit the following:

1. A completed application.
2. A baccalaureate degree from an accredited institution of higher education.
3. Official undergraduate transcripts from all institutions of higher education previously attended.
4. Resume or curriculum vitae (CV)

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, Geneva and Croatia.

Certificate Requirements

The Dispute Resolution Graduate Certificate program requires the completion of 21 credit hours in human development dispute resolution, nine of which are required and 12 of which are electives chosen from the entire pool of HDDR courses. Students must complete the requirements for the program within three years of the program start date.

Required Courses

- HDDR 6302 - Negotiation and Dispute Resolution
- HDDR 6303 - Mediation and Dispute Resolution
- HDDR 6319 - Psychology of Conflict

Total: 9 Credit Hours

Electives

- offer focused study in subspecialties of dispute resolution and include descriptive readings, observations, simulated exercises and discussion

Total: 12 Credit Hours

Total: 21 Credit Hours

Healthcare Collaboration and Conflict Engagement, Graduate Certificate

SMU's Graduate Certificate in Healthcare Collaboration and Conflict Engagement is a three-course, nine-credit-hour cohort program designed for physicians, nurses, administrative professionals, human resource professionals or those who see healthcare leadership roles in their future. The program allows students to challenge their thinking in a constructive environment surrounded by peers and colleagues and under the guidance of dispute resolution instructors with healthcare backgrounds. While there are a number of ways to consider healthcare leadership in this climate of change, our program focuses upon evidence-based social science, engagement and collaborative skills, fundamentals of neuroscience, emotional and social intelligence, as well as an understanding of the fundamental concepts of conflict and how it escalates and de-escalates.

Students gain theoretical and practical knowledge that is specific to the conflict and upheaval found in the healthcare setting. The program incorporates active role-playing in order to engage students in class participation and teaches the skills necessary to resolve conflicts in healthcare settings.

Admission Requirements

Applicants to the Healthcare Collaboration and Conflict Engagement Graduate Certificate Program must submit the following:

1. A completed application.
2. A baccalaureate degree from an accredited institution of higher education.
3. Official undergraduate transcripts from all institutions of higher education previously attended.
4. Resume or curriculum vitae (CV)

Requirements for the Certificate

Core Courses

- HDDR 6380 - Introduction to Conflict in Health Care Settings
- HDDR 6381 - Engaging in Conflict in the Health Care Workplace
- HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict

Total: 9 Credit Hours

Counseling Courses

HDCN 6049 - Graduate Full-Time Status

Credits: 0

Allows full-time status for graduate students without credit.

HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives

Credits: 3

An advanced study of the major theories in the field of counseling and an exploration of the historical perspectives and philosophies upon which they are based.

HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families

Credits: 3

Examines the major methods and techniques used in counseling, with a focus on applicability to different client needs in a variety of settings. Assesses the relationship between specific theories and their counseling applications.

HDCN 6303 - Group Counseling

Credits: 3

Examines the dynamics and major approaches to group counseling, with a focus on starting a counseling group, leading groups effectively, and evaluating results. Reviews group processes, leadership, and membership; support and self-help groups, special populations, and ethical issues pertaining to groups; and program planning and development in agencies, schools, higher education, and private practice. Students are expected to arrange and facilitate outside of class a series of group counseling sessions during the term, and to attend their own personal growth group. Prerequisite: HDCN 6301.

HDCN 6304 - Counseling Diverse Communities

Credits: 3

Students become familiar with culturally competent, socially just counseling practices through an examination of contexts including culture, class, race/ethnicity, gender, sexual orientation, religion, ability, and differing life styles.

HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families

Credits: 3

Focuses on polishing the skills learned in HDCN 6302 and on amplifying the techniques applicable to different client needs in a variety of settings. Prerequisite: HDCN 6302.

HDCN 6308 - Counseling: Elementary School

Credits: 3

Focuses on planning, organizing, implementing, and evaluating an elementary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the elementary school counseling track.

HDCN 6309 - Counseling: Secondary School

Credits: 3

Focuses on planning, organizing, implementing, and evaluating the secondary developmental guidance program in

accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the secondary school counseling track.

HDCN 6311 - Couples Therapy: Theories and Treatment

Credits: 3

Addresses the principles and techniques of effective therapy with couples, primarily utilizing the approach of John Gottman. Explores various other models, with a focus on applicability to different client needs in a variety of settings.

HDCN 6314 - Sexual Counseling and Therapy

Credits: 3

A study of sexual issues, positive sexual functioning, sexual problems, and sexual disorders that confront the counselor or therapist, with a focus on sexual experiences as a part of life experiences. Also, the development of the skills and tools necessary to strengthen within a therapeutic setting a client's positive relational and sexual functioning.

HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment

Credits: 3

Provides a theoretical and clinical foundation that employs systemic, relational, and contextual perspectives for counseling individuals, couples, families, and other groups. Examines foundational models of family therapy (FT), the history and development of family therapy models, and the application of these models to clinical situations. Emphasizes traditional FT models that focus on family of origin functioning and intergenerational dynamics. Promotes recognition of the family as an emotional unit, understanding of the individual client within the context of his or her family of origin, and strategies for applying this knowledge in a clinical setting.

HDCN 6317 - Family Therapy II: Contemporary Models and Treatment

Credits: 3

Offers continued theoretical and clinical foundations for counseling with individuals, couples, families, and other groups from the perspective of contemporary systemic models. Examines models influenced by social constructionist and postmodern philosophies, the history and development of contemporary models, and the application of all of these models to clinical situations. Prerequisite: HDCN 6316.

HDCN 6318 - Ethics and Mental Health I

Credits: 3

Presents fundamental ethical principles and their application to legal and related professional issues in the field of counseling. Reviews ethical rules, standards of conduct, and the law. Examines ethical canons and guidelines promulgated by the American Counseling Association, American Association for Marriage and Family Therapy, American School Counselor Association, Texas Ethics Commission, Texas State Board of Examiners of Professional Counselors, Texas State Board of Examiners of Marriage and Family Therapists, Texas State Chemical Dependency Counselors Program, and Texas State Board of Education.

HDCN 6319 - Ethics and Mental Health II

Credits: 3

Prepares students for Texas state licensure or certification and practice consistent with federal and Texas rules and laws. Designed to meet the content requirements for the second ethics class required for licensure by the Texas State Board of Examiners of Professional Counselors. Prerequisite: HDCN 6318.

HDCN 6320 - Life Span Human Development: Individual and Family

Credits: 3

Examines physical, cognitive, communicative and linguistic, and social and emotional development processes through the life span. Topics are addressed within the context of the major theories of development, with a focus on chronological and developmental age and cultural and socioeconomic diversity. Students learn appropriate developmental practices useful in employing interventions across the life span.

HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives

Credits: 3

The major theories of vocational choice, career decision-making, and lifestyle development are examined with sources of occupational and educational information and career decision-making processes.

HDCN 6323 - Pre-Adolescent and Adolescent Counseling: Play Therapy

Credits: 3

Theoretical and practical approaches specifically for adolescents are presented.

HDCN 6325 - Therapeutic Parenting

Credits: 3

Students actively engage parents as partners in the play therapeutic process in working with minors in a counseling setting. Explores a variety of parenting approaches, with emphasis on Landreth's "Child Parent Relationship Therapy (CPRT): A 10 Session Filial Therapy Model." Reviews current literature on how brain development can be enhanced by caretakers of children and teenagers. Also, various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship.

HDCN 6326 - Advanced Sexuality/Counseling Therapy

Credits: 3

Explores the theoretical, clinical, and interpersonal skills required of therapists and the importance of a counselor's sexual health-informed identity. Examines the six fundamental principles of sexual health with a focus on physiology, psychology, sociology of sexual health, and sexual trauma. Examines the cultural influences that inform clients' understandings of their sexual attitudes, values, and behaviors. Reviews the language and terms of sexual health and provides opportunities for students to apply this knowledge in classroom activities. Clinical experiential role plays followed by group processing are included in every class session.

HDCN 6330 - Psychopathology: Adult

Credits: 3

Examines the principles of understanding dysfunction in human behavior, with an emphasis on the criteria of psychiatric diagnosis using the current "Diagnostic and Statistical Manual of Mental Disorders" and empirical theories of psychopathology.

HDCN 6331 - Psychopathology: Child and Adolescent

Credits: 3

Abnormal behavior in children and adolescents is examined.

HDCN 6340 - Assessment of Individuals, Couples, and Families

Credits: 3

A comprehensive overview of the essentials of assessment principles, concepts, ethics, standards, statistical concepts, instruments, and systemic appraisal of an individual's attitudes, aptitudes, achievements, interests, and

personal characteristics using both formal and informal approaches frequently used by counselors. Prerequisite: HDCN 6349.

HDCN 6342 - Cognitive, Career, and Educational Assessment

Credits: 3

Career, intelligence, and academic assessment for school-age population (K-12) presented for application in school settings. Prerequisite: HDCN 6340.

HDCN 6343 - Child Counseling: Play Therapy

Credits: 3

Designed to promote self-exploration and self-understanding and to help students 1) learn the clinical importance of relating to and working with children through play, 2) understand the major theories of play therapy, 3) develop an awareness of the child's world as viewed by the child, 4) increase their understanding of children and their behavior, 5) engender their facility in working with caregivers of child clients, and 6) develop an effective philosophy of and approach to play therapy.

HDCN 6344 - Expressive Arts Therapy: Creative and Therapeutic Processes

Credits: 3

Explores theories and techniques for fostering creativity and therapeutic change in the counseling process through the use of expressive arts, particularly visual art forms and expressive writing.

HDCN 6347 - Mindfulness-Based Expressive Art Therapy

Credits: 3

Examines expressive arts therapies that cultivate mindfulness and the ways mindfulness benefits mental health and well-being, with a particular focus on evidence-based therapies and the neurobiological mechanisms of such approaches.

HDCN 6348 - Embodied Expressive Therapies

Credits: 3

Investigates expressive therapies that highlight the mind-body connection through body awareness, movement and/or dance, drama, physiological processes, and physical action. Instruction emphasizes evidence-based methods and neurobiological research supporting these practices.

HDCN 6349 - Research Design and Statistics

Credits: 3

Examines the methods and types of research design and statistics commonly used in human development, education, and counseling research, with an emphasis on the process, ethics, and steps required to conduct and read research critically.

HDCN 6351 - Psychopharmacology and Substance Misuse

Credits: 3

Examines the pharmacological, psychological, and sociological impact of drug-taking behavior; introduces the major drug categories; explores major theories of addiction with application to the process of misuse, dependency, and recovery; and identifies the continuum of care and various treatment approaches utilized in the field with people who present with substance misuse and their families.

HDCN 6352 - Psychology of Addictions

Credits: 3

Covers the origins and trends of addictive behavior, including addiction to substances, gambling, the Internet, and relationships. Explores the origins of addictions, treatment options, and barriers to treatment. Also, addiction comorbidity with mental health issues and addictive patterns in minority and culturally diverse communities.

HDCN 6353 - Treatment Management

Credits: 3

This course prepares the counseling student to take the state licensing exam as an alcohol and drug abuse counselor. Substance abuse assessment, case management, documentation, legal concerns, practice management, and treatment options will be addressed.

HDCN 6355 - Affirmative Therapy with Lesbian, Gay, and Bisexual Clients

Credits: 3

Focuses on the development of professional competency in behavioral health assessment and affirmative intervention with sexual minorities. Examines cultural context and practice implications of heteronormativity in therapists and clients. Addresses the external and internal factors and processes that can affect the lives and mental health of LGB persons. Reviews current understandings of microaggression and minority stress. Explores implications of intersecting identities of race, ethnicity, age, socioeconomic status, and religion on the development of sexual orientation and identity integration. Also, affirming and culturally responsive strategies for addressing co-occurring diagnoses of major mental health, substance misuse, and major physical health issues such as HIV and AIDS.

HDCN 6356 - Affirmative Therapy with Transgender Clients

Credits: 3

Focuses on affirmative counseling practices for transgender individuals, including how to support a person through a gender transition and concomitant adjustment to cultural, social, familial, biological, and psychological responses.

HDCN 6357 - Affirmative Therapy with LGBT Couples and Families

Credits: 3

Focuses on developing affirmative therapy skills in working with LGBT couples and families.

HDCN 6370 - Crisis Intervention

Credits: 3

Examines crisis intervention for individuals, couples, families, and groups through an in-depth analysis of diverse client experiences such as population trends, lifestyle changes, individual and/or family challenges, barriers to services, and unique needs. Also, intervention for specific topics such as court-ordered services, homelessness, domestic violence, child abuse, sexual assault, bullying, self-harming behaviors, suicidal and homicidal ideation and/or intention, and school shootings. Counselors learn clinical skills in professional responsibility and plan of action such as reporting abuse or no-harm contract usage, as well as practical resource inventories for clients in crisis. All strategies are centered on best practices and evidence-based practices, including the empirically founded solution-focused approach.

HDCN 6372 - Gender Issues

Credits: 3

Feminist theory taught within the historical context of society and culture, individuals, couples, and family counseling.

HDCN 6382 - Psychology of Conflict

Credits: 3

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 - Negotiation and Dispute Resolution

Credits: 3

Introduces contemporary theories of negotiation. Students develop practical skills through simulated exercises.

HDCN 6384 - Mediation and Dispute Resolution

Credits: 3

Examines mediation in which a neutral third party facilitates in solving disputes through lectures, role-playing, and videotape to meet the state of Texas requirement for mediators.

HDCN 6386 - Family Law

Credits: 3

The Texas family code and other legal issues pertaining to family relations are presented.

HDCN 6387 - Domestic Relations

Credits: 3

Presents mediation techniques for divorcing couples.

HDCN 6391 - Selected Topics: Counseling

Credits: 3

Varied counseling topics taught for application with specific populations.

HDCN 6392 - Selected Topics: Marriage and Family

Credits: 3

Various topics in marriage and family therapy are selected for advanced study.

HDCN 6393 - Selected Topics: School Counseling

Credits: 3

Various topics in school psychology are selected for advanced study.

HDCN 6395 - Supervised Clinical Practicum

Credits: 3

Builds the counselor's knowledge and skills in an applied clinic setting while under the direct supervision of a fully licensed SMU instructor. Counselors gain experience with actual clients, develop the ability to handle a variety of clinical issues and responsibilities, evaluate practice, observe others in a constructive manner, develop a healthy embracing and mastery of ethical practice, and begin to establish professional relationships with fellow practicum students, clients, supervisors, and other professionals in the field. Prerequisites: 42 credit hours; permission of a cooperating professor and the chair of the department.

HDCN 6398 - Internship I

Credits: 3

Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT,

LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. Prerequisite: HDCN 6395.

HDCN 6399 - Internship II

Credits: 3

Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT, LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. Prerequisite: HDCN 6398.

Dispute Resolution Courses

HDDR 6121 - Independent Study

Credits: 1

Faculty-guided research or experiential work that expands on the dispute resolution curriculum.

HDDR 6122 - Professional Seminar I

Credits: 1

Credit work on a special topic.

HDDR 6123 - Professional Seminar II

Credits: 1

Credit work on a special topic.

HDDR 6124 - Professional Seminar III

Credits: 1

Credit work on a special topic.

HDDR 6222 - Independent Study

Credits: 2

Faculty-guided research or experiential work that expands on the dispute resolution curriculum.

HDDR 6302 - Negotiation and Dispute Resolution

Credits: 3

Introduces contemporary theories of negotiation. Students develop practical skills through simulation exercises.

HDDR 6303 - Mediation and Dispute Resolution

Credits: 3

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 - Arbitration and Dispute Resolution

Credits: 3

Covers the arbitration process and the discipline necessary to hear and render decisions. Arbitration is intended to avoid the formalities, delay, expense, and uncertainty involved in litigation.

HDDR 6305 - Foundations of the American Legal System

Credits: 3

The structure and procedures of the U.S. court system, with a focus on the ways alternative dispute resolution methods augment, coordinate, and sometimes clash with the goals of traditional litigation. Students learn legal concepts and terminology essential to successfully working within the field of dispute resolution. Introduction to basic legal skills, including legal reasoning and interpretation of case law, statutes, and administrative codes, and a primer on research materials and tools used by judges and lawyers to evaluate the merits of a legal dispute.

HDDR 6307 - Practicum I

Credits: 3

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, HDDR 6303, HDDR 6305, HDDR 6310, HDDR 6319.

HDDR 6310 - Research Methods

Credits: 3

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 - Techniques and Skills in Mediation

Credits: 3

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 - Advanced Negotiation

Credits: 3

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, HDDR 6319.

HDDR 6313 - Advanced Mediation

Credits: 3

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, HDDR 6303.

HDDR 6315 - Communication and Dispute Resolution

Credits: 3

Focuses on human communication in the context of conflict. Addresses the challenges of effective communication and its role in resolving conflict. Attention is paid to the most effective methods of communication used in dealing with differences, particularly methods used by dispute resolution professionals in the processes of negotiation and mediation.

HDDR 6316 - Decision Theory

Credits: 3

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 - Online Dispute Resolution

Credits: 3

Due to challenges of costs, speed, and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions, and the inability of traditional legal processes to deal with disputes arising over the Web have created a need for redress options. ODR connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. Students examine the development of ODR and the new challenges it poses to neutrals and systems designers. Also, the major providers, administrative agencies, and international organizations currently involved. Includes a series of simulations with state-of-the-art ODR technologies.

HDDR 6319 - Psychology of Conflict

Credits: 3

What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups, between individuals, and in many different settings. Students study the psychological context of negotiation, personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDDR 6320 - Selected Topics in Dispute Resolution

Credits: 3

With variable course content, students will explore topics of interest as related to the general application of dispute resolution.

HDDR 6322 - Independent Study

Credits: 3

Off-site corporate internship opportunities for the practical application of dispute resolution training.

HDDR 6323 - Engaging in Conflict

Credits: 3

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 - Engaging in Conflict: Advanced Studies Using Current Events

Credits: 3

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, HDDR 6303, HDDR 6319. Recommended: HDDR 6367.

HDDR 6325 - Neuroscience: The Role of the Brain in Emotion, Collaboration, and Conflict

Credits: 3

Provides insight into the critical role that neuroscience plays in conflict, collaboration, and emotion. Explores ways the brain processes decision-making, cognition, compassion, empathy, problem-solving, behavior, and risk. Students learn how instinctual responses can be tempered by connecting these important elements with strategies that utilize various conflict resolution processes.

HDDR 6326 - Family Conflict: The 21st Century Family

Credits: 3

Provides the theoretical knowledge of "family dynamics" and the practical skills necessary to manage family conflict. Instructs students how to dissect conflict, analyze family resilience, determine successful strategies for dealing with emotions, apply golden rules for conflict, and employ basic intervention skills in dealing with family matters. Involves lecture, videos, exercises, role plays, and guest speakers.

HDDR 6327 - Conflict Coaching

Credits: 3

Teaches a seven-stage structured approach for preventing or managing disputes and enhancing a coachee's conflict management skills. The approach, which is based on the CINERGY® Conflict Management Coaching model, can be used in organizational contexts and to coach individuals to participate in mediation, negotiation, and relational conflicts. Students are expected to bring examples of real, interpersonal conflict situations, which they in turn use to coach and be coached in this highly experiential course. Students who successfully complete this course receive a basic level CINERGY® Certificate of Completion with 28 hours of Continuing Education Credits (CEU) from the International Coach Federation. Those who wish to be accredited as a CINERGY® Conflict Management Coaches can do so within 9 months by completing an additional 2-hour competency assessment process.

HDDR 6331 - Domestic Relations

Credits: 3

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. Prerequisite: HDDR 6303.

HDDR 6336 - Selected Dispute Resolution Topics

Credits: 3

Students explore various topics of interest concerning the dispute resolution field.

HDDR 6341 - Employment Law

Credits: 3

The employer-employee relationship drives the economic engine of society. In this relationship that engages so many significant interests, it is no surprise that serious conflicts occur. Through employment law, legislatures and judges attempt to regulate the complex competing interests of employers and employees. This course covers the most significant statutes and cases that apply to the employment life cycle from recruitment through termination, with an emphasis on the rights and responsibilities of employers and individual employees. Includes at will employment, fair labor standards and pay, discrimination, work conditions, and disability and illness. Collective bargaining is not included.

HDDR 6342 - Human Resource Management

Credits: 3

A growing specialty is the designation within organizations of a dispute resolution consultant capable of diagnosing and applying conflict resolution approaches. Dispute resolution in the workplace helps to avoid costly and time-consuming litigation. Students examine the major functions typically entrusted to a human resources organization within a business environment, including proper applicant sourcing, knowledge of Equal Employment Opportunity laws and obligations, wage and salary administration, management of employee performance, the disciplinary process, proper investigation of complaints, involuntary terminations, and postseparation activities. Focuses on developing a course of action to identify causes of disputes through model best practices and to resolve such disputes through legally compliant practices.

HDDR 6344 - Organizational Change Management

Credits: 3

Provides a model for organizational change and change management. Students learn the sources of conflict and disruption that accompany traumatic organizational transitions. Includes how the facilitation skills employed in micro-interventions (the facilitation of single teams) must be adapted to meet the facilitation needs of large-scale organizational change projects. Contrasts more traditional problem-solving approaches to change management with those represented by the social constructionist perspective and the use of appreciative inquiry.

HDDR 6345 - Integrating Conflict Resolution Theory

Credits: 3

Capstone course for dispute resolution students that covers 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 - Organizational Consulting Skills

Credits: 3

Students apply dispute resolution skills as either external consultants or internal consultants and business partners. The course 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 - Systems Design in Dispute Resolution

Credits: 3

Executives in the new millennium are facing an ever-increasing number of organizational disputes in the form of customer complaints, employee grievances, charges of discrimination, contractual disagreements, lawsuits, and unhealthy competition within and between work groups. Organizations often handle these conflicts on a case-by-case basis or with adversarial approaches that can escalate the situation and result in expensive solutions later on. Effective dispute resolution systems offer a constructive approach to managing a wide range of organizational conflicts, and provide an integrative and comprehensive way to minimize conflict and resolve disputes when they arise.

HDDR 6348 - Team-Building Theory and Practice

Credits: 3

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 - The Role of the Ombudsman in Organizational Conflict

Credits: 3

Organizations implement ombuds programs to address workplace conflict. This course explores ombuds programs as essential components of an integrated dispute resolution system. It covers the history and development of the ombuds profession, theoretical and practical concepts, professional standards of practice, ethics, legal, and regulatory considerations, while acknowledging individual, group, and systemic issues that contribute to conflict. Students learn practical skills and strategies that are unique to the ombuds practice and review conflict management skills. Through lecture, discussion, interactive exercises, role-playing, and case studies, participants gain a functional knowledge of the ombuds practice and profession.

HDDR 6350 - International Organizational Consulting and Collaboration

Credits: 3

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 - Workplace Conflict

Credits: 3

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 - Selected Organizational Topics

Credits: 3

With variable course content, students will explore topics of interest as related to the organizational concentration of dispute resolution.

HDDR 6353 - Generational Conflict

Credits: 3

An extensive study of the concepts of conflict management directly addressing generationally generated conflict. Pays particular attention to generational theory and systems theory, applying dispute resolution skills and principles to these common problems. Introduces the culture of conflict in the workplace that develops between employees from different generations, as well as the process approaches for managing these difficult moments in order to establish a collaborative environment.

HDDR 6354 - Managing Conflict in Traditional and Social Media

Credits: 3

Examines how the media can create, contribute to, magnify, worsen, and conversely, alleviate conflict within communities and organizations. The decline in traditional media such as newspapers and radio is changing how individuals and organizations receive new information and/or distribute it to internal and external audiences. The

recent rise of mass self-communication through new media such as email, blogs, texting, Facebook, Instagram, Twitter, and YouTube has created dangerous risks for conflicts to go viral even before they can be fully understood by community or organization leaders. Explores how new media presents interesting, nontraditional opportunities for conflict resolution. Students engage in structured practice in conflict resolution techniques and message creation under media deadline pressure. Examples of media-driven conflict and misunderstanding are explored along with action planning to mitigate conflict.

HDDR 6361 - Cross-Cultural and Gender Negotiation

Credits: 3

Examines the relationship of identity, gender, culture, and ethnicity to conflict dynamics in the negotiation process, with a focus on increasing students' sensitivity to and awareness of negotiation issues. Compares individual- and collective-oriented cultures, and explores the use of body language and physical spacing in negotiation. Includes discussions on the use of language, narratives, and metaphors. Also, how the concept of apology and forgiveness is a culture- and gender-dependent issue. Students practice the skills needed to be more effective in resolving conflicts.

HDDR 6364 - International Conflict Management

Credits: 3

Discusses the provocative topic of international relations and dispute resolution. The world is rapidly changing, and these changes are opening the door for the application of negotiation and mediation as well as other dispute resolution mechanisms. Students probe national and international human rights in the coming global and politically realigned world.

HDDR 6367 - Selected Social Service Topics

Credits: 3

With variable course content, students will explore topics of interest as related to the social service concentration of dispute resolution.

HDDR 6370 - Assessment and Interviewing

Credits: 3

This course serves as the foundation for the three-course executive coaching series and certification program in executive coaching. Includes the basics of coaching, including its purpose, applications, and comparison to counseling or mediation. Covers how to make certain that all parties (coachee, coachee's manager, and sponsoring organization) share the same expectations of the coaching process, and how to conduct in-depth assessment interviews with coachees and with other organizational stakeholders. Introduces 360 degree feedback tools, and shows how to integrate 360 degree and interview data into a consolidated assessment report. Also, developing a coaching contract and conducting an initial postcontracting interview.

HDDR 6371 - Transitional and Developmental Coaching

Credits: 3

This is the second course in the executive coaching series. Focuses on coaching leaders who are making transitions into new work settings (transitional coaching), or who are preparing to take on broader organizational roles (developmental coaching). Students learn to identify underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting. Also, assessing leadership style, experience, and communication factors associated with a leader's potential to succeed within high-level job assignments. Involves comparing and contrasting development hurdles leaders must overcome as they prepare for different organizational levels, and identifying the behaviors and learning approaches demonstrated by leaders who perform well.

HDDR 6372 - Performance Coaching

Credits: 3

This is the third course in the executive coaching series, which leads to the Certificate in Executive Coaching. Performance coaching helps managers address significant behavioral problems or leadership style issues that adversely impact their work performance. Introduces research on interpersonal and leadership style issues that play key roles in leadership success or failure, and research related to leadership derailment and failure patterns observed in managers previously assessed as high-potential leaders. Covers the most common performance coaching challenges encountered in performance coaching and ways to address resistance to coaching. Also, the intricacies of client contracting, with a focus on establishing clear and detailed expectations for performance improvement. Students practice conducting performance coaching sessions.

HDDR 6380 - Introduction to Conflict in Health Care Settings

Credits: 3

An overview of three models appropriate for engaging and managing conflict in health care settings: prevent model, resolve model, and contain model. Participants apply their understanding of conflict and consider the constructive and destructive conflict models. Provides engagement through simulated exercises, role-playing, and class discussion. Using these methods for diagnostic thinking, participants learn treatment strategies and tactics appropriate to the circumstances. Focuses on the roles of the patient, provider, and organization, with a special emphasis on the patient.

HDDR 6381 - Engaging in Conflict in the Health Care Workplace

Credits: 3

The health care industry's struggle with provider-administration trust, physician-nurse relations, and patient satisfaction comprises the backdrop of this course. Explores challenging, high-stakes relationships that affect all health care stakeholders. Focuses on the complex and potentially adversarial interactions among patients, providers, and organizations, with an emphasis on provider contributions. Addresses problems such as bullying, burnout, disruptive behavior, nonproductive communication, and resistance to change. Students develop and practice skills drawn from negotiation, mediation, facilitation, and executive coaching to address these and other critical health care conflict issues. Assigned readings are augmented with class exercises and pertinent case studies.

HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict

Credits: 3

Focuses on the importance of managing culture change in the health care industry. Using case studies, readings, assessments, and skills practice, students build on previous courses and focus on increasing self-awareness, identifying ways to successfully interact with others, dealing with resistance to change, and adapting one's managerial style to the situation and individual. Participants learn how human resources offices can facilitate change and align culture. The ability to lead in health care organizations is a developed skill that requires self-awareness and training. Considers the patient as well as the providers, but focuses largely on the organizational challenges of the changing health care landscape. Specific role-plays and exercises designed from a human resources perspective allow participants to learn to adapt the organizational culture and dynamic to address the health care workplace.

Graduate Liberal Studies

www.smu.edu/gls

Professor John Mears, Faculty/Program Chair

Graduate Liberal Studies Academic Council, 2018–2019 Professors: Caroline Brettell (Anthropology), Robert Hunt (Theology)

Associate Professor: Bill Barnard (Religious Studies), Crista DeLuzio (History), Sara Romersberger (Theater)

Assistant Professor: Nick Tsarevsky (Chemistry)

Senior Lecturer: Bruce Levy (English)

Professor of Practice: Rick Halperin (History)

Adjunct Faculty: Janet Harris (English), Candice Bledsoe (Education), Carmen Smith (Art Education)

Emeritus Professors: John Mears (History)

Department Information

Graduate liberal studies education allows each student the intellectual and personal freedom to chart his or her own self-directed course to a master's degree, advanced certificate, and/or doctoral degree without the typical constraints or requirements of a traditional graduate program. Students are encouraged to cultivate their own passions with the opportunity to personally distinguish themselves personally and professionally to make greater contributions to society.

Liberal Studies, D.L.S.

Contact Information

Doctor of Liberal Studies

PO Box 750253

Dallas, TX 75275-0253

214.768.4273

www.smu.edu/dls

Michele Mrak, **Executive Director**

John Mears, **Faculty/Program Chair**

The D.L.S. program is designed for part-time or full-time adult learners with a master's degree who are interested in rigorous advanced study. Under the guidance of senior faculty members, students engage in focused scholarly reading and research on an interdisciplinary topic or issue, culminating in a doctoral thesis that demonstrates interdisciplinary analysis, synthesis and interpretation.

Curriculum

Doctoral students must complete 36 credit hours of coursework, 18 hours of which are required core courses and 18 hours of which are chosen based on the student's declared focal area of study. Following the coursework, students must complete a comprehensive exam, a thesis (totaling a minimum of 9 credit hours), and an oral defense.

Completion of the 45 credit hour program typically requires 5 years of study. A full-time track is available for international students or those wishing to pursue their studies at an accelerated pace. Students enroll in the required courses listed below for their first two years each fall, spring and following fall.

D.L.S. courses are taught in lecture and seminar format and are in some cases available for enrollment to both D.L.S. and M.L.S. students. For D.L.S. students enrolling in M.L.S. courses, students are given additional reading and writing assignments and a leadership component. Students are allowed to engage in as many as nine credit hours of directed reading/tutorial study.

Up to nine hours of transfer credit or advanced standing may be awarded, as determined by the executive director and faculty/program chair. Such credits must derive from graduate-level academic work earned at SMU or another accredited university.

Core Courses

- HUMN 7391 - To Be Human: Perspectives on Common Historical Experience
- HUMN 7392 - To Be Human: The Transformation of the Psyche
- HUMN 7393 - To Be Human: The Art of Creativity and Expression
- HUMN 7394 - To Be Human: East Meets West - Intelligence, History, Culture, and Society
- HUMN 7395 - To Be Human: The Struggle for Human Rights
- HUMN 7396 - To Be Human: Science and Society

Admission Requirements

Students enroll in cohort groups, and cohorts begin in the fall only. Applications submitted by March 1 receive priority review; applications received after March 1 are reviewed on a rolling basis until the fall class is full. To maintain the high degree of individualized attention expected in doctoral programs, admission is limited to approximately 15-20 students per cohort. Applications can be submitted online at www.smu.edu/dls or emailed to smudls@smu.edu. Applications are accepted for fall term only. Admission requirements include the following:

1. Completion of the D.L.S. application.
2. An application fee.
3. Official undergraduate transcripts with a GPA of 3.000 or higher and graduate transcripts with a GPA of 3.500 or higher (preferred).
4. A letter of purpose clearly and specifically outlining the focal area to be explored by the doctoral thesis.
5. An academic writing sample.
6. Three letters of recommendation, including one from a professor from a prior graduate program who can attest to the applicant's academic proficiency to participate in a doctoral program and one from a direct supervisor in the candidate's organization.
7. A résumé/curriculum vita.
8. An interview with the program director or faculty chair (mandatory).

Degree Requirements

Students must enroll in a minimum of six credit hours of coursework per term for the first three terms to complete foundational seminars (18 credit hours). Thereafter, students must enroll in at least three credit hours per term.

Maintenance of good standing requires a 3.000 average GPA. Degree requirements include the following:

- A total of 36 credit hours of traditional graduate coursework (up to nine hours may be transferred).
- Comprehensive exams.
- A minimum of an additional nine credit hours of doctoral thesis research and writing. The doctoral thesis will have an oral defense.
- A D.L.S. doctoral thesis is expected to demonstrate a level of mastery and academic rigor in interdisciplinary studies comparable to, though distinct from, the equivalent level of mastery and rigor expected of a Ph.D. dissertation in a disciplinary field.

Liberal Studies, M.L.S.

Contact Information

Master of Liberal Studies

PO Box 750253

Dallas TX 75275-0253

214-768-4273

www.smu.edu/MLS

Michele Mrak, **Executive Director**

John Mears, **Faculty/Program Chair**

The M.L.S. program is an interdisciplinary program designed to offer participants freedom and flexibility 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. Most M.L.S. program classes meet in the evenings with spring and fall classes meeting one night a week and summer session courses meeting 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; communication, media and technology; and self-designed.

Curriculum

Behavioral Sciences. Behavioral sciences courses examine the individual and his or her behavior in various environmental settings such as family and the workplace. Courses blend psychology, sociology, organizational behavior and anthropology to introduce students to issues in human behavior as it is influenced by cultural values and expectations.

Fine Arts. Fine arts courses offer a variety of perspectives on artistic expression throughout history and across cultures. The variety of courses encourages students to study Western and non-Western visual arts, dramatic arts, and music within a broad socio-historical context.

Humanities. Humanities courses offer the broadest possible treatments of literature, philosophy, religion and communications. By connecting the history of human ideas as presented and disseminated through poetry and imaginative literature and the development of religious and philosophical thought, humanities courses provide insight into the nature and development of humankind.

Science and Culture. Science and culture courses present issues pertaining to health, the environment, the understanding of the natural world and the implications of technological advancement as approached by professors of chemistry, geology, physics and biology.

Social Science. Social science courses provide a blend of history, economics and political science in the study of wealth, power and status. Courses explore the nature of citizenship as it has evolved over time.

Admission Requirements

The M.L.S. program seeks to enroll motivated and enthusiastic students prepared for and interested in graduate-level study. All applicants must have the following:

1. A bachelor's degree (or equivalent) from an accredited college or university.
2. An official transcript from the school that awarded the degree.
3. A completed application form and application fee.
4. A critical analysis essay.
5. A personal statement that reflects an interest in the M.L.S. program.
6. Two letters of recommendation (preferably one academic and one professional).
7. A personal interview is required.
8. Optional: resume.

Applications online are considered on a rolling basis for the fall, summer and spring terms. Applications for M.L.S. program admission must be completed and online in the M.L.S. Office before the beginning of the term. A student must receive official acceptance into the program before enrolling in classes. In some cases, a provisional acceptance may be tendered for one term while awaiting the arrival of an official transcript or in other situations in which it is deemed appropriate by the dean of the Simmons School.

The GRE graduate school entry exam is not required for admission. Admission decisions are based on the applicant's previous academic record, the level of writing ability demonstrated in the essay and an interview regarding the applicant's academic goals and expectations.

Degree Requirements

Thirty-six credit hours of approved graduate study are normally completed within six years after beginning the program.

1. Students must take two foundational courses within the first 12 hours of their coursework: HUMN 6316 (three credits) and a designated three-credit writing-intensive course. These courses may not be waived.
2. Students must complete their coursework with at least a B (3.000 GPA) average. All courses attempted for credit on a student's graduate program must average B (3.000) or better, with no grade less than C (2.000) applying toward the degree.
3. Within the 36 hours, students may include up to six hours of transfer graduate credit from another accredited institution or another academic department at SMU (explained below).
4. Within the 36 hours, students may also include up to six hours of independent study (explained below).
5. Students must conclude their degree program with a capstone course or thesis during the last year of the program.
6. 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 faculty/program chair.

In addition to a self-designed concentration, the curricular concentrations include the humanities, the arts and cultural traditions, global studies, human rights and social justice, gender studies, creative writing, American studies, organizational dynamics, communication, media and technology, and environmental sustainability.

Transfer Credit

The student must file with the M.L.S. Office a Petition for Transfer Credit, accompanied by a course description and official transcript. Transfer credit is accepted by the dean under the following requirements:

1. The course is compatible with the overall curriculum of liberal studies.
2. The course is graduate level (6000 or above or institutional equivalent).
3. The student has earned a grade of *A* or *B* in the course.
4. The course has not been used in attaining a previous degree.
5. The course has been taken within the past six years.

Courses taken prior to matriculation must be approved within one year of beginning the M.L.S. program. Transfer credit for study by correspondence or online study is considered on a case-by-case basis.

Independent Study

Students may earn up to six credit hours through independent study in a subject area relevant to the M.L.S. program curriculum. Students must first complete the two required courses and must be in good academic standing to be eligible to undertake an independent study. To enroll in an independent study, students must work with an M.L.S. program faculty member to define specific course requirements and complete an Independent Study Contract subject to the approval of the faculty/program chair. 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 three 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 an adviser, 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 adviser. 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 3.000 GPA throughout the program. A core curriculum of 18 credit hours is drawn from

- The M.L.S. program course offerings.
- A maximum of three credit hours in approved departmentally based graduate courses.
- A maximum of three credit hours of independent study.

Admission Requirements

This program is designed for applicants with a Master's degree who wish to pursue advanced integrated and interdisciplinary, humanities-based graduate work, with a GPA of 3.00 (preferred). The completed online 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 is used by the program director and faculty/program chair 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. Application fee.

Behavioral Sciences Courses

BHSC 6100 - Independent Study

Credits: 1

Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6115 - Special Topics Seminar

Credits: 1

This seminar focuses on a single topic in the behavioral sciences through directed reading, seminar discussion, and a final paper.

BHSC 6200 - Independent Study

Credits: 2

Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6300 - Independent Study

Credits: 3

Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6302 - The Art of Public Speaking

Credits: 3

Provides training in speech performance and speech evaluation skills in order to improve students' public-speaking skills and skills as discerning consumers of public communication. Covers historical speeches and theory and practical applications related to the formulation, presentation, and evaluation of public speeches. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; arts and cultural traditions.

BHSC 6303 - The Future of Intimate Partnerships, Marriage, and Family

Credits: 3

Debates about the future of families and family values continue to occupy a central place in economic, political, and religious discussions about Western society's aspirations and future prospects. The course equips students to enter the discussions and the debates knowledgeably and with an eye toward influencing their quality and outcome. May be applied to the following curricular field concentrations: organizational dynamics; humanities.

BHSC 6315 - The Lively Mind: Creative and Critical Thinking

Credits: 3

Explores ways to develop intellectual powers through an examination of the biological and historical evolution of the human mind, and the development of perception, memory, imagination, and judgment. May be applied to the following curricular field concentration: humanities.

BHSC 6319 - Professional Ethics and Organizational Responsibility

Credits: 3

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. May be applied to the following curricular field concentrations: organizational dynamics; humanities; global studies; American studies; communication, media, and technology.

BHSC 6320 - Organizational Leadership

Credits: 3

Describes and analyzes a wide variety of different theoretical approaches to leadership, with a focus on how each theory can be, or has been, employed in real-world situations. Special application is made through the readings of contemporary leadership books, classic cases, and great films. May be applied to the following curricular field concentrations: organizational dynamics; humanities; communication, media, and technology.

BHSC 6322 - Abnormal Psychology of Mind, Body, and Health

Credits: 3

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 6331 - The Psychology of Hate

Credits: 3

Reviews and specifically details the leading and most recent theories of hate and examines the depth of hate-related utility and its futility. Covers topics such as in-group and/or out-group bias, aggression and its origins, physiology of aggression, history of hate groups and hate crimes, hate on the Internet and in the media, pop culture's representations of hate, hate speech, implications for victims of hate crimes, and motivations of perpetrators of hate-motivated crimes. Also, the relationship among aggression, hate, and violence; the pros and cons of group distinctions; the distinctions in hate crime and hate speech; the pros and cons of enhanced penalty legislation for hate crimes; the justifications for "isms;" and the brain chemistry and physiology behind aggression and anger. Students debate controversial topics in the areas of race, sexual orientation, gender, identity or expression, and religion. In addition, students develop personal ways to combat hate and violence. This course may be applied to the following concentrations: humanities; human rights and social justice; gender studies.

BHSC 6355 - Psychology: The Discovery of Self

Credits: 3

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 - The Immigrant Experience

Credits: 3

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. May be applied to the following curricular field concentrations: global studies; American studies; human rights and social justice; humanities; organizational dynamics; gender studies.

BHSC 7158 - Conflict and Communication

Credits: 1

Examines the psychological dynamics associated with the process and consequences of interpersonal conflict. Explores the moral, political, and cultural dimensions of conflict as they shape the identity of individuals and groups. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; organizational dynamics.

BHSC 7165 - Power of Negotiation

Credits: 1

Examines how to prepare for negotiation, maximize resources in a negotiation, enhance powers in negotiation, and sharpen creative thinking with emphasis on developing an appropriate negotiating style. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7170 - Human-Centered Leadership

Credits: 1

Examines the human-centered dimensions associated with the process and consequences of leadership. Explores the theories, communication, emotional intelligence, and leadership in teams and in the twenty-first century. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7330 - Psychology of Sport

Credits: 3

Explores psychological theories and research related to sport and exercise behavior in the context of motivation, team building and leadership, psychological skills training, and current issues and trends in sport psychology. Students learn how the application of sport psychology can improve human performance. May be applied to the following curricular field concentrations: humanities; organizational dynamics.

BHSC 7331 - Communication in Sport

Credits: 3

Enhances knowledge of interpersonal and group dynamics and communication skills as well as conflict resolution and negotiation. Students apply the theories, concepts, and information to a communication plan for themselves as future sport leaders. May be applied towards the following curricular field concentrations: communication, media, and technology; organizational dynamics; humanities.

BHSC 7335 - Sustainability Leadership: An Introduction to Organizational Sustainability Leadership

Credits: 3

Engages students interested in leading their companies and organizations in sustainability. Students study the three pillars of sustainability: environmental, economic, and social, by addressing the complex issues leaders face while balancing these competing interests to affect a more equitable and sustainable future. Students will explore leadership roles, dialogues, and mechanisms for implementing sustainability principles and empowerment across a

variety of sectors: business, government, Main Street or community, non-profits, and religious organizations. May be applied to the following curricular field concentrations: organizational dynamics; humanities; environmental sustainability; American studies; global studies; communication, media, and technology.

BHSC 7341 - Coaching for Educational and Organizational Leaders

Credits: 3

Builds on BHSC 7368 and BHSC 7369 by refining the practice of coaching and leadership, as well as deepening an understanding of how individual and organizational change happens. Pays special attention to the role of the coach leader and how those serving in leadership roles can positively impact performance at the individual and organizational level by effectively using the coaching mindset and skillset. Fully explores the power of questions, not only to spur individual growth but also to create cultures of learning and innovation. Finally, continues to investigate the theoretical bases of coaching, which together comprise the intellectual frame for the practice. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7350 - Special Topics in Behavioral Science

Credits: 3

Covers special topics in the status of behavioral science.

BHSC 7355 - Cultural Intelligence: Understanding Leadership in Culturally Complex Situations

Credits: 3

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 - The Moral and Spiritual Landscape of Childhood and Adolescence

Credits: 3

This course offers for discussion and critical reflection a developmental perspective on moral reasoning and religious experience in childhood and adolescence, in light especially of the theories of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and James Fowler. These theories are supplemented by a close look at the research of psychoanalyst Ana-Maria Rizzuto on the God-ideas of early childhood. A particular focus of the course is on how moral and religious development can be impeded by impositions of adult teaching on children and adolescents before their cognitive development is sufficient to permit assimilation and independent assessment of them. This course may be applied to the following curricular field concentration: humanities.

BHSC 7358 - Conflict and Communication

Credits: 3

Examines psychological dynamics associated with the process and consequences of interpersonal conflict. Students learn how people understand, explain, and respond to the various conflicts that comprise their reality: internal, interpersonal, and intergroup struggles. Cognitive, affective, and motivational processes are presented and discussed in the context of different philosophical and scientific explanations. The course explores the moral, political, and cultural dimensions of conflict as they shape the identity of individuals and groups. Emphasizes didactic and experiential learning. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; organizational dynamics.

BHSC 7361 - Gender and Psychopathology Across Cultures

Credits: 3

Explores how people experience psychological distress and what its varied manifestations (psychiatric symptoms, somatic complaints, spirit afflictions, relational disruptions) reveal about the social and cultural construction of psychopathology. While the suffering of psychological illnesses is an excruciating reality in the lives of many people, its amelioration necessitates an understanding of how the conception and experience of psychopathology are shaped by local values and conditions. This advanced course draws upon the fields of anthropology, psychology, psychiatry, history, religion, and gender and sexuality studies to explore the interrelationships among culture, gender, and the conceptualization of madness in North America and other parts of the world. May be applied to the following curricular field concentrations: global studies; gender studies; arts and cultural traditions; humanities.

BHSC 7362 - Understanding Strategy: Government, Business, and Social Movements

Credits: 3

Explores concepts of military, business, and social strategies through the ages. Provides an in-depth examination of the strategy of two case studies each in the military, business, and social movements. Students learn how to think more strategically. May be applied to the following curricular field concentrations: organizational dynamics; global studies; humanities; communication, media, and technology.

BHSC 7365 - The Power of Negotiation: Mastering Negotiation for Personal and Professional Success

Credits: 3

Presents a step-by-step process for successful transactional behaviors. Students learn how to prepare for negotiation by maximizing resources, enhancing their powers in negotiation, and sharpening their creative thinking, with an emphasis on developing an appropriate negotiating style. May be applied to the following curricular field concentrations: organizational dynamics; communications, media, and technology; humanities.

BHSC 7366 - Adolescent Psychology

Credits: 3

Explores adolescent growth and development as a period of self-discovery. Students reflect back and develop a new understanding of their past and present selves. Fosters critical and incisive thinking about issues that have a significant impact on adolescent development in the 21st century. Provides perspectives on adolescents and what they think about the world around them by examining how different experiences shape adolescent growth across diverse cultures. Examines the modern transitional stage of emerging adulthood, where the end of adolescence and the preparation for adult roles are postponed. May be applied to the following curricular field concentration: humanities.

BHSC 7368 - Educational Coaching: Ensuring Success for All Learners

Credits: 3

Enhances the leadership and coaching styles of educational professionals in management positions through self-reflection and interactive and experiential learning focused on educational effectiveness, innovation, and success. Explores concepts such as the mind and skill sets needed to facilitate transformation within individuals and systems to ensure high-quality teaching and learning for all students, including English language learners. May be used to fulfill the writing intensive requirement or applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7369 - Potential and Performance: Coaching for Individual and Organizational Effectiveness

Credits: 3

Builds on BHSC 7368 in a continued investigation of the theory and practice of coaching in an effort to develop and

deepen students' coaching mindset and skillset. Students gain practice and feedback as they use coaching tools and implement, analyze, and synthesize the coaching model, as well as the coaching relationship and the role of coaching in facilitating organizational transformation. Emphasizes coaching that closes the gaps between potential and performance. Also, the transformation coaches experience in that one must change in profound ways ("get bigger") to move to higher levels of effectiveness. In addition to becoming masterful coaches, students work to increase their capacity for systems thinking and leading organizational change. May be used to fulfill the writing intensive requirement or applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7370 - Death, Dying, and Grief

Credits: 3

Examines the development of attitudes toward death throughout the life cycle and the ways variables such as gender, occupation, religion, social class, and culture affect these attitudes. Provides an overview of the stages of the dying process typically experienced by the terminally ill individual. Addresses the importance of grief and the process of grieving. Examines ethical issues related to death and dying in contemporary society. May be applied to the following curricular field concentrations: humanities; organizational dynamics; and communication, media, and technology.

Fine Arts Courses

FNAR 6100 - Independent Study

Credits: 1

Directed study.

FNAR 6110 - Special Topics in Fine Arts

Credits: 1

Focuses on a special topic in the fine arts through lectures, seminar discussion, and writing assignments.

FNAR 6200 - Independent Study

Credits: 2

Directed study.

FNAR 6300 - Independent Study

Credits: 3

Directed study.

FNAR 6301 - Action! Dramatic Screenwriting

Credits: 3

Hands-on writing course for beginners and for those already writing screenplays or plays. Focuses on basic requirements for dramatic writing (film, theatre, and solo performance): action, dialogue, and narrative. Includes a series of in-class exercises and writing assignments on how to create a new work or rewrite a work in progress. Scenes from classic plays are studied and emulated. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 6305 - From Sunrise to Psycho: Form and Meaning in the Cinema

Credits: 3

Examines the evolution of cinematic methods of expression, from the end of the silent era, through the transition to sound and the subsequent development of the movie industry, to 1960. Students screen and closely examine

sequences from 14 masterpieces of world cinema, beginning with F.W. Murnau's great silent film "Sunrise" (1927) and concluding with Jean-Luc Godard's "A Bout de Souffle (Breathless)" and Alfred Hitchcock's "Psycho" (1960). Selected readings and screenings of short sequences from other relevant films explore the economic, social, and cultural context for these major artistic achievements. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions.

FNAR 6306 - Reading to Write: Learning From the Masters

Credits: 3

Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Warren, Munro, or the latest best-seller, writers of fiction and nonfiction benefit from the study of others' storytelling. Through literary analysis and application of techniques studied, writers enhance their creative projects. This course is a combination of close reading and creative writing. The course may be applied to the following curricular field concentration: creative writing or humanities.

FNAR 6307 - Chemistry and Technology in Art: From Antiquity to the Industrial Revolution

Credits: 3

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 - Creating Truths

Credits: 3

Narratives explore the margins of humanity, and they are a means of expressing, celebrating, and instructing others. Students explore 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 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 or both genres. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 6313 - Approaching Contemporary Art, Facing the Millennium: 1980-2010

Credits: 3

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 6315 - Creating the Memoir

Credits: 3

The memoir, a subgenre of creative nonfiction, explores the methodologies for writing about the self. Through analysis of existing memoirs, suggested strategies for such writing, and a hands-on workshop setting, this seminar enables students to tell their stories. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities. Repeatable for credit.

FNAR 6316 - History, Humanity, and Humor: Physical Comedy and Beyond

Credits: 3

Explores the roots of comedy and asks why comedy has historically made people laugh. After researching comedies in historical dramatic literature, masks of the commedia dell' arte, comic scenarios, and comedic problem-solving, students recreate classical physical comedy and investigate their own personal clown. Examines the ways man's humanity is revealed through humor and the similarities between centuries-old humor, physical comedy, and that of popular culture today. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6333 - Approaching Contemporary Art: Post-World War II, 1950-1980

Credits: 3

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 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. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; American studies.

FNAR 6387 - Inspiring Creative Minds Through Original Art

Credits: 3

Most encounters with works of art are limited to learning objective information about them - when, where, why, and by whom they were created. Seldom are visitors invited to spend thoughtful time with the works and explore their complexities, and rarely are they encouraged to discover personal connections and construct their own meanings. This course invites students to consider works of art in a variety of contexts, to learn through them, and to be inspired to think and respond creatively to them. May be applied to the following curricular field concentration: arts and cultural traditions.

FNAR 6390 - Evocation, Narratives, and Nature: Understanding 18th-19th Century Romanticism

Credits: 3

Examines late 18th to early 19th century paintings by European and American artists who embraced the ideals of Romanticism. Presents select works by philosophers, critics, poets, and composers to help students develop a broader understanding of the intellectual and cultural climate of the time period. May be applied to the following curricular field concentrations: arts and culture; humanities.

FNAR 6394 - Creating Poetry

Credits: 3

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 6396 - Time Past, Time Present: Storytelling with a Backdrop of History

Credits: 3

All writing reflects a backdrop of history, and 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. When writers attempt to capture the significance of historical events, often the more dramatic approach is the most personal - a momentous event through the eyes of a single individual just living daily life in interesting times and struggling with personal challenges and demons. Whether an author uses fiction or nonfiction to capture that experience, dramatic storytelling can be the best way to explore time past, time present. The 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. May be applied to the following curricular field concentrations: creative writing; humanities; arts and cultural traditions.

FNAR 7350 - Special Topics in Fine Arts

Credits: 3

Covers special topics in the status of the fine arts.

FNAR 7360 - Creating the Short Story

Credits: 3

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 - Creating Compelling Narrative

Credits: 3

Writers of thrillers, literary novels, and memoirs face a common challenge: compelling readers to continue reading. Powerful narrative results from an intriguing combination of what happens, who is involved, and why the characters act as they do. Students explore 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 as in literary fiction. Through examination of classic fiction and current best sellers, students analyze effective storytelling and create compelling narratives, scene by scene. May be applied for the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7365 - Creating the Novel

Credits: 3

The craft of writing a novel is explored through workshops that focus on writing exercises and the analysis of novels relative to structure, characterization, theme, and the development of plotline. Students write the beginning 45-60 pages of a novel, with the primary intention of writing toward the completion of a novel. Significant reading and writing are essential to successful achievement in this seminar. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7366 - Creating the Stage Play

Credits: 3

Focuses on analyzing and writing one-act plays and explores a variety of stage play types, including 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. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7367 - The Writer's Voice

Credits: 3

A writer's voice is the "sound" a writer makes when telling a story, the writer's creation of characters who speak for themselves, and the distinctive dialogue of individuals. A writer's voice begins with silence, grows into sound, expands to tone, and resonates throughout narrative and style. It reflects the core identity of the writer and

demonstrates an author's facility with language and storytelling. Through close reading and extensive writing, students create fiction or nonfiction concentrating on the cluster of writing features that result in unique literary voices. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7368 - Science on the Stage

Credits: 3

Science and theatre (or, more generally art) are often seen as two disparate and incompatible products of the human mind, even though both depict and study - and are inspired by - the wonders and majesty of nature, other surroundings, and the universe. To see science as merely analytical and art as merely creative is to rather simplistically stereotype the scientist ("unemotional" etc.) and the artist ("unserious" etc.). The course demonstrates the ways stage works have made various scientific discoveries accessible, entertaining, and inspiring. Includes lectures, student projects, and discussion of theatre-worthy scientists and scientific or pseudoscientific ideas/acts ranging from great and dignified to despicable. Students analyze plays and play excerpts (texts or video). This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 7373 - Lone Star Art Stars: Contemporary Texas Artists

Credits: 3

Presents contemporary art by Texas artists, beginning with the Lone Star regionalists in the 1930s and continuing with artists of the 21st century. Students explore regional art (this area has the third-largest artist population in the U.S.) in local galleries, museums, art spaces, and private collections. They become familiar with Texas artists, their signature styles, and their continuing maturity. Looking at new art, students enhance their aesthetic judgment and gain confidence in their own personal collecting. The course seeks to expand students' awareness of how the North Texas environment impacts artists and collectors. May be applied to the following curricular field concentrations: American studies; arts and cultural traditions; humanities.

FNAR 7374 - Mythic Image in Pop Music and Technology

Credits: 3

An in-depth analysis of myth, pop music, and contemporary music technology that includes an examination of the evolution of pop music to its current status in which it mimics and sometimes replaces the traditional functions of the culturally informing myth. Focuses on technology from 1877 to the present, addresses issues of myth's presence and viability in a modern world, and investigates the means by which pop icons such as Lady Gaga, Rush, and Ice-T affect local and global communities of listeners. May be applied to the following curricular field concentrations: arts and cultural traditions; communication, media, and technology; global studies; humanities.

FNAR 7375 - Religion and Theatre

Credits: 3

Born in homage to divinity, theatre in the Western world has told the stories and reflected the beliefs, practices, questions, and conflicts within and among individuals, institutions, and societies for five recorded millennia. From the Osiris Passion Plays in ancient Egypt to "Angels in America" on Broadway, this course surveys great plays and the societies they reflected. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 7377 - Representing the Real: Form and Meaning in Documentary Film

Credits: 3

Examines the documentary film tradition as it has developed from the silent period to the present. Features American films as diverse in their approach as "Nanook of the North" (1922), "Salesman" (1969), "Harlan County, USA" (1976), and "The Thin Blue Line" (1988), as well as important documentary film from France, Spain,

Germany, and Japan, etc. May be applied to the following curricular field areas: humanities; arts and cultural traditions; communications, media, and technology.

FNAR 7381 - Writers on Writing: 21st-Century Storytelling

Credits: 3

Explores guidance from writers, editors, and agents about the benefits of how blending powerful storytelling and quality writing signifies that "literary/commercial" may offer a new category for authors in the twenty-first century. Students analyze literary bestsellers since 2000 to glean support for their fiction, creative nonfiction, or memoir class projects. This course may be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 7383 - The Art and Culture of Spain

Credits: 3

Reviews the history of Spain, the sociopolitical and economic struggles that led to the Spanish Civil War, the subsequent 36-year authoritarian government of Francisco Franco (1892-1975), Spain's modern connections to centuries-old values and customs, and Spain's associations with ideologies outside of the country. Examines critic Julius Meier-Graefe, author Camilo José Cela, and modern painter El Greco. Focuses on what constitutes the Spanish identity and what defines modernity in the context of Spanish culture and art. Examines two painters who are relatively unknown outside of Spanish art historical circles: Ignacio Zuloaga (1870-1945) from the Basque Country and Santiago Rusiñol (1861-1931) from Catalonia. Students explore art and architecture from across centuries and use their own aesthetic awareness and critical skills in expressing their opinions based primarily on the visual (versus art historical) and affective aspects of objects and space. May be applied to the following curricular field concentrations: arts and cultural traditions; global studies; humanities.

Humanities Courses

HUMN 6049 - Graduate Full-Time Status

Credits: 0

Allows full-time status for graduate students without credit.

HUMN 6100 - Independent Study

Credits: 1

Directed study.

HUMN 6200 - Independent Study

Credits: 2

A directed study proposed by the student, under the guidance of a faculty member.

HUMN 6300 - Independent Study

Credits: 3

Directed study.

HUMN 6303 - Thesis

Credits: 3

Directed study toward thesis.

HUMN 6304 - Technology, Humanity and Concepts of Identity

Credits: 3

Explores how the use of Internet technology affects an individual's concept of identity at both personal and societal levels. Using presentations, current events, cases, and online articles, students study topics such as the digital person, digital surveillance and personal freedom, and issues of privacy in a wired world. May be applied to the following curricular field concentrations: humanities; communication, media, and technology.

HUMN 6308 - Women's Lives and Literature

Credits: 3

Examines American and British classic texts in the women's literary tradition, with a focus on how they reflect ideals and conflicts in their portrayal of women's lives from childhood to old age. Introduces 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 or may be applied to the following curricular field concentrations: humanities; gender studies; arts and cultural traditions; American studies; human rights and social justice.

HUMN 6316 - The Human Experience: An Introduction to Graduate Liberal Studies

Credits: 3

Introductory course for the M.L.S. program that is required of all degree-seeking M.L.S. students. Examines issues of human existence using interdisciplinary perspectives, primary readings, large-group presentations, and discussion groups. Students learn the various disciplines of human thought and problems, and they contribute to the overall knowledge of the many ways in which humans try to understand themselves and the world around them. Also, what it means to be human, including a consideration of the nature of products of human activity and the world in which humans find themselves. Includes a close look at the human condition and human creations such as social institutions, art, literature, and science.

HUMN 6317 - Literature and Identity, 1530-1680

Credits: 3

A study of the interplay of religion, politics, and culture in the works of major English writers, from Shakespeare to Milton. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

HUMN 6319 - Ethics and Literature

Credits: 3

Examines literary works that evoke questions about individual responsibility, free will, the nature of evil, and the resolution of conflicting moral claims. This course may be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

HUMN 6321 - International Humanitarian Aid

Credits: 3

Examines modern-day international responses to the emergency needs of people affected by major natural disasters and by inter- and intra-state conflicts that have occurred since the end of the Cold War. May be applied to the following curricular field concentrations: global studies (non-Western); American studies; human rights and social justice; humanities.

HUMN 6323 - Creativity and Dreams

Credits: 3

Do dreams contain important insights, and even messages, about living more creatively both for ourselves and for

others? Can dreaming play an important role not only in the regulation of sleep but in the generation of great visions for our own and humanity's future? This course explores these questions and offers methods for applying dream interpretation to the strengthening of one's own creative aspirations and powers. This course may be applied to the following curricular field concentration: humanities.

HUMN 6326 - Indigenous Peoples' Rights in a Global Economy

Credits: 3

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. The course also explores the relationship between jurisprudence and tribal customs in literature, history, and anthropology. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities; gender studies.

HUMN 6330 - Wit and Humor in African-American Literature

Credits: 3

The goals of this course are to reach a better understanding of the aesthetics, cultural and historical experiences, and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper, and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings and/or performances. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; American studies.

HUMN 6336 - Paradigms of Humanity in Science Fiction

Credits: 3

Examines works in the genre of science fiction using a variety of novels, films, and short stories to question what it means to be human in relation to the alien other and the alien machine. May be applied to fulfill the writing intensive requirement for the M.L.S. program or toward the following curricular field concentration: humanities.

HUMN 6338 - The Fire of Transformation: Exploring the Mystical Life

Credits: 3

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. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 6341 - The Ethical Implications of Children's Literature

Credits: 3

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 6350 - The Art of African-American Storytelling

Credits: 3

Explains the traditional roots of African-American storytelling from Africa through the diaspora and examines the survival, uses, and importance of verbal arts in the African-American culture. The course also explores the cultural clashes between African-American descendants whose experiences are disparate: one group dominated by respect for the oral tradition and the other dominated by reliance on authorized written texts. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; human rights and social justice; gender studies.

HUMN 6351 - Interpretation and Performance of African-American Poetry

Credits: 3

Extends the student's knowledge and awareness of African-American literary, aesthetic, and folk traditions through an examination of early- to contemporary-period poetry that reveals historical, political, and sociological influences. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; human rights and social justice; gender studies.

HUMN 6352 - Interpretation of Folklore in African-American Fiction

Credits: 3

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 - Remembering the 1960s: Culture and Change

Credits: 3

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. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions; global studies; American studies; human rights and social justice.

HUMN 6356 - Oral Interpretation of Literature

Credits: 3

Explores how to give professional presentations in a public-speaking venue, with a focus on talks about written content such as literature and poetry. The spoken art form that originated in the ancient oral tradition is reappearing more significantly in today's world. May be applied to the following curricular field concentrations: communication, media, and technology; humanities.

HUMN 6358 - Trances and Dances: Investigations Into Indigenous Religious Life

Credits: 3

Introduces students to the religious beliefs and practices of several non-Western (or pre-Western) indigenous cultures such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through readings, videos, lectures, classroom discussions, and in-class activities, students examine such phenomena as spirit possession, sacrifice, masks, shamanism, out-of-body experiences, spiritual healing, visions, and pilgrimages. Students delve into the psychological and social functions of trance, exorcism, and magic and explore the problems and possibilities of cross-cultural religious contact. They also seek out the hidden meanings of myths and dreams.

May be applied to the following curricular field concentrations: humanities; global studies (non-Western); American studies.

HUMN 6370 - The Literate Mind At Work

Credits: 3

Students enhance their reading, research, analysis, and written argument skills. Activities include the analysis of literature as a record of human experiences, the refinement of writing skills through personal responses, argumentation, and presentation of research. In group and individual projects, students explore the literature of the Southwest and classic short stories as literary responses to clashes of cultures, social and human justice, and challenges to morality and values. This writing-intensive course clarifies basic research techniques, styles of documentation, and academic integrity. May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: American studies; human rights and social justice; gender studies; humanities.

HUMN 6374 - Writing and the Search for Self

Credits: 3

What are the defining moments of students' lives, and how do students incorporate the insights gained from these critical experiences into the stories they tell about themselves? Examining memoirs and autobiographies, and offering practical advice on keeping a journal and overcoming writer's block, this course is for students interested in developing a strong individual voice, one that can address issues of personal concern with the authority that comes from experience. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6376 - Our Stories, Ourselves

Credits: 3

How people see themselves and how others see them are not just a matter of looking in the mirror. For better or for worse, self-image is embedded in the stories people tell about themselves, both internally and in their dealings with others. Students use journal writing as a means of bringing their life stories into focus and as a tool for change, growth, and understanding, with the goal of living a more effective and happier life. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6395 - News in the Digital Age: From Traditional Media to Citizen Media

Credits: 3

Examines the impact of digital technology on news and the free flow of information in a democratic society. Reviews the evolution of American journalism from its founding to its current-day forms. Also, the standards and practices of journalism for traditional media (print, radio, and television) and new media (online reporting, blogging, video and/or audio podcasts, live streaming, and Web-feed formats such as RSS feeds). Students discover how the different technological methods of news distribution affect who does the coverage, what is covered, who is reached, and why these are important. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; American studies.

HUMN 6396 - Literature and the Culture of Disability

Credits: 3

Explores issues of disability from literary, cultural, and philosophical perspectives. Students study current debates surrounding disability studies within a variety of contexts. This course fulfills the writing intensive requirement or may be applied to the following curricular field concentration: humanities.

HUMN 6397 - Troubled Youth in America

Credits: 3

Examines, from an array of perspectives (history, literature, film, sociology, music, media, etc.), the transcultural and historical categories of youth, adolescence, and young adulthood. Students focus on issues of historical change, family systems, gender roles, sexuality, rebellion, and generational conflict. May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies.

HUMN 7300 - Thesis

Credits: 3

Directed study toward thesis.

HUMN 7301 - Greek Mythology and Literature

Credits: 3

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 7303 - The Cultural Politics of Pop, Rock, and Rap

Credits: 3

The prehistory and history of rock and roll serves as the context in which American and transnational histories are explored. 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. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; global studies; human rights and social justice; gender studies.

HUMN 7311 - Capstone: Liberal Studies

Credits: 3

The capstone course is required of all M.L.S. students not undertaking a thesis. Conducted as an independent directed study, it is the last course of a student's program for the M.L.S. degree. Students earning a concentration must pursue a capstone project related to the curricular field area of their concentration. One month in advance of their last term, students must choose a faculty member with whom to work and - in consultation with that faculty member - propose to the M.L.S. director and Simmons School dean their topic and/or project. Students have a choice among the following capstone options to satisfactorily complete their degree program and to prepare for further graduate work: the portfolio project, the graduate project, an internship and/or service experience, or a creative project.

HUMN 7312 - Islam in State and Society

Credits: 3

The emergence of "political Islam" as a movement to reform dominantly Muslim societies and to transform those societies' relationships to non-Muslim nations has had a growing impact on American impressions of Islam and on U.S. foreign policy toward Muslim countries. Topics include the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies, the historical rise of Islamic states and societies, the classical Islamic legal reasoning that justifies and shapes those states and societies, and the emergence of

contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. Students explore issues that surround Muslim minorities in non-Muslim states and societies as well as the rights of non-Muslims in dominantly Muslim states and societies. Important to this exploration is an understanding of human rights, gender, democracy, and economic structures in contemporary Islamic thought. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); gender studies; human rights and social justice.

HUMN 7315 - Religions of Asia

Credits: 3

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, those ideas have often transmuted into new ways of thinking about the meaning of being human and new understandings of the world. This course surveys Hinduism, Buddhism, and Chinese religions. Students are offered the opportunity to understand more fully the worldviews of traditional Asian societies, the ways in which their religions have met the spiritual and social needs of their adherents, and the present growth and relevance of those religions outside Asia. Through lectures and readings, students journey through these worldviews, learn the stories and rituals in which they are expressed, and discover the ways in which they function in individual lives and the societies as a whole. Includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders. May be applied to the following curricular field concentrations: global studies (non-Western); humanities; human rights and social justice.

HUMN 7330 - Law and Literature

Credits: 3

Examines literary works that have been selected for their artistic merit as well as their subject matter, including universal jurisprudential and philosophical problems such as the conflict of natural law with the development of positive law, revenge and penal theory, justice and injustice, ethical conduct and corruption, individual and public perception of the legal process, and the significance of narrative. May be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

HUMN 7331 - Getting Organized: Personhood in the Age of Corporate Enterprise

Credits: 3

Examines historical, sociological, and artistic responses to capitalism and the organizational structures that developed within it. Explores capitalism as it emerged in the 19th century and disrupted ideas of personhood, citizenship, and social belonging. Discusses the forms of individual, social, and workplace reorganization that emerged as a consequence of capitalism. Exposes students to the relations between economic and technological change within the workplace and beyond. May be used to meet the writing intensive requirement or may be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

HUMN 7336 - Creativity: Historical and Personal

Credits: 3

Students analyze aspects of two periods of history (i.e., the modern era and a specific historical age that varies by term), which are bound together in unique ways by creativity, in order to explore methods for advancing their own personal creativity. Materials for consideration are highly interdisciplinary. This course may be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

HUMN 7350 - Special Topics in Humanities

Credits: 3

Covers special topics in the status of the humanities.

HUMN 7351 - War and Literature: Soldiers' Tales

Credits: 3

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 7356 - Darwin in His Time and Ours

Credits: 3

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 - Intercultural Communication

Credits: 3

An overview of how differing worldviews, values, attitudes, and behaviors can affect the professional communication process as well as individual and organizational success. Students gain the skills (practical knowledge) and understanding (theoretical knowledge) needed to succeed in an increasingly international environment. Through a series of readings, reading responses, activities, class discussion, and formal papers, students experiment with and apply different concepts related to the intercultural communication process. This course may be applied to the following curricular field concentration: communication, media, and technology.

HUMN 7359 - Just Between Sisters: Relationships of Mixed-Race Women and Girls

Credits: 3

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 7361 - Spiritual and Mystical Paths of Today: A Multifaith Exploration

Credits: 3

Explores spiritual and mystical writings from different religious traditions, seeking resources that may shed light on the contemporary quest for meaning and for ways of healing a wounded Earth. Examines the lives and writings of notable figures since the last century and reflects on the contents and features of their spiritual praxis and vision and how these relate to personal and global healing. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 7362 - The Art of Persuasive Writing: From Cicero to Churchill to Tweets

Credits: 3

Examines the power of the written word to persuade in speeches, essays, newspaper columns, and new media. Students trace and discuss the development of commentaries that have had an impact on public culture. Includes classic compositions from Roman and Greek orators, the Founding Fathers, Winston Churchill, H.L. Mencken, Martin Luther King, broadcasters Edward R. Murrow and Andy Rooney, contemporary columnists such as Maureen Dowd and Peggy Noonan, and critic/essayists such as Christopher Hitchens and David Foster Wallace, as well as recent White House speechwriters such as Karen Hughes and Jon Favreau. Students explore the structure of effective exhortations, the importance of "voice" in a memorable argument, the use of facts versus emotion, the use of humor to disarm, the value of metaphors, and the elements involved in effectively closing an argument. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; communication, media, and technology.

HUMN 7376 - Latin American Literature and Culture: Revolution, Feminine Writing, Dictatorship, and Immigration

Credits: 3

Literature has been used as a revolutionary tool by cultures on every continent, and it has often been a catalyst for social change and political action. This course examines the relationships between writing and politics and art and politics: How does one understand what a revolution is, specifically in the context of Latin America? How has revolution been fictionalized in Latin America? What roles have the arts played in the emergence of the imaginary in the Caribbean and Latin America? How were national consolidation and social heterogeneity reconciled in the literary discourses? Students explore poetry, novels, essays, and short stories from Colombia, Cuba, Guatemala, the Dominican Republic, Mexico, Brazil, and Argentina to understand how different authors articulate their perspective about cultural, social, and political dynamics prevalent in their particular contexts. May be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice; gender studies; American studies.

HUMN 7379 - Plants of the Gods: Religion and Psychedelics

Credits: 3

Examines the religious use of entheogens (psychedelic substances such as peyote, psilocybin mushrooms, and ayahuasca) throughout history to catalyze powerful visionary and mystical experiences and commune with sacred beings. Explores the sometimes forceful rejection within Western culture of these natural substances and their man-made psychedelic (e.g., mescaline, DMT, and LSD) and investigates the scientific study of these substances from the 1950s through the early 1970s and then from the 1990s into the 21st century. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 7380 - Waking Up: The Philosophy of Yoga and the Practice of Meditation

Credits: 3

Explores the philosophical and psychological foundation assumptions of the rich (and often controversial) Hindu traditions of yoga and tantra. Emphasizes theory, experience, and practice as it relates to yogic and tantric vision, energy centers, breathing techniques, modes of meditation, and gods and goddesses. Promotes understanding of the nature of selfhood and consciousness, the sacralization of sexuality and daily life, and the goal of full awakening to one's divine nature. May be applied to the following curricular field concentrations: humanities; global studies; arts and cultural traditions; gender studies.

HUMN 7381 - Organizational Communications

Credits: 3

Provides an in-depth exploration of the theory and research underlying the discipline of organizational

communication. Particular emphasis is given to the communicative approaches and processes that exist within many past and present organizational environments. The approaches and processes include classical management theory, human relations and human resources approaches, organizational systems, organizational culture, ethics and critical theory, organizational socialization, decision-making, conflict management, organizational change, leadership, emotion in the workplace, organizational diversity, and technology in the workplace. Students explore relevant communication theory, research, and practice through lecture, discussion, and application. May be applied to the following curricular field concentrations: communications; media and technology; organizational dynamics; humanities.

HUMN 7382 - Cultures of Displacement: The Writing of Race, Migration, and Diaspora

Credits: 3

Investigates race and ethnicity within the histories of migrations, diaspora, colonialism, postcolonialism, globalization, and gentrification. Includes historical, literary, sociological, and other disciplinary perspectives. Focuses on individual and collective identity as self-selected and imposed, fixed and flexible, located and displaced, and local and global. Provides a knowledgebase for framing and discussing political and popular culture issues. This course fulfills the writing intensive requirement or may be applied to the following curricular field areas: humanities; gender studies; human rights and social justice; American studies; global studies.

HUMN 7385 - Transforming Our Educational DNA

Credits: 3

Examines the historical, political, and organizational structure and culture of U.S. schools from the early 20th century to the present. Explores the forces that have shaped the current educational environment, and investigates the reflective and relational lives of teachers, students, and educational leaders. As part of the work of transforming their educational DNA, students engage in self-discovery to gain clarity about themselves as learners and teachers. Includes how to create an educational system that engages all learners and meets the challenges of the 21st century. May be applied to the following curricular field concentrations: humanities; organizational dynamics; global studies; American studies; and communication, media, and technology.

HUMN 7391 - To Be Human: Perspectives on Common Historical Experience

Credits: 3

Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Provides interdisciplinary and comparative perspectives on the continuing development of cognitive and behavioral tendencies as well as the forms of sociocultural organization that have defined the nature of humanness at different stages of evolutionary history.

HUMN 7392 - To Be Human: The Transformation of the Psyche

Credits: 3

Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Examines the soul from the viewpoint of ancient wisdom. Explores, in contemporary terms, the process of applying insight and energy from the unconscious psyche to the human yearning for a sense of hope, meaning, and wholeness. Includes readings, presentations, and discussions that consider the soul from the perspectives of philosophy, religion, and psychology.

HUMN 7393 - To Be Human: The Art of Creativity and Expression

Credits: 3

Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Explores human creativity and artistic expression through engaged learning experiences that challenge the advanced student to examine art through diverse perspectives and contexts, including the original contexts in which the art was created. Students visit galleries to interact directly with original objects of art that represent a variety of cultures, beliefs, and creative expression.

HUMN 7394 - To Be Human: East Meets West - Intelligence, History, Culture, and Society

Credits: 3

Foundational course for the D.L.S. program that is required of all degree-seeking D.L.S. students. Provides a foundation for understanding culture as a key concept in the humanities and an important lens through which individuals, societies, and their behavior and artifacts can be understood.

HUMN 7395 - To Be Human: The Struggle for Human Rights

Credits: 3

Foundational course for the D.L.S. program that is required of all degree seeking D.L.S. students. A study of human rights from a multidisciplinary perspective that provides a cultural, intellectual, and moral framework to understand the world. Uses selections from leading historical and contemporary theorists on various aspects of human rights for the context and commentary needed to comprehend challenging rights concepts. Includes an overview of the global history and evolution of human rights, an intellectual map of the origins of human rights, a comparative global context of human rights, and the ongoing assaults on rights, with a focus on the struggle for human rights in the United States.

HUMN 7396 - To Be Human: Science and Society

Credits: 3

Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Examines the behaviors humans use to observe, explore, and analyze themselves and their surroundings as a factor in the survival and prosperity of the species. Traces the development of science from a collection of observations and lessons learned, through progress in the fields of reasoning and logic, to the birth of the scientific method. Connections are made between the historical, political, and cultural events that characterize a given period and the development of knowledge and science. Combines history, philosophy, and science and examines the numerous and complex interactions between science and all aspects of human experience, including well-being and suffering.

HUMN 7397 - Under the Influence: Discourses of Intoxication, Addiction, and Recovery

Credits: 3

Examines the emergent field of addiction studies through historical, literary, sociological, psychological, biological, cultural, and media approaches. Focuses on the ways in which mind-altering substances have been understood over the expanse of transatlantic and global histories. Students study cultural and personal encounters with various substances (e.g., alcohol, cocaine, opium, designer drugs, and pharmaceuticals) and examine the history of stimulants and intoxicants entangled with issues of colonization, class formation, gender identity, subjectivity, immigration, religion, consumerism, and social conformity. Also, cultural resistances to intoxicants and the emergence of therapeutic recovery cultures in the context of contemporary human rights discourse. May be applied to the following curricular field concentrations: human rights and social justice; gender studies; American studies; global studies; humanities.

HUMN 7399 - The Literature of Atrocity: Literary Representations of the Struggle for Human Rights

Credits: 3

Investigates literary representations of some of modern history's more horrific events such as slavery in 19th-century America, the Holocaust, colonialism in Africa, Latin American dictatorships, the Vietnam War as soldiers experienced it, Cambodia's Khmer Rouge, Mugabe's Zimbabwe, and the lingering effects of South African apartheid. Examines novels in their own right as distinctive literary creations, but also considers how they deepen human understanding of the historical events they portray and how they can contribute to the ongoing struggle for human understanding and social justice. May be applied to the following curricular field concentrations: human rights and social justice, gender studies, American studies, humanities, and global studies.

Science and Culture Courses

SCCL 6100 - Independent Study

Credits: 1

Directed study.

SCCL 6200 - Independent Study

Credits: 2

Directed study.

SCCL 6300 - Independent Study

Credits: 3

Directed study.

SCCL 6303 - Bioethics and Public Policy

Credits: 3

A study of the ethical dilemmas caused by rapidly changing medical technology. Issues include in vitro fertilization, reproductive medicine, stem cell research, genetic screening and manipulation, abortion, fetal tissue experimentation, use of human subjects in research, organ transplants, euthanasia, end-of-life care, and public policy issues related to the allocation of medical resources. May be applied to the following curricular field concentrations: environmental sustainability; global studies; humanities; gender studies; organizational dynamics; communication, media and technology.

SCCL 6312 - Energy and Economy

Credits: 3

Examines the role of energy and economics in the development of a sustainable worldview. Surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. Also, how energy systems are woven into economic systems and how industrial capitalism began and evolved. Discusses the fundamental concepts behind sustainability (physical, philosophical, and political), with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. May be applied to the following curricular field concentrations: global studies; environmental sustainability; American studies.

SCCL 6397 - Earth Matters: An Introduction to Global Environmental Quality

Credits: 3

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 7302 - Culture and the Environment: Humans in the Natural World

Credits: 3

Uses the philosophy and science of ecology as a guide to examine the evolving relationship between the environment and human culture. Explores the definition of "nature" and whether human beings are in some way separate from the natural world, with a focus on free will, human consciousness, and humanity's responsibilities in

the biosphere. May be applied to the following curricular field concentrations: environmental sustainability; humanities; global studies; American studies.

SCCL 7303 - Climate Change and Society

Credits: 3

Explores the science of climate change, human activities and greenhouse gas emissions, the history of carbon and climate, carbon pollution and its worldwide effects, and possible ways to adapt to and/or mitigate the effects of climate change. Focuses on global activities and climate change strategies such as the United Nations Framework Convention on Climate Change and the Peoples' Sustainability treaties. May be applied to the following curricular field concentrations: environmental sustainability; global studies; human rights and social justice; humanities; organizational dynamics; American studies.

SCCL 7304 - The Human Ecology of Food: Sustenance and Sustainability

Credits: 3

Analyzes the complexities of modern food production and consumption from ecological, biogeographical, historical, cultural, and sociopolitical perspectives. Reviews the diverse viewpoints regarding the issue of feeding a growing human population in an increasingly urbanized modern world. May be applied to the following curricular field concentrations: humanities, environmental sustainability, human rights and social justice, and global studies.

SCCL 7330 - Science, Technology, and Society

Credits: 3

Examines modern science's distinctive modes of inquiry, the nature of technology and the emergence of a technological order, and the character of the relationship between modern science and modern technology. Students consider the interrelationship between scientific modes of inquiry, the manner in which society is imagined, and the impact of technology on ways of life and culture. Examines the science and technology of power and light in the 19th and early 20th centuries, the interaction between modern technology and biotechnology in the 20th and early 21st centuries, and movements such as transhumanism, the possibilities of artificial intelligence, and the implications of developments in robotics. May be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

SCCL 7350 - Special Topics in Science and Culture

Credits: 3

Covers special topics in the status of science and culture.

SCCL 7351 - Macrocosmos Microcosmos: Big Bang Theory and Beyond

Credits: 3

Focuses on big physics concepts, including the Big Bang, time travel, the Higgs boson, and Schrodinger's cat. In a non-mathematical framework, students explore modern physics ideas that influence aspects of the world around them. Students consider questions, such as the origin of the universe; the nature of space, time and matter; the role of un/certainty and evidence shaping world views; ethical responsibilities of scientists to society in light of new technology; and specific impacts of the ideas in the humanities and arts. Lectures, reading, films, and discussions combine to make the cosmos more accessible and inspiring. This course may be applied to the following curricular field concentrations: environmental sustainability; humanities; global studies; American studies; gender studies; arts and cultural traditions.

Social Science Courses

SOSC 6100 - Independent Study

Credits: 1

Directed study.

SOSC 6200 - Independent Study

Credits: 2

Directed study.

SOSC 6300 - Independent Study

Credits: 3

Directed study.

SOSC 6301 - Terrorism, Torture, and International Law

Credits: 3

analyzes the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. Examines the origins and development of terror and torture in literature; the legal status of rights under U.S. domestic law and international law; and the tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Looks at regulating terrorism and torture in international law in the future. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); gender studies; human rights and social justice; American studies.

SOSC 6309 - The Struggle for Human Rights

Credits: 3

Examines certain violations of human rights within their historical context. Attention is given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies; American studies.

SOSC 6314 - Living Through the American Revolution

Credits: 3

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 6332 - Ideas Shaping the American Character I: 1607-1876

Credits: 3

Explores the political, economic, religious, social, and intellectual ideas that have shaped the American character from the colonial era through the Civil War through the biographies and writings of key Americans. Issues given critical analysis include colonial culture, Puritan and Enlightenment thought, church/state relations, the Constitution and federalism, Marshall and Taney Supreme Court decisions, gender and racial equality, Lincoln's evolving views of slavery, and Grant's Reconstruction policies. The course may be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies; gender studies. Scholarships are

available for K-12 teachers wishing to further their knowledge and enhance their roles as educators via interdisciplinary graduate coursework.

SOSC 6333 - Ideas Shaping the American Character II: 1877-Present

Credits: 3

Explores the political, economic, religious, social, intellectual, and artistic ideas that have shaped the American character through the biographies and writings of key early Americans. 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. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies; gender studies.

SOSC 6342 - America's Defining Moment: The American Civil War and Reconstruction

Credits: 3

The modern South has yet to shake the tragedy of the War Between the States. Students examine the origins of this struggle and the reasons it continues to fascinate Americans. Also, the battles, the reasons for the North's victory, and the effect on today's South. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6344 - Contemporary Economics

Credits: 3

Examines the theoretical basis of capitalism and its variations as a means of organizing and allocating resources as well as "the market" in the context of efficiency, fairness, and moral justifications. This course may be applied to the following curricular field concentrations: global studies; humanities; American studies.

SOSC 6353 - Women in U.S. History

Credits: 3

Surveys the history of women in the U.S. from the Colonial era to the present. Includes the diverse historical experiences of Native American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists, and other women. Examines the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity, with a focus on the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual, and political change during the course of U.S. history. This course may be applied to the following curricular field concentrations: humanities; gender studies; human rights and social justice; American studies.

SOSC 6355 - America Enraged: From Integration to Watergate, 1954-1974

Credits: 3

The 20-year era spanning 1954-1974 witnessed social turbulence unseen in the earlier part of the century. 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; gender studies.

SOSC 6367 - Comparative Revolutions: A Historical Perspective

Credits: 3

What is the nature of modern political revolutions? What are the conditions that tend to produce a revolutionary explosion? What are the characteristics of revolutionary leaders? Why do people follow them? By considering these and other related questions, this course provides interdisciplinary perspectives on a topic of special interest in this

age of monumental upheaval and rapid societal change. While highlighting the unique or distinctive characteristics of particular revolutions, it utilizes comparative analysis to underscore the common denominators of the modern revolutionary experience. May be applied to the following curricular field concentrations: global studies; humanities; human rights and social justice.

SOSC 6376 - Cultural and Intellectual History of Modern Europe: Renaissance to Enlightenment

Credits: 3

Analyzes predominant themes in the literature, philosophy, art, and music of European civilization, from the Italian Renaissance through the French Enlightenment. Emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. Part one of a two-part series, but the two courses need not be taken sequentially. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6377 - Cultural and Intellectual History of Modern Europe: Romanticism to the Present

Credits: 3

Explores major trends in the development of European literature, philosophy, art, and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. Part two of a two-part series; part one is not a prerequisite. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6378 - Mobilization and Movements in Nondemocracies

Credits: 3

Examines the reasons and ways by which people engage in collective action in regimes that are not democratic and are typically characterized by the absence of open public institutions. 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. May be applied to the following curricular field concentrations: global studies (non-Western); human rights and social justice; gender studies; humanities.

SOSC 6382 - Women in American History, 1865 to the Present

Credits: 3

Surveys the history of American women from 1865 to the present and introduces the major themes, questions, and problems organizing this period of U.S. women's history. Explores the diverse experiences of women in the past, including those of Native American women, African-American women, Asian-American women, Latinas, female workers of many kinds, female immigrants, girls, mothers, reformers, suffragists, and feminists. Examines changes and continuity in women's sense of self and identity, their private and public experiences, and their power and status in American society. Attention is given to the ways in which gender – as a conceptual category and a system of power relations – shapes and has been shaped by social, cultural, intellectual, and political life. Also, how gender came to be configured and experienced in relation to other forms of social differences, most notably race, ethnicity, class, sexual orientation, and age. This course may be applied to the following curricular field concentrations: humanities; American studies; gender studies; human rights and social justice; global studies.

SOSC 7305 - Special Topics in Human Rights

Credits: 3

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. Examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities

within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Discusses special topics in the status of human rights in the world today, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

SOSC 7324 - The Impact of the Arab Spring on Israel and the Middle East

Credits: 3

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. 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. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities; gender studies.

SOSC 7330 - Modernity and Crises of Identity: The Reorientation of Western Culture 1872-1917

Credits: 3

Examines the fifty years prior to World War I in which modern civilization reached a great turning point, when the pervasive problems of the preceding century abruptly coalesced, bringing fundamental alterations to virtually every facet of the human experience. Explores responses to the unforeseen disruptions of established worldviews by innovative painters, poets, musicians, dramatists, philosophers, and scientists who challenged prevailing assumptions and experimented with radically new modes of thought and taste. Explains how the contemporary world is best understood in the context of late 19th and early 20th century cultural innovations whose dynamics reveal much about "our humanness." May be applied to the following curricular concentrations: humanities, global studies.

SOSC 7331 - Warfare in the Modern World

Credits: 3

Explores the nature, origins, and evolution of modern total war, starting with developments in late medieval and Renaissance Europe and running through the democratic and industrial revolutions of the late 18th and early 19th centuries, the American civil war, and the two world wars of the 20th century. Emphasizes issues of military doctrine and theory; organization and command; tactics and strategy; political and socio-economic factors; and the scientific, technological, and psychological dimensions of recent armed conflict and its impact on cultural patterns. Treats modern total war as an evolving phenomenon shaped by a complex set of interrelated trends unfolding during an extended period of more than half a millennium. May be applied to the following curricular concentrations: humanities; global studies; organizational dynamics; communication, media and technology.

SOSC 7334 - Bollywood/Hollywood: Cinema in India and the West

Credits: 3

Examines both the construction of national identity through Indian cinema and Western depictions of India in American/European cinema. These films provide a comparative structure for understanding imaginings of India in Hollywood and Bollywood. Bollywood/Hollywood is divided into two parts. Part I focuses on Indian films and their role in imagining an Indian nation. Part II, Exoticizing the East, focuses on Western depictions of India. Adopts a historical perspective beginning with some of the earliest talkie films in the 1930s and ending with contemporary cinema. May be applied to the following curricular concentrations: humanities; global studies (non-Western); gender studies; arts and cultural traditions; communication, media and technology.

SOSC 7335 - Wrestling With God: The Triumph and Tragedy of Zionism in Israel

Credits: 3

Explores Israeli politics, society, institutions, and political practice from the distinctive perspective of the development of Israeli national identity and sub-group identities. Traces the construction of Israeli identity starting from the early times of Zionism and explores direct connection between Zionist constituting ideologies, the nature of Israel's institutions and society, and the split soul of Israeli identity. Examines the main political junctions in the Israeli-Palestinian conflict and connects them to their reincarnations in contemporary times to include analysis and study of the politics, the popular culture, and the daily life of Israelis and Palestinians living in Israel/Palestine. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities.

SOSC 7336 - Mexican History Through Film

Credits: 3

Examines the intersection of history and cinema as a powerful pedagogical tool. The careful analysis of films will be addressed from two perspectives: first, the historical context and degree of accuracy of each film's content, and also as a primary source and consequent product of its conception era. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; communication, media, and technology; American studies; global studies.

SOSC 7350 - Special Topics in Social Science

Credits: 3

Covers special topics in the status of social science.

SOSC 7354 - The Intellectual History of Capitalism

Credits: 3

Explores capitalism as the defining economic system of the modern era and reviews its intellectual history. Topics include the origins of classical liberalism vis-a-vis Adam Smith and his predecessors, the French debate on limited government and virtuous materialism, capitalism's critics (Karl Marx or Leo XIII), capitalism's skeptics (Thorstein Veblen and J.A. Hobson or Joseph Schumpeter), the Austrian school and its dual legacy, the neoliberalism of F.A. Hayek, and the economic democracy of Karl Polanyi. This course may be applied to the following curricular field concentrations: humanities; global studies; American studies.

SOSC 7358 - Refugees and Displaced People: Victims of War, Genocide, and Ethnic Conflict

Credits: 3

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. Students gain an understanding of this little-known humanitarian crisis and the people involved. May be applied to the following curricular field concentrations: humanities; human rights and social justice; global studies (non-Western); gender studies.

SOSC 7359 - International Human Rights Tribunals and Courts Post-Nuremburg

Credits: 3

Examines the fairness, effectiveness, and overall merit of the various international court and tribunal models used in

internal, regional, and global conflicts since World War II. Also looks at the ways different tribunals and courts function, the interaction among the current international tribunals and courts, and the applicable law in each (including due process rights and litigation). May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: human rights and social justice; global studies; gender studies; humanities.

SOSC 7363 - The Historian's Craft and the Novelist's Art: Race in Early America

Credits: 3

Explores the achievements of historical-fiction writers versus working historians in dealing with race in Colonial and Revolutionary America. Explores whether and how novels, which are an inherently Western literary form, can express the concerns of people whose cultural roots lie outside the framework of Western culture. May be applied to the following curricular field areas: humanities; arts and cultural traditions; American studies; creative writing.

SOSC 7364 - Communication to Reduce Human Injustice: Genocide

Credits: 3

Explores the communication practices that contribute to the prevalence of genocide worldwide and how communication can play a role in solving this and other problems of severe human injustice. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; organizational dynamics; communication, media, and technology; global studies.

SOSC 7366 - Contemporary Jihad in A Globalizing World: Isis, Al-Qaeda, and the Taliban

Credits: 3

Examines the Taliban, al-Qaeda, and ISIS and their rising threat to the world. After the 9/11 World Trade Center attacks of 2001, the U.S. and its allies embarked on a war on terror whose objective was to destroy al-Qaeda and Osama bin-Laden's terrorist base in Afghanistan; to crush Afghanistan's Taliban regime; and to remove Saddam Hussein as leader of Iraq, a country proclaimed by President George W. Bush to be a member of "the axis of evil." The ultimate intention of the U.S. was to foster democratic governments that could serve as models for the undemocratic and military regimes in the Middle East. When the recent Arab Spring led to a power vacuum in several Middle Eastern countries, critics blamed the lack of a unified global response and a failure of American leadership for the birth of ISIS. ISIS has become the most powerful jihadi militant group the contemporary world has ever seen, and has declared its intention to establish itself as the leader of a worldwide terrorist Islamic movement and to restore the Islamic Caliphate that was first established in the year 632 in the Arabian Peninsula. This course may be applied to the following curricular field concentrations: American studies; global studies (non-Western); human rights and social justice; gender studies; humanities.

SOSC 7367 - Global and Transnational Feminism: The Struggle for Global Justice

Credits: 3

Explores the meaning of feminism from diverse cultural, political, and economic perspectives and circumstances. Students examine how feminism takes on new forms of resistance in global contexts. May be applied to the following curricular field concentrations: human rights and social justice, gender studies, American studies, and global studies (non-Western).

SOSC 7368 - Education, Equality, and Human Rights

Credits: 3

Examines the intersection of race, gender, and class in U.S. education. Topics include the racial and gender stratification of the educational system and various issues of access and equity. Students study race-based epistemological, methodological, and pedagogical approaches to an understanding of everyday inequalities in P-20

education. May be applied to the following curricular field concentrations: human rights and social justice; American studies; gender studies; humanities; global studies.

SOSC 7369 - India Today: Religion, Environment, and Culture

Credits: 3

Addresses some of the most pressing social, political, and environmental concerns of India, using an interdisciplinary approach and focusing on history, gender, and cinema. May be applied to the following curricular field concentrations: global studies (non-Western); humanities; gender studies; environmental sustainability; human rights and social justice.

SOSC 7370 - Religion and Politics in 20th-Century India

Credits: 3

Examines the factors that gave rise in India to religious riots and sectarian conflicts in the 20th century, the partition of India in 1947, the communal riots in Bombay during 1992-1993, and the 2002 pogroms against Muslims in Gujarat. Topics include British colonial attitudes toward religious differences, the histories of Hindu and Muslim political parties, the use of religion in film before and after independence, the partition of the subcontinent into India and Pakistan, gender and religious politics, and the revival of Hindu nationalism in postcolonial India. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); human rights and social justice; gender studies.

SOSC 7371 - The Languages of Advertising

Credits: 3

Examines the structure and mechanisms of contemporary consumer culture through the history of print advertising. Using student-based presentations and theoretical readings, students analyze the way in which advertising produces a manipulative world that privileges certain readings over others in order to attract potential spectator-buyers. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; gender studies; and American studies.

SOSC 7375 - The Ethics of Human Rights in Islamic Legal Theory

Credits: 3

Examines the principles surrounding the ethics of human rights in Islam legal theory and the ways the discourse of change in the law and context affects the ethics. Explores the principles governing human rights theories in the classical Islamic legal reasoning, the justifications for the various scholarly views, and the historical conditions that shaped them. Reviews the emergence of contemporary Muslim discussions about epistemological, methodological, and philosophical underpinnings that drive Muslim scholastic thinking on this issue and examines the reasons for the break of the modern condition from the scholastic tradition, followed by attempts to reformulate a new theory of human rights. Important to this exploration is an understanding of how violations in the preservation of human rights, gender justice, democracy, and economic structures by extremists represent a gulf between the theoretical ethical framework of Islam and its practice. May be applied to the following curricular field concentrations: human rights and social justice; gender studies; global studies (non-Western); American studies; humanities.

SOSC 7376 - Islamic Law: Premodernity to Modernity

Credits: 3

Explores the spectrum of Islamic law, with an analysis of the genealogy of the Sharia from the rise of the caliphate and the postformative period of Islamic law in the 7th century (premodernity), through the rise of the Islamic colleges and schools of law in the formative period (throughout the Middle Ages), to the transformations and destruction of the Sharia system resulting from the advent of colonial modernity. The reformist and extremist

attempts at revival are examined as well. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); human rights and social justice; gender studies; and American studies.

SOSC 7377 - Slavery and the American Republic

Credits: 3

Explores hemisphere-spanning slavery involving Africans and Native Americans; the rise of slavery as a major part of the Colonial order; and the many ways the unresolved problem of slavery underpinned, permeated, and nearly destroyed the American Republic. May be applied to the following curricular field concentrations: humanities, American studies, global studies, human rights and social justice, and gender studies.

SOSC 7378 - Religion and Politics: Intersections in the U.S. and the Muslim World

Credits: 3

Examines the interrelationship between religion and politics, with a focus on religion and politics in the U.S. Explores a wide range of issues, including the effects of religion and American political culture on one another; the origination and consequent development of church-state separation and its effect on religious communities; the ways religion motivates political action and shapes public opinion; and the role religion has played in political debates about race, ethnicity, gender, LGBTQ issues, climate change, and education. Covers the rise of radical Islamism as a religious response to global political dynamics and the history of religion-state relations in the Islamic tradition, as well as responses by moderate Muslims to radical Islamism. May be applied to one of the following curricular field concentrations: humanities, American studies, and global studies.

SOSC 7379 - Ethics and Human Rights

Credits: 3

Portrays the intersection of ethics and human rights as a balance point for the creation and continuation of just and healthy relationships. Specifically, the five types of relationships are explored: relationships with self, community, other, place, and career. Special emphasis is placed on the cultural perspectives of historically oppressed groups across the globe. Irrespective of the students' vocational paths, this course challenges them to recognize their inherited ethical biases in order to become more personally aware, contextually sensitive, and socially critical in the pursuit of human rights. May be applied to the following curricular field concentrations: humanities, human rights and social justice, global studies, gender studies, and organizational dynamics.

SOSC 7380 - The Islamic Civilization

Credits: 3

A survey of Islamic civilization. Through the mediums of film, fiction, prose, poetry, and a field trip, students discover the diverse, complex, and profound aspects of Islam and the civilization it produced for over a thousand years. Each medium serves as a lens to aid the students in discovering the Islamic civilization while simultaneously functioning as a tool to eliminate the blind spots inherent in the use of a single medium for knowledge. May be applied to the following curricular field concentrations: global studies (non-Western); human rights and social justice; gender studies; American studies; arts and cultural traditions; humanities.

SOSC 7381 - The Black Struggle for Freedom

Credits: 3

Examines the African-American experience in the United States from slavery to the hip-hop generation. Prominent themes include: slavery, the Civil War and the beginning of Reconstruction, African-American urbanization experiences, the development of the modern civil rights movement, the thought and leadership of Ida B. Wells and W.E.B. Du Bois, and the Black Lives Matter movement. This course may be applied to the following curricular field concentrations: human rights and social justice, humanities, American studies, gender studies, and global studies.

SOSC 7382 - Modern Islamic Movements

Credits: 3

Explores modern Islamic movements in light of dilemmas experienced by Muslims around the world today. Each of these movements have different goals and underpinnings. Examines the reasons for these movements, their popularity, and their unique hierarchical structures. May be applied to the following curricular field concentrations: human rights and social justice, global studies (non-Western), American studies, humanities.

SOSC 7383 - Islam and the American Civil Rights Movement

Credits: 3

Examines Islam and important Muslim figures that helped shape the Civil Rights Movement. Includes discussion about orthodox Islam, the Nation of Islam, Malcolm X, H. Rap Brown, and other Muslims who played an important role in crafting both the theory and practice of black activism. Explores the current role of Islam and Muslims in the discussion of black empowerment. May be applied to the following curricular field concentrations: human rights and social justice; humanities; American studies.

SOSC 7384 - Engaging Difference: An Interdisciplinary Critique of American Diversity and Inclusion

Credits: 3

Explores how American society has engaged those who are socially different from the majority (race, class, gender, etc.). Using the lens of public policy, historical social practice, and the social construction of implicit bias, students examine the experiences of marginalized populations within American democracy while also existentially considering the human condition from the perspective of their own social locations and identities within the larger context. May be applied towards the following curricular field concentrations: human rights and social justice; gender studies; American studies; humanities.

Applied Physiology and Wellness

www.smu.edu/apsm

Professor Lynn Romejko Jacobs, Department Chair

Professors: Lynn Romejko Jacobs, Peter Weyand

Associate Professor: Scott L. Davis

Assistant Professor: Sushmita Purkayastha

Clinical Associate Professor: Megan Murphy

Clinical Assistant Professors: Gashaw Abeza, David Bertrand

Professors of Practice: Susan Holland

Senior Lecturers: Caitlin Anderson, Brian Fennig, Donna Gober

Lecturers: Peter Carton, Piotr Chelstowski, Courtney Gedney, Ueline Newmon, Laura Robinson-Doyle, Kelyn Rola, Mark Rudich, Bradley Warren

Research Professor: Eric Bing

Department Information

The Department of Applied Physiology and Wellness offers both undergraduate and graduate programs. Its undergraduate programs include a major and four minors in applied physiology and sport management. Its graduate programs include a Master of Science in Health Promotion Management, a Master of Science in Sport Management, and a Ph.D. in education with an emphasis in applied physiology. The department also offers personal responsibility and wellness (PRW) courses, two of which are required of all undergraduate students as part of the University Curriculum, and a large selection of sports and fitness activity courses available as electives. The undergraduate and graduate programs have access to the department's laboratories, which include an integrated physiology laboratory, an applied physiology laboratory equipped with a data acquisition system, an environmental research chamber with teaching pods, and a cerebrovascular research lab. The Locomotor Performance Laboratory specializes in terrestrial locomotion and in relating muscle function to metabolic energy expenditure and performance.

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

Health Promotion Management, M.S.H.P.M.

SMU's Master of Science in Health Promotion Management (M.S.H.P.M.) degree provides a multidisciplinary, evidence-based program for those seeking leadership positions within the field of Health Promotion. The M.S.H.P.M. program is offered jointly by the Simmons School of Education and Human Development and the Cox School of Business and provides a highly-focused theoretical and pragmatic education in understanding the health management industry, including population health, behavior theory and program development along with the business and technological acumen required of these professionals.

The program is led by Simmons School academic leaders in health and behavior theory, corporate wellness professionals with extensive experience in the health management industry, and distinguished faculty from the Cox School. It is a 2-year, 38-credit-hour program with evening classes located in the heart of Dallas, a city with outstanding and burgeoning health management marketplace opportunities.

The capstone course is a 150-hour internship at a health management department or company, chosen by the student based on his/her aspiring area of interest. Prospective students include graduates of business, exercise physiology, kinesiology, community health and wellness, and biology programs as well as professionals working in the health management or business industries seeking to enhance their skill sets.

Curriculum and Term Sequencing

Due to the hybrid nature of the M.S.H.P.M. program, courses are offered in two formats. Courses taken within the Simmons school are traditional 3-credit-hour courses offered once per week for the 16-week term. Courses taken within the Cox School follow an abbreviated academic term, 2-credit-hour courses offered once per week for eight weeks. Module A courses are offered in the first 8 weeks of a term, and Module B courses are offered in the second 8 weeks of a term. Most semesters include both course-offering formats.

Students are admitted to the program during the fall term only. Students complete a combination of Simmons and Cox courses each semester. The course sequence requires that students enroll in 9-10 credit hours per semester. A student must be enrolled in a minimum of 9 credit hours to have full-time academic status.

Note: Course sequencing for fall and spring modules is subject to change.

Admission Requirements

The admissions process is highly selective and follows the admissions standards of the Cox M.B.A. program. The admissions committee is seeking a diverse group of candidates with significant professional and life experiences; strong academic capabilities and leadership potential; interpersonal and communication skills; and personal qualities such as maturity, integrity, self-confidence, and motivation. Preferred candidates typically have full-time work experience, a strong undergraduate record, and competitive scores on the GRE and/or GMAT graduate school admissions tests.

Application deadlines are in the spring, and students are admitted to the program during the fall term only. Applicants are required to submit a completed application form (www.smu.edu/MSHPM), a cover letter and résumé, an essay, an official GRE or GMAT score report, transcripts from all colleges and universities attended, and a minimum of two letters of recommendation.

Contact Information:

Master of Science in Health Promotion Management
PO Box 750382
Dallas, TX 75275-0382
www.smu.edu/MSHPM
214-768-2776

Requirements for the Degree

Year 1 - Fall Term

- HPM 6301 - Health Promotion in the Workplace
- HPM 6302 - Epidemiology and Current Issues in Health
- ACCT 6201 - Financial Accounting I (Module A, Cox School)
- MNO 6201 - Organizational Behavior: Managing and Leading People (Module B, Cox School)

Year 1 - Spring Term

- HPM 6303 - Behavior Theory in Health Promotion
- HPM 6321 - Health Promotion Programming and Evaluation I

- MNO 6212 - Introduction to Consulting (Module A, Cox School)
- FINA 6201 - Managerial Finance (Module B, Cox School)

Year 2 - Fall Term

- HPM 6310 - Research Methods and Biostatistics
- HPM 6322 - Health Promotion Programming and Evaluation II
- HPM 6331 - Communication in Business and Health

Year 2 - Spring Term

- HPM 6332 - The U.S. Healthcare System
- HPM 6430 - Internship
- MNO 6218 - Leadership in a Complex World (Module A, Cox School)

Total: 38 Credit Hours

Sport Management, M.S.S.M.

SMU's M.S.S.M. degree is designed for individuals who have a passion for the business of sport and aspire to hold senior management positions in the billion-dollar sports industry. Developed collaboratively by the Cox School of Business and the Simmons School of Education and Human Development, the full-time, one-year program is led and taught by professionals with extensive experience in a variety of sport segments, including professional leagues and teams, media and broadcasting, marketing and sponsorship, facilities, and sports equipment and apparel. The primary student audience includes business graduates, graduates of sport management programs and professionals working in the world of sport who seek to increase their skills.

The program's unique features address the needs of working professionals.

- Students enter as part of a cohort in the fall term of an academic year.
- All classes are taught in the evening and on Saturdays.
- Students are trained in evidence-based practices associated with sport management.
- The curriculum includes 17 sequenced courses and one internship that are taught in four eight-week modules over a 12-month period that begins in the fall and concludes with a summer-long internship.
 - Eight of the courses are part of the top-ranking Cox School of Business' M.B.A. curriculum.
 - Nine of the courses are taught through the Simmons School of Education and Human Development.
 - The 200-hour summer internship serves as a capstone to the program.

Curriculum and Term Sequencing

Because the M.S.S.M. program has an abbreviated academic term (eight weeks rather than the traditional 16 weeks) and because nearly half of the program's classes are offered through the Cox School of Business, the credit 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. M.S.S.M. students are allowed to transfer up to four credit hours (equivalent to

two M.S.S.M. courses) from other institutions. The following provisions apply: (1) the institution must be accredited by AACSB International, (2) course grades must be B- or better, (3) the course(s) must have been completed within the three years prior to matriculation to Simmons, and (4) the course(s) were not credited toward a previous degree.

A maximum of 44 credits may be applied toward the academic requirements of the degree. Additional courses are limited to two Cox electives and one Simmons elective.

Note: Course sequencing for fall and spring modules is subject to change.

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 or GRE graduate school admission tests. Applicants are required to submit the following items for admission consideration:

1. A completed application form (www.smu.edu/MSSportManagement) and fee.
2. A cover letter and résumé.
3. An essay.
4. An official GMAT or GRE score report.
5. Transcripts from all colleges and universities attended.
6. A maximum of two letters of recommendation (optional).

Although the Simmons School and the Cox School are not obligated to accept any transfer credit, in certain cases coursework may be transferred when entering the program, thereby reducing the number of credit hours that must be taken at SMU for the M.S.S.M. degree. Transferable hours and up to two equivalent courses (one sport management and one business) can be considered. For complete details, students should contact the M.S.S.M. office.

Contact Information

Master of Science in Sport Management
PO Box 750382
Dallas, TX 75275-0382
www.smu.edu/SportManagement
214-768-2776

Requirements for the Degree

Fall Module A

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- SPRT 6220 - Sport Organizational Design
- SPRT 6227 - Sports Facility Management

Total: 8 Credit Hours

Fall Module B

- MAST 6201 - Managerial Statistics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- SPRT 6221 - Sports Law
- SPRT 6223 - Sports Sponsorship

Total: 8 Credit Hours

Spring Module A

- MNGT 6103 - Business Presentation Techniques
- MNO 6215 - Master Negotiation
- SPRT 6224 - Case Studies in Sports Sponsorship
- SPRT 6225 - Advanced Sport Communication
- STRA 6201 - Strategic Management

Total: 9 Credit Hours

Spring Module B

- FINA 6201 - Managerial Finance
- SPRT 6222 - Case Studies in Sports Law
- SPRT 6226 - Research Design in Sport Management
- SPRT 6228 - Ethics in Sport

Total: 8 Credit Hours

Summer

- SPRT 6430 - Master of Science in Sport Management Internship (200 contact hours)

Total: 4 Credit Hours

Total: 37 Credit Hours

Applied Physiology and Sport Management Courses

APSM 7103 - Doctoral Research Seminar

Credits: 1

Students acquire feedback and input to improve their original research. Students acquire experience presenting, explaining, and defending research findings. Students gain exposure to research projects in progress within and beyond their own areas. Prerequisite: Enrollment in the PhD program.

APSM 7104 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7204 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7301 - Biomechanics Research Tutorial

Credits: 3

This doctoral level, seminar-style course introduces the practice of research in biomechanics, beginning with the scientific method as practiced in modern experimental biology and basic 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 - Physiology Research Tutorial

Credits: 3

This doctoral-level, seminar-style course introduces the practice of research in physiology, beginning with hypothesis testing as practiced in modern experimental physiology and basic 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 physiology has been brought about by the practice of the scientific method. An emphasis is placed on the integration of knowledge across levels of physiological organization and the wide array of experimental techniques that has contributed to knowledge in the field.

APSM 7304 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7404 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7504 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7604 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7704 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7804 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

APSM 7904 - Research Hours and Dissertation Hours

Credits: 3

Original research hours.

Health Promotion Management Courses

HPM 6301 - Health Promotion in the Workplace

Credits: 3

An introduction to corporate and community health promotion through an examination of the impact of wellbeing and health management on organizational culture. Explores the larger scale implications of successful workplace programs and provides an understanding of how evidence-based programs can positively impact business and reduce healthcare costs.

HPM 6302 - Epidemiology and Current Issues in Health

Credits: 3

Examines the patterns, causes, and effects of health and disease in defined populations. Course topics include evidence-based practice for identifying risk factors for disease and targets for preventative healthcare.

HPM 6303 - Behavior Theory in Health Promotion

Credits: 3

A comprehensive study of health behavior theories that are the foundation of health promotion programs. Introduces the practical application of theory and approaches to health promotion research and practice that are essential to understanding the relationship between human behavior and health.

HPM 6310 - Research Methods and Biostatistics

Credits: 3

Provides an understanding of basic research methods, quantitative research design, and statistical analysis used in health promotion program design. Focuses on the development of the scientific method, data analysis and interpretation, and graphic representation of data.

HPM 6321 - Health Promotion Programming and Evaluation I

Credits: 3

Teaches the skills required to plan, design and implement health management programs in a corporate environment. Course topics include needs assessment, goal and objective formulation, instructional methods and materials, program implementation, and evaluation. Introduces current technological methods used to assess and implement health promotion programs. Provides the skills necessary to establish program models based on the culture and needs of the environment. Prerequisite: HPM 6301.

HPM 6322 - Health Promotion Programming and Evaluation II

Credits: 3

Provides the tools and skills needed to effectively assess and evaluate programs and interventions that assist individuals and groups in maintaining and improving their health. Topics include engagement metrics, satisfaction metrics, health behavior change, biometric health and clinical impacts, population-level health risk reduction, productivity impacts, health care cost impacts, and return on investment. Prerequisites: HPM 6301, HPM 6321.

HPM 6331 - Communication in Business and Health

Credits: 3

Explores the importance of a people-centered and participatory approach to health communication interventions.

Introduces students to corporate language and effective communication techniques. Examines key social determinants of health such as: health equity, new media and technology platforms, strategic partnerships, policy communication and public advocacy, cultural competence, and health literacy.

HPM 6332 - The U.S. Healthcare System

Credits: 3

Examines the structure, financing, and operation of the American healthcare system, specifically covering the impact of health management programs on the cost of providing healthcare to employees in small, medium, and large companies.

HPM 6430 - Internship

Credits: 4

Students apply what they've learned through an internship experience at an agency or institution involved in the planning and/or evaluation of a health promotion program.

Sport Management Courses

SPRT 6049 - Graduate Full-Time Status

Credits: 0

Allows graduate students full-time status without credit.

SPRT 6220 - Sport Organizational Design

Credits: 2

Covers sport organizational design alternatives and their relationships to corporate objectives, with a focus on theoretical models of organization and their efficacy in meeting the needs of modern sport organizations. Examines contemporary issues and their impact on organizations.

SPRT 6221 - Sports Law

Credits: 2

Enables students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport industry and affect the work-setting of sport organizations. Covers sports law issues in professional and amateur sports, including tort and contract law, Title IX, drug testing, NCAA compliance, and the role of amateurism and agents.

SPRT 6222 - Case Studies in Sports Law

Credits: 2

Addresses the often unique manner in which substantive law applies to the business of sports, with a focus on case law such as antitrust law, constitutional law, contract law, intellectual property law, Title IX, and tort law.

SPRT 6223 - Sports Sponsorship

Credits: 2

Students gain an understanding of sports sponsorship, sponsor prospecting, sponsor needs, and the financial implications of sponsorship decisions. Includes an overview of various sports marketing strategies used in meeting the needs of consumers and the ways sport is used in the marketing of sport-related products.

SPRT 6224 - Case Studies in Sports Sponsorship

Credits: 2

Covers the process and rationale of corporate sponsorship, sponsor needs, and the financial implications of

sponsorship decisions. Evaluates the use of various sponsorship techniques that allow corporations to most effectively utilize sponsorship as part of their integrated marketing and communications strategy.

SPRT 6225 - Advanced Sport Communication

Credits: 2

Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations. Students apply public relations and sport communication theory in a community-based project where they serve as public relations consultants.

SPRT 6226 - Research Design in Sport Management

Credits: 2

Concepts and skills needed to effectively read and apply research in sport management to real-world problems.

SPRT 6227 - Sports Facility Management

Credits: 2

Concepts of sports facility planning, organizational development, and operations management. Provides an advanced overview and dissemination of the sport facility management industry. Topics include strategic planning, budgeting, staff management, marketing, revenue development, and operations.

SPRT 6228 - Ethics in Sport

Credits: 2

Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations.

SPRT 6430 - Master of Science in Sport Management Internship

Credits: 4

This 200-hour internship provides an experiential learning opportunity in the sports industry and the ability to apply concepts learned in the classroom to real-world settings.

Simmons School of Education and Human Development: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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

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. The SMU Title IV school code number is 003613.

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

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, the Simmons School does offer tuition scholarships and assistantships. 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.

Simmons School of Education and Human Development: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

Final Examinations

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

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

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the

part of students per week, for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

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.

The Master of Science in Sport Management has an abbreviated eight-week term, which necessitates a few exceptions to the School's standard rules; students should refer to the Master of Science in Sport Management for exceptions regarding M.S.S.M. credit 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.

With the possible exception of the Master of Science in Sport Management program, the following rules apply to all graduate Simmons programs; students should refer to the M.S.S.M. section of this catalog for that program's exceptions. The student must file with the degree program a Transfer Evaluation accompanied by course syllabi, official transcripts(s), and an Internal Transfer Credit form or Other Credit form. Transfer credit is accepted by the program and approved by the dean in accordance with the following: 1) the course is compatible with the overall curriculum of the program, 2) the course is graduate level (6000 or above), 3) the student earned a grade of *A* or *B* in the course, 4) the course has not been used in attaining a previous degree and 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 program. Transfer credit for study by correspondence or online study is considered on a case-by-case basis.

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

Enrollment Policies

Course Scheduling and Enrollment Cycles

When students enter their school of record and into a specific degree program, they are assigned an academic adviser. Students should consult with the adviser for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. Advisers normally will have established office hours. The school's records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with their academic advisers and 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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

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* (Withdraw) through approximately midterm by using the my.SMU Student Homepage. The specific deadline is listed on the Official University Calendar. **Note:** Some programs in the Simmons School of Education and Human Development have unique calendars, admission requirements and add/drop dates. Students should consult a program's Web page for calendar information. After the deadline date on the Official University Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified on the Official University Calendar. **Note:** Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office.

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update my.SMU 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 Student & Scholar Services office prior to dropping a course. (Contact iss@smu.edu for consultation.) 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 Student & Scholar Services office will update my.SMU to

allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Self-Service. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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 school's records office. The records 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 tenth class day of the fall or spring semester 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals

can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/AcademicCalendarsCourseCatalogs. Space must be available in the class. The following regulations are applicable:

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

No-Credit Enrollment

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

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces 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 University 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.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

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

Interpretation of Course Numbers

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

1000–1999	First-year
2000–2999	Sophomore

3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10-15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

While there are some variations between the Simmons graduate programs with respect to grading standards, the following information applies to most Simmons programs. Regardless, some exceptions exist:

1. The Master of Liberal Studies program maintains a special policy regarding the grade of C-, which is not considered a passing grade within the M.L.S. program.
2. No course with a grade of C or lower will apply toward the M.S. in counseling program degree. If a grade of C or lower is earned in a course required for the degree that course must be retaken.
3. Students in the Dispute Resolution Graduate Programs must maintain a 3.000 GPA. No course with a grade of C or lower will apply toward the M.A.D.R. or graduate certificate programs. If a grade of C or lower is earned in a course required for the degree or certificate program that course must be retaken.
4. 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.
5. Students in the Department of Teaching and Learning or Department of Education Policy and Leadership must maintain a 3.000 GPA.

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	*

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

Grade of F, D, W, and Missing/Blank

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. Courses passed with a grade of D, D- or D+ will generally not count toward major or minor requirements.

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 for the term. The grade of W may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of X is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of X will be changed to F if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all X's prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of X to the grade of F.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of F.

Grade of Incomplete

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

The Department of Teaching and Learning explains in its student handbook the detailed procedure for obtaining an Incomplete grade.

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 my.SMU 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, whichever is earlier, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

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

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

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

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 unless the grade is for thesis work. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the University Registrar's Office.

Grades for Repeated Courses

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

Pass/Fail Option

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

Grade Appeals

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

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

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

Academic Advising and Satisfactory Progress Policies

Academic Advising

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

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

Students are assigned an academic adviser by their academic dean's office, records office or major department. 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 "timeout" – that may be necessary during an academic career. Students may elect to take leaves of absence for a variety of reasons, including 1) medical reasons due to accident or illness, 2) family crises or other personal situation that requires an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

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

The SMU Leave of Absence Policy provides students with a formal process to "stop out" of SMU for either voluntary or involuntary reasons. Typically, a leave of absence is for a temporary departure from the institution; however, *intended permanent withdrawals* from SMU will also be processed under the Leave of Absence Policy. The first step to effect a leave of absence is for the student to arrange an appointment to meet with his or her academic adviser, who will then assist the student with the process.

Academic Progress

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

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

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

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

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 without permission from their school of record.

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 results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 student's school of record office.

Transfer Coursework

Policies for transfer coursework are 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 school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions. **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 enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

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

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 requirements for graduation current at the time of readmission.

Simmons School of Education and Human Development: Student Life and Housing

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

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.

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

Code of Conduct

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

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

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

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

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

Conduct Review Process

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

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

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

Housing

The Department of Residence Life and Student Housing supports the goals of the University by creating residential communities that empower residents to value learning, citizenship and leadership in comfortable, well-maintained facilities. The department is responsible for the campus residential community, including all residence halls, SMU-owned apartments and SMU-owned Greek chapter houses.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.
- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.
- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless

of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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.

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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving,

golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on

organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Residence Accommodations

The University prides itself on offering a full living and learning experience for its resident students. 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 this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for residence halls, 11 Residential Commons 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 during their first two years at SMU. Exceptions may be granted on the basis of a financial, medical or personal hardship at the discretion of the dean of RLSH to those students from Dallas/Fort Worth who live with a parent or legal guardian in the primary residence of the parent or guardian. For housing purposes, the two years means the first two years of college. Incoming transfer students who are over the age of 16 and under the age of 20 are required to live on-campus for their first year at SMU. For 2018–2019, upperclass and graduate students are not required to live on campus but may apply on a space-available basis.

Applications for Residence

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

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

Graduate Residence Accommodations

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students. Martin Hall, a single occupancy, efficiency apartment facility, houses single graduate students and senior undergraduates.

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 furnished with a Murphy bed, desk, dresser, kitchen dining table and chairs. All university residences have wired and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall. For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

Simmons School of Education and Human Development: Faculty and Staff

Offices of the Academic Deans

Stephanie L. Knight, *Dean, Leon Simmons Endowed Deanship*

Frank Hernandez, *Associate Dean, Annette and Harold Simmons Centennial Chair*

Rebecca Hood, *Senior Assistant Dean for Finance and Operations*

Kathryn Canterbury, *Assistant Dean for Research and Grants Accounting*

Yollette Garcia, *Assistant Dean for External Affairs and Outreach*

Margaret Mahoney, *Assistant Dean for Academic Affairs*

Administration

Patricia Addington, *Director of Development*

Lisa Bell, *Assistant to the Dean*

Eric Bing, *Director of the Institute for Leadership Impact*

Tony Cuevas, *Director of Instructional Design and Learning Technology*

Suzanne Frank, *Director of The Writer's Path*

Akihito Kamata, *Executive Director of the Center on Research and Evaluation*

Michele Mrak, *Executive Director of Graduate Liberal Studies*

Regina Nippert, *Executive Director of The Budd Center: Involving Communities in Education*

Simmons Faculty

Gashaw Abeza, *Clinical Assistant Professor of Applied Physiology and Wellness, Ph.D., Ottawa*

Jill Allor, *Professor of Teaching and Learning, Ed.D., Vanderbilt*

Stephanie Al Otaiba, *Patsy and Ray Caldwell Centennial Chair, Professor of Teaching and Learning, Ph.D., Vanderbilt*

Caitlin Anderson, *Senior Lecturer of Applied Physiology and Wellness, M.S., Texas A&M*

Dominique Baker, *Assistant Professor of Education Policy and Leadership, Ph.D., Vanderbilt*

Doris Baker, *Assistant Professor of Teaching and Learning, Ph.D., Oregon*

B. Harold Barkley, Jr., *Clinical Professor of Dispute Resolution and Counseling, Department Chair, Ph.D., North Texas*

Robert Barner, *Lecturer of Dispute Resolution and Counseling, Ph.D., Fielding Institute*

Sondra Barringer, *Assistant Professor of Education Policy and Leadership, Ph.D., Arizona*

Ann Batenburg, *Clinical Associate Professor of Teaching and Learning*, Ph.D., Iowa

Dan Berebitsky, *Assistant Professor of Education Policy and Leadership*, Ph.D., Michigan

David Bertrand, *Clinical Assistant Professor of Applied Physiology and Wellness*, M.S., Baylor

Eric Bing, *Research Professor of Applied Physiology and Wellness*, M.D., Harvard

Watt Lesley Black, Jr., *Clinical Associate Professor of Education Policy and Leadership*, Ph.D., North Texas

Roxanne Burleson, *Clinical Assistant Professor of Education Policy and Leadership*, M.S., Texas (Arlington)

Peter Carton Jr., *Lecturer of Applied Physiology and Wellness*, J.D., Seton Hall

Piotr Chelstowski, *Lecturer of Applied Physiology and Wellness*, M.A., M.S., Warsaw

Anthony Cuevas, *Clinical Professor of Teaching and Learning*, Ph.D. Florida State

Greta Davis, *Clinical Assistant Professor of Dispute Resolution and Counseling*, Ph.D., North Texas

Scott L. Davis, *Associate Professor of Applied Physiology and Wellness*, Ph.D., Utah

Mario De La Garza Jr., *Clinical Assistant Professor of Dispute Resolution and Counseling*, Ph.D., North Texas

Sherril English, *Clinical Assistant Professor of Teaching and Learning*, M.S., Texas A&M

Brian Fennig, *Senior Lecturer of Applied Physiology and Wellness*, PhD., Texas (Dallas)

S. Kiersten Ferguson, *Clinical Associate Professor of Education Policy and Leadership*, Ph.D., Texas (Austin)

Amy Ferrell, *Clinical Assistant Professor of Teaching and Learning*, M.Ed., Rutgers

Sarah Feuerbacher, *Clinical Assistant Professor of Dispute Resolution and Counseling*, Ph.D., Baylor

Denisa Gandara, *Assistant Professor of Education Policy and Leadership*, Ph.D., Georgia

Courtney Gedney, *Lecturer of Applied Physiology and Wellness*, M.S., SMU

Leanne Ketterlin Geller, *Texas Instruments Endowed Chair in Education, Professor of Education Policy and Leadership*, Ph.D., Oregon

Diane Gifford, *Clinical Assistant Professor of Teaching and Learning*, Ph.D., SMU

Betty Iglesias Gilmore, *Clinical Associate Professor of Dispute Resolution and Counseling*, Psy.D., Alliant International

Donna Gober, *Senior Lecturer of Applied Physiology and Wellness*, Ed.D., Lamar

Michael S. Harris, *Associate Professor of Education Policy and Leadership*, Ed.D., Pennsylvania

Thomas L. Hartsell, *Clinical Professor of Dispute Resolution and Counseling*, J.D., Michigan State

Frank Hernandez, *Professor, Annette and Harold Simmons Centennial Chair*, Ph.D., Wisconsin (Madison)

Susan Holland, *Professor of Practice of Applied Physiology and Wellness*, M.A., Gonzaga

Lynn Romejko Jacobs, *Professor of Applied Physiology and Wellness, Department Chair*, Ph.D., Texas Woman's University

Johnitha Johnson, *Clinical Assistant Professor of Teaching and Learning*, Ph.D., Texas A&M

Francesca Jones, *Clinical Assistant Professor of Teaching and Learning*, Ph.D., North Texas

Akihito Kamata, *Professor of Education Policy and Leadership*, Ph.D., Michigan

Margaret Keeling, *Clinical Associate Professor of Dispute Resolution and Counseling*, Ph.D., Texas Tech

Stephanie Knight, *Professor of Teaching and Learning, Leon Simmons Endowed Deanship*, Ed.D., Houston

Jan Mallett, *Clinical Assistant Professor of Teaching and Learning*, Ph.D., Texas A&M (Commerce)

Gay McAlister, *Clinical Professor of Dispute Resolution and Counseling*, Ph.D., Texas Woman's

Angela Mitakidis, *Clinical Assistant Professor of Dispute Resolution and Counseling, Bachelor of Laws*, South Africa

Nancy Montgomery, *Clinical Associate Professor of Teaching and Learning*, Ed.D., Texas A&M (Commerce)

Megan Murphy, *Clinical Associate Professor of Applied Physiology and Wellness*, Ph.D., North Texas

Ueline Newmon, *Lecturer of Applied Physiology and Wellness*, M.S., Indiana

Dawson Orr, *Clinical Professor of Education Policy and Leadership, Department Chair*, Ph.D., Texas (Austin)

Chalie Patarapichayatham, *Research Assistant Professor of Education Policy and Leadership*, Ph.D., Chulalongkorn (Bangkok)

Alexandra Pavlakis, *Assistant Professor of Education Policy and Leadership*, Ph.D., Wisconsin-Madison

Rosemary Perlmeter, *Clinical Associate Professor of Education Policy and Leadership*, J.D., SMU

John Potter, *Clinical Associate Professor of Dispute Resolution and Counseling*, O.D., Indiana

Abigail Pruitt, *Clinical Professor of Teaching and Learning*, Ed.D., George Washington

Sushmita Purkayastha, *Assistant Professor of Applied Physiology and Wellness*, Ph.D., North Texas

Meredith Richards, *Assistant Professor of Education Policy and Leadership*, Ph.D., Texas (Austin)

Brenna Rivas, *Research Assistant Professor of Teaching and Learning*, Ph.D., SMU

Nancy Roberts, *Professor of Practice of Teaching and Learning*, M.Ed., North Texas

Laura Robinson-Doyle, *Lecturer of Applied Physiology and Wellness*, M.S., Texas Women's University

Kelyn S. Rola, *Lecturer of Applied Physiology and Wellness*, M.S., Texas Christian

Diego Roman, *Assistant Professor of Teaching and Learning*, Ph.D., Stanford

Dara Rossi, *Clinical Associate Professor of Teaching and Learning*, Ph.D., North Texas

Amy Gillespie Rouse, *Assistant Professor of Teaching and Learning*, Ph.D., Vanderbilt

Robert Rouse, *Clinical Assistant Professor of Teaching and Learning*, Ph.D., Vanderbilt

Mark Rudich, *Lecturer of Applied Physiology and Wellness*, M.S., Baylor

Edita Ruzgyte, *Clinical Associate Professor of Dispute Resolution and Counseling*, Ph.D., Texas Woman's

Brandy Schumann, *Clinical Associate Professor of Dispute Resolution and Counseling*, Ph.D., North Texas

Milan Sevak, *Clinical Assistant Professor of Education Policy and Leadership*, Ed.D., Harvard

Misty Solt, *Clinical Associate Professor of Dispute Resolution and Counseling*, Ph.D., North Texas

Kenneth L. Springer, *Associate Professor of Teaching and Learning*, Ph.D., Cornell

Ashley Tull, *Clinical Associate Professor of Education Policy and Leadership*, Ed.D., Florida State

Candace Walkington, *Assistant Professor of Teaching and Learning*, Ph.D., Texas (Austin)

Paige Ware, *Professor of Teaching and Learning*, Ph.D., California (Berkeley)

Bradley Warren, *Lecturer of Applied Physiology and Wellness*, M.S., West Virginia

Beverly Weiser, *Research Associate Professor of Teaching and Learning*, Ph.D., SMU

Peter G. Weyand, *Glenn Simmons Endowed Professor*, Ph.D., Georgia

Anne Wilhelm, *Assistant Professor of Teaching and Learning*, Ph.D., Vanderbilt

Paul Yovanoff, *Professor of Teaching and Learning*, Ph.D., Oregon

Simmons Emeritus Faculty

Shirley Corbitt, *Professor Emeritus of Physical Education*, Ph.D., Texas Woman's

Dale E. Davis, *Professor Emeritus of Teacher Preparation*

Deborah Diffily, *Professor Emeritus of Teaching and Learning*, Ph.D., North Texas

Paul Gordon Hook, *Professor Emeritus of Physical Education*, Ph.D., North Texas

Jiang (JoAnn) Lan, *Professor Emeritus of Teaching and Learning*, Ed.D., Northern Illinois

G. Reid Lyon, *Professor Emeritus of Education Policy and Leadership*, Ph.D., New Mexico

Patricia Mathes, *Professor Emeritus of Teaching and Learning*, Ph.D., Vanderbilt

George McMillion, *Professor Emeritus of Physical Education*

William Pulte, *Professor Emeritus of Teaching and Learning*

Bryan Robbins, *Professor Emeritus of Physical Education*

R. Jack Roberts, *Professor Emeritus of Education*

Patricia K. Webb, *Professor Emeritus of Teacher Preparation*, Ed.D., North Texas

SMU Guildhall

Academic Calendar

Payment Due Dates: <http://www.smu.edu/EnrollmentServices/Bursar/DueDates>

Fall Term 2018

July 12, Thursday: First day to enroll.

August 17, Friday: Orientation.

August 18, Saturday: Game Jam.

August 20, Monday: First day of class.

August 24, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term.

August 31, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies).

September 3, Monday: University Holiday, Labor Day.

October 8-9, Monday-Tuesday: Fall Break.

October 26, Friday: 60% 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 2, Friday: Last day to drop a course (grade of W).

November 20, Tuesday: Last day to withdraw from the University.

November 22–23, Thursday–Friday: University Holidays, Thanksgiving.

December 4-5, Tuesday-Wednesday: Reading Days.

December 6-7, Thursday-Friday: Final Exams.

December 10, Monday: Faculty Planning Day.

December 15, Saturday: December Commencement/ Degree conferrals.

Spring Term 2019

November 12, Monday: First day to enroll.

January 18, Friday: First day of class.

January 21, Monday: University Holiday, Birthday of Martin Luther King, Jr.

January 25, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term.

February 1, Friday: Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the university without academic record (withdrawal refund schedule applies).

March 11–17, Monday–Sunday: Spring Break.

March 26, Tuesday: 60% 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 9, Tuesday: Last day to drop a course with a grade of W.

April 19, Friday: University Holiday, Good Friday.

April 26, Friday: Last day to withdraw from the University.

May 7, Tuesday: Reading Days.

May 8-9, Wednesday-Thursday: Final Exams.

May 10 or 13, Friday or Monday: Faculty Planning Day.

May 17, Friday: Exhibition.

May 18, Saturday: May Commencement Convocation/Degree Conferrals.

Summer Term 2019

April 22, Monday: First day to enroll.

May 20, Monday: First day of classes.

May 22, Wednesday: Last day to add/drop, enroll.

May 27, Monday: University Holiday, Memorial Day.

June 25, Tuesday: 60% 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.

July 4, Thursday: University Holiday, Independence Day.

July 5, Friday: Last day to drop a course (grade of W) or withdraw from the University.

July 16-17, Tuesday-Wednesday: Final Exams.

July 19, Friday: Faculty Planning Day.

August 6, Tuesday: Degree Conferrals.

Major Religious Holidays

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018 **Diwali:** November 7, 2018

Dasera: October 19, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al Fitr: June 4-7, 2019

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

SMU Guildhall: General Information

History and Mission

The Linda and Mitch Hart eCenter at SMU was founded in 2000 to provide leadership in the development and use of interactive network technologies. The eCenter promotes the creation and dissemination of knowledge about these technologies and their effects on global society through research, education and innovation. The vision for the eCenter stemmed from the recognition that interactive networks have changed the way people work, live, learn and play, and that it was academe's responsibility to assist business and government in anticipating the internetworked society of the future and in helping to shape it. The Hart eCenter reports directly to the president and provost of the University based on the conviction that great opportunities for discovery take place at the intersection of disciplines. Since today's issues cut across multiple disciplines, the eCenter leverages the freedom and flexibility to engage thought leadership across the traditional divisions along which academic and business institutions have usually organized themselves.

The Hart eCenter offers programs leading to an Interactive Technology master's degree and a professional certificate in digital game development through the Guildhall at Southern Methodist University. Both the master's degree and the graduate professional certificate offer specializations in art creation, level design and software development. In addition, the master's degree offers a specialization in production.

The mission of SMU Guildhall is to educate and train professionals and future leaders for the field of digital game development. SMU Guildhall was founded in 2002 with the belief that the arts and sciences underpinning video games represent the 21st century's form of human thought, discovery and expression. The program was designed and developed in collaboration with industry icons and leading professionals. The resulting graduate curriculum is based on progressive andragogical philosophies that combine theory and practice in a just-in-time learning environment. Guided by a faculty made up primarily of industry veterans, students specialize in one of four areas fundamental to digital game development – art creation, level design, production and software development – and learn how to work in progressively larger teams on games of increasing complexity. Over a two-year period, students take courses, complete individual projects, work on team projects and leave the program with rich portfolios that showcase their talents in their chosen area of expertise. To earn a master's degree, students must also complete a thesis and defend it before a faculty committee.

The SMU Guildhall opened its doors July 7, 2003, when 32 students comprising cohort 1 started their studies. Since that time, the program has graduated more than 750 students, and alumni have worked at more than 250 studios around the world.

Facilities and Technology

The Linda and Mitch Hart eCenter, located at the SMU-in-Plano campus, has created a dedicated space for SMU Guildhall. With approximately 48,000 square feet divided between two floors, SMU Guildhall includes 12 classrooms, four project studios, labs, 10 group project rooms, and separate faculty and staff offices. The project studios have been designed to simulate an industry studio environment where teams work together to complete projects. Every student at SMU Guildhall receives a laptop optimized for game development, supplemented by dedicated computers and servers throughout the building and connected via a gigabit network.

SMU Guildhall houses the Usability Lab, which opened in the summer of 2010. This lab provides students and faculty valuable hands-on access to professional video game usability equipment.

Graduate Programs

SMU Guildhall offers the following graduate programs:

Major Area	Degree or Diploma
Interactive Technology	M.I.T.
Digital Game Development	Certificate

SMU Guildhall: Admission

SMU Guildhall seeks to admit students with a strong academic background, talent, potential and the passion to become professionals and future leaders in the digital game development industry. Guildhall admission requirements include general admission requirements along with a portfolio submission specific to the applicant's chosen specialization (art creation, level design, production or software development). The general admission standards for the master's degree meet the admission standards for enrollment in a graduate program at SMU.

Admission Requirements

Consideration for admission to the master's degree program includes the following:

1. The official transcript for a baccalaureate degree from a regionally accredited institution of higher learning, with a minimum undergraduate GPA of 3.000 (on a 4.000 scale).
2. A portfolio consisting of examples that showcase the applicant's aptitude and preparation in his/her intended field or satisfactory completion of an assignment specific to the applicant's chosen area of specialization. Only students who do not have a sufficient portfolio of work must complete the assignment. Additional instructions on the portfolio assignment are available from SMU Guildhall.
 - a. Art creation – The portfolio should contain examples that showcase the applicant's strong 2-D art skills, and 3-D art skills are a plus, as well. Portfolio drawings should show creativity and knowledge of perspective, anatomy and use of line/shading. Examples may be created with traditional media or digitally.
 - b. Level design – The portfolio should consist of examples that showcase the applicant's talents; e.g., screenshots, videos and annotated maps/playable levels for 2-D or 3-D games, including detailed descriptions of the applicant's work on the project, D&D or RPG campaigns, deconstructions of existing games and mechanics.
 - c. Production – The portfolio should consist of examples that showcase the applicant's aptitude, problem-solving skills, communication skills and leadership ability. As a part of the portfolio assignment, applicants must also submit a solution for a producer case study problem assignment found under the admission section on the SMU Guildhall website. During the admission process, the applicant to the production specialization must choose one of the other three specializations as a secondary area of specialization, and the applicant's portfolio must include a portfolio for the secondary area (art creation, level design or software development).
 - d. Software development – The portfolio should consist of coding examples that showcase the applicant's talents. Code samples in any structure will be acceptable; however, games coded in C++ are strongly preferred.
3. A video essay describing the applicant's motivation, interests, life experiences and biggest challenge overcome as a creative person as they relate to an interest in pursuing a professional career in digital game development. One should explain why one of the portfolio pieces is a good/interesting/skillful piece of the applicant's work. An applicant to the production specialization should also address the motivation behind his/her interest in pursuing a career as a game producer, a description of their understanding of the role of a producer, and the ways the applicant would impact the industry as a producer.
4. Two references. (We only need contact information; we do not need recommendation letters.)
5. A phone interview may be required for applicants to the production specialization.
6. Test score from an internationally recognized English language test, such as the TOEFL or IELTS English proficiency tests, if the applicant is from a country where the predominant language of instruction is not English. A score of at least 550 (80 on the computer test) is required on the TOEFL for admission consideration. A score of 6.5 or higher is required on the IELTS for admission consideration.

Admission requirements for the graduate professional certificate program mirror the requirements for the master's program in the art creation, level design or software development specializations, except for the requirement for a

minimum GPA and/or a baccalaureate degree from a regionally accredited institution of higher learning. The graduate professional certificate program is not offered in the production specialization.

Admission with Advanced Standing Program

Students who have already earned a Certificate in Digital Game Development from the Guildhall may apply for admission with advanced standing into the master's degree program if they meet all the academic requirements for admission to the degree program. Requirements for consideration with advanced standing are

1. A four-year baccalaureate or equivalent degree from a regionally accredited college or university.
2. A minimum cumulative GPA of 3.000 out of 4.000 (B average) in undergraduate work.
3. A minimum cumulative GPA of 3.000 out of 4.000 in graduate work at the Guildhall.
4. A portfolio consisting of examples that showcase the applicant's aptitude and preparation in his/her intended field, as well as satisfactory completion of an assignment specific to the applicant's chosen area of specialization.
5. An essay describing the applicant's motivation in obtaining an M.I.T. degree, areas of interest and the ways the he or she will contribute to the M.I.T. program.
6. A resume.
7. At least two letters of recommendation from Guildhall professors.

Applicants who do not meet the minimum requirement in their undergraduate work may be considered on the basis of other factors, including GRE graduate school entry exam scores, strong employment history, publications and other academic experience. In particular, transcripts indicating successful completion of graduate-level courses in other areas of study may be taken into consideration if the applicant's undergraduate GPA is below 3.000.

Students with a Guildhall certificate are considered to have satisfied residency requirements and may therefore complete their master's degree work away from the campus. However, students should expect to be physically present on campus whenever it is deemed important by the student's advisory committee, including during the initial meeting to approve the student's proposal and the final defense. Thesis requirements must be completed within three years of the date that certificate requirements are completed.

The specialized cohort nature of the Guildhall program precludes admission with advanced standing from other graduate programs. Students admitted with advanced standing into the master's degree program take the following courses:

HGME 6170, HGME 6171, HGME 6172 - Master's Thesis I, II, III: Post Certificate.

International Students

For students requiring a U.S. visa, it is mandatory that the following forms be completed and returned with the application to SMU Guildhall:

- Financial Certification for Study at SMU (form must be completed, notarized and converted into U.S. dollars).
- F-1 Compliance Form.
- Health care information.

Documents returned by email (guildhall@smu.edu) should be in PDF format. The address is SMU Guildhall, Hart eCenter, Attn: Admissions, 5232 Tennyson Parkway, Building 2, Plano TX 75024. Additional information is found on the SMU International Center website (www.smu.edu/international).

SMU Guildhall: Programs of Study

SMU Guildhall, through the Linda and Mitch Hart eCenter, offers a Master of Interactive Technology degree with specializations in art creation, level design, production and software development. Additionally, a professional Certificate in Digital Game Development with specializations in art creation, level design and software development is offered.

The curriculum is divided into three distinct components emphasizing course-work, team game production and directed focus study/thesis work. The coursework includes game studies, game design, major courses, minor courses and special topics. A minimum of three team game production projects provide students with the experience of working in cross-disciplinary teams of varying sizes to produce playable 2-D and 3-D game demos. The directed focus study courses initiate students in the discipline of independent work in their respective area of specialization, producing content for their individual portfolios. The curriculum for the production specialization allows students to learn the fundamentals, experience production with their cohort teammates, and apply theory and experience to help produce the games of later cohorts. During the master's thesis coursework, students in the master's program, under the direction of their thesis adviser and supervisor, select a thesis topic, research the chosen area, prepare the thesis document and prepare for the successful defense of the chosen topic.

Team Game Production

Team game production is integral to the curriculum. Interdisciplinary teams are formed to produce games based on the specific skills taught in the specializations of art creation, level design, production and software development. Teamwork is a fundamental part of the educational experience as it allows students to work in a creative atmosphere where they make design decisions and realize them in a meaningful way. Each team is organized with students as leads, and each team experiences a product cycle from concept green light to product launch. The outcome of the project is a game that students present in their portfolio.

Directed Focus Study/Master's Thesis

Directed focus study and thesis courses require students to investigate areas of personal interest and demonstrate the knowledge and mastery of their craft by creating individual portfolio pieces in their specialization area. In the production specialization, the directed focus study courses provide students with the practical experience of producing a game.

The master's degree program includes a thesis project requirement in addition to the directed focus study element and attributes to it a significant portion of the total program credit hours to recognize the major effort associated with the completion of the thesis project. Each student in the master's program must successfully complete a final defense administered by the student's supervisory committee.

Given the cross-disciplinary nature of the program and the project and team-based curricular approach, students are admitted in cohorts that pursue the program in a lockstep fashion. Two cohorts are admitted each academic year, one in the fall term and one in the spring term. The degree requirements for the master's degree and the professional certificate are detailed below.

Degree and Certificate Requirements

Cohort C27: Begin Fall 2017; Graduate Spring 2019

Interactive Technology, M.I.T.

Students in the Master of Interactive Technology degree program must complete 42 credit hours, which includes three credit hours for a thesis project. Students complete the program in five consecutive semesters. Students in the production specialization must choose one of the other three specializations during the admission process and take the first semester in that chosen specialization.

Requirements for the master's degree

Core Courses

- HGME 6100 - Special Topics: Social Sciences
- HGME 6592 - Team Game Production I
- HGME 6593 - Team Game Production II
- HGME 6294 - Team Game Production III
- HGME 6595 - Team Game Production IV

Total: 18 Credit Hours

Specialization

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6332 - Art Creation II (major)
- HGME 6233 - Art Creation III (major)
- HGME 6234 - Art Creation IV (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6175 - Master's Thesis I
- HGME 6176 - Master's Thesis II
- HGME 6177 - Master's Thesis III
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6352 - Level Design II (major)
- HGME 6253 - Level Design III (major)
- HGME 6254 - Level Design IV (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Multiplayer (minor)

- HGME 6266 - Directed Focus Study I Level Design
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6175 - Master's Thesis I
- HGME 6176 - Master's Thesis II
- HGME 6177 - Master's Thesis III
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design

Production

- HGME 6311 - Software Development for Games I
or
- HGME 6331 - Art Creation I
or
- HGME 6351 - Level Design I

- HGME 6381 - Game Production I
- HGME 6282 - Game Production II

- HGME 6121 - Math and Physics I
- HGME 6122 - Programming for Commercial Game Engines I
or
- HGME 6141 - 2D Art for Games
- HGME 6142 - 3D Character Art I
or
- HGME 6161 - Scripting for Level Design I
- HGME 6162 - Art for Level Design I

- HGME 6284 - Production Communications
- HGME 6285 - Production Leadership
- HGME 6286 - Directed Focus Study I Production
- HGME 6288 - Directed Focus Study II Production
- HGME 6175 - Master's Thesis I
- HGME 6176 - Master's Thesis II
- HGME 6177 - Master's Thesis III
- HGME 6106 - Professional Development
- HGME 6280 - Special Topics Production

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6312 - Software Development for Games II (major)
- HGME 6213 - Software Development for Games III (major)
- HGME 6214 - Software Development for Games IV (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)

- HGME 6226 - Directed Focus Study I Software Development
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6175 - Master's Thesis I
- HGME 6176 - Master's Thesis II
- HGME 6177 - Master's Thesis III
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development

Total: 24 Credit Hours

Total: 42 Credit Hours

Semester Breakdown

Semester 1

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6592 - Team Game Production I

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6592 - Team Game Production I

Production

- HGME 6311 - Software Development for Games I (major)
or
- HGME 6331 - Art Creation I (major)
or
- HGME 6351 - Level Design I (major)
- HGME 6121 - Math and Physics I (minor)
or
- HGME 6122 - Programming for Commercial Game Engines I (minor)
or
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
or
- HGME 6161 - Scripting for Level Design I (minor)
or
- HGME 6162 - Art for Level Design I (minor)

- HGME 6592 - Team Game Production I

Software Development

- HGME 6311 - Software Development for Games I (minor)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6592 - Team Game Production I

Semester Total: 10 Credit Hours

Semester 2

Art Creation

- HGME 6332 - Art Creation II (major)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6593 - Team Game Production II

Level Design

- HGME 6352 - Level Design II (major)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Multiplayer (minor)
- HGME 6593 - Team Game Production II

Production

- HGME 6381 - Game Production I (major)
- HGME 6284 - Production Communications (minor)
- HGME 6593 - Team Game Production II

Software Development

- HGME 6312 - Software Development for Games II (major)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6593 - Team Game Production II

Semester Total: 10 Credit Hours

Semester 3

Art Creation

- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation
- HGME 6294 - Team Game Production III

Level Design

- HGME 6266 - Directed Focus Study I Level Design
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design
- HGME 6294 - Team Game Production III

Production

- HGME 6286 - Directed Focus Study I Production
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6280 - Special Topics Production
- HGME 6294 - Team Game Production III

Software Development

- HGME 6226 - Directed Focus Study I Software Development
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development
- HGME 6294 - Team Game Production III

Semester Total: 8 Credit Hours

Semester 4

Art Creation

- HGME 6233 - Art Creation III (major)
- HGME 6176 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Level Design

- HGME 6253 - Level Design III (major)
- HGME 6176 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Production

- HGME 6282 - Game Production II (major)
- HGME 6176 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Software Development

- HGME 6213 - Software Development for Games III (major)
- HGME 6176 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Semester Total: 8 Credit Hours

Semester 5

Art Creation

- HGME 6234 - Art Creation IV (major)
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6177 - Master's Thesis III
- HGME 6100 - Special Topics: Social Sciences

Level Design

- HGME 6254 - Level Design IV (major)
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6177 - Master's Thesis III
- HGME 6100 - Special Topics: Social Sciences

Production

- HGME 6288 - Directed Focus Study II Production
- HGME 6285 - Production Leadership (minor)
- HGME 6177 - Master's Thesis III
- HGME 6100 - Special Topics: Social Sciences

Software Development

- HGME 6214 - Software Development for Games IV (major)
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6177 - Master's Thesis III
- HGME 6100 - Special Topics: Social Sciences

Semester Total: 6 Credit Hours

Total: 42 Credit Hours

Digital Game Development Certificate

Students in the professional certificate program must complete 39 credit hours in five consecutive semesters.

Requirements for the Certificate

Core Courses

- HGME 6100 - Special Topics: Social Sciences
- HGME 6592 - Team Game Production I
- HGME 6593 - Team Game Production II
- HGME 6294 - Team Game Production III
- HGME 6595 - Team Game Production IV

Total: 18 Credit Hours

Specializations

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6332 - Art Creation II (major)
- HGME 6233 - Art Creation III (major)
- HGME 6234 - Art Creation IV (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6352 - Level Design II (major)
- HGME 6253 - Level Design III (major)
- HGME 6254 - Level Design IV (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Multiplayer (minor)
- HGME 6266 - Directed Focus Study I Level Design
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6312 - Software Development for Games II (major)
- HGME 6213 - Software Development for Games III (major)
- HGME 6214 - Software Development for Games IV (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6226 - Directed Focus Study I Software Development
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development

Total: 21 Credit Hours

Total: 39 Credit Hours

Professional Certificate

Semester 1

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6592 - Team Game Production I

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6592 - Team Game Production I

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6592 - Team Game Production I

Semester Total: 10 Credit Hours

Semester 2

Art Creation

- HGME 6332 - Art Creation II (major)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6593 - Team Game Production II

Level Design

- HGME 6352 - Level Design II (major)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Multiplayer (minor)
- HGME 6593 - Team Game Production II

Software Development

- HGME 6312 - Software Development for Games II (major)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6593 - Team Game Production II

Semester Total: 10 Credit Hours

Semester 3

Art Creation

- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation
- HGME 6294 - Team Game Production III

Level Design

- HGME 6266 - Directed Focus Study I Level Design
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design
- HGME 6294 - Team Game Production III

Software Development

- HGME 6226 - Directed Focus Study I Software Development
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development
- HGME 6294 - Team Game Production III

Semester Total: 7 Credit Hours

Semester 4

Art Creation

- HGME 6233 - Art Creation III (major)
- HGME 6595 - Team Game Production IV

Level Design

- HGME 6253 - Level Design III (major)
- HGME 6595 - Team Game Production IV

Software Development

- HGME 6213 - Software Development for Games III (major)
- HGME 6595 - Team Game Production IV

Semester Total: 7 Credit Hours

Semester 5

Art Creation

- HGME 6234 - Art Creation IV (major)
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6100 - Special Topics: Social Sciences

Level Design

- HGME 6254 - Level Design IV (major)
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6100 - Special Topics: Social Sciences

Software Development

- HGME 6214 - Software Development for Games IV (major)
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6100 - Special Topics: Social Sciences

Semester Total: 5 Credit Hours

Total: 39 Credit Hours

Computer Science/Guildhall, B.S./M.I.T.

The SMU Guildhall offers a collaborative program with the Lyle School of Engineering. Through this collaborative program, students enrolled in an undergraduate degree program in the Lyle Computer Science and Engineering Department can apply to take the first term of the discipline-specific specialization program at SMU Guildhall during their last term of undergraduate work at SMU. Students must meet with their undergraduate adviser for their specific program requirements. Upon the successful completion of their first term at SMU Guildhall, along with the successful completion of all other undergraduate requirements to receive the B.S. in computer science, these students may apply for admission to the Master of Interactive Technology program at SMU Guildhall. If admitted, students may apply the courses completed during their senior year toward the Master of Interactive Technology. Undergraduate students in the collaborative program take the following 5000-level courses during their last term of undergraduate coursework and first term of the SMU Guildhall program.

Note: At the time of publication, this curriculum was under review. Please consult your undergraduate advisor and the catalog addendum for any updates.

Major Requirements

Software Development Specialization

- HGME 5011 - Software Development I Lab
- HGME 5121 - Math and Physics I
- HGME 5122 - Programming for Commercial Game Engines I
- HGME 5311 - Software Development for Games I
- HGME 5592 - Team Game Production I

Fine Arts/Guildhall, B.F.A./M.I.T.

The SMU Guildhall offers a collaborative program with the Meadows School of the Arts. Through this collaborative program, students enrolled in an undergraduate degree program in the Meadows Art Division can apply to take the first term of the discipline-specific specialization program at SMU Guildhall during their last term of undergraduate work at SMU. Students must meet with their undergraduate adviser for their specific program requirements. Upon

the successful completion of their first term at SMU Guildhall, along with the successful completion of all other undergraduate requirements to receive the Bachelor of Fine Arts, these students may apply for admission to the Master of Interactive Technology program at SMU Guildhall. If admitted, students may apply the courses completed during their senior year toward the Master of Interactive Technology. Undergraduate students in the collaborative program take the following 5000-level courses during their last term of undergraduate coursework and first term of the SMU Guildhall program.

Note: At the time of publication, this curriculum was under review. Please consult your undergraduate advisor and the catalog addendum for any updates.

Major Requirements

Art Creation Specialization

- HGME 5031 - Art Creation I Lab
- HGME 5141 - 2D Art for Games
- HGME 5142 - 3D Character Art I
- HGME 5331 - Art Creation I
- HGME 5592 - Team Game Production I

Level Design Specialization

- HGME 5051 - Level Design I Lab
- HGME 5161 - Scripting for Level Design I
- HGME 5162 - Art for Level Design I
- HGME 5351 - Level Design I
- HGME 5592 - Team Game Production I

SMU Guildhall: Special Programs and Services

Career Development

SMU Guildhall provides its students with the resources and professional environment they need to achieve their career goals. While attending the program, students receive class instruction from industry-experienced faculty on the preparation of résumés and cover letters, interview techniques, online portfolio creation, and negotiation.

The Guildhall further enhances a student's career outlook by hosting a career event prior to graduation. Studios are invited to attend and conduct interviews with graduating students. Industry experts are invited to provide feedback sessions on the student's online portfolio. Graduating students may also attend industry conferences with events and networking opportunities.

Summer Youth Program

The Guildhall Academy, a summer camp for children in middle and high school, provides youth with an interactive forum to express their individuality while learning to make a video game. During the two-week session, students learn to add the discipline of art to their use of science, technology, engineering and math to develop a game.

SMU Guildhall: Course Descriptions

Digital Game Design Courses

HGME courses at the 5000 level are for the B.S. in computer science/Guildhall M.I.T. and the B.F.A./Guildhall M.I.T. programs, and HGME courses at the 6000 level are for the M.I.T. and the professional Certificate in Digital Game Development programs.

HGME 5000 - Introduction to Master's Writing

Credits: 0

Introduces students to academic and professional communication, including a variety of writing and speaking tasks, and the observation and practice of rhetorical strategies, discourse conventions, and ethical standards associated with workplace culture. This supplemental course is offered based on faculty availability and enrollment.

HGME 5011 - Software Development I Lab

Credits: 0

This supplemental lab is offered upon availability to support the software development course(s).

HGME 5031 - Art Creation I Lab

Credits: 0

This supplemental lab is offered upon availability to support the art creation course(s).

HGME 5051 - Level Design I Lab

Credits: 0

This supplemental lab is offered upon availability to support the level design course(s).

HGME 5121 - Math and Physics I

Credits: 1

Provides a foundation in the mathematical concepts and techniques used in real-time 2D and 3D game programming, including applications in game physics, rendering, and gameplay. Covers position and displacement vectors, affine matrix transformations, numerical integration, geometric primitives and queries, collision detection and response, interpolation and easing, curves and splines, local and world spaces, and scene graph hierarchies.

HGME 5122 - Programming for Commercial Game Engines I

Credits: 1

Provides an introduction to programming in a commercial game engine.

HGME 5141 - 2D Art for Games

Credits: 1

Provides a foundation in digital art, developing the core technical skills for digital drawing, painting, and image manipulation, encompassing composition, perspective, proportions, concept art and 2D environments, characters, and animation in a game engine.

HGME 5142 - 3D Character Art I

Credits: 1

Provides a foundation in digital art, developing the core technical knowledge for creating 3D characters, biped and quadruped character rigs, and 3D game animations. Emphasis is placed on analysis of form and critical perspective along with organic systems such as foliage, fur, and animation.

HGME 5161 - Scripting for Level Design I

Credits: 1

Provides a foundation in game programming for level design, with an emphasis on structuring logic, using scripting languages to design, produce, and test scripts, and the technical aspects of integrating assets into a digital game engine.

HGME 5162 - Art for Level Design I

Credits: 1

Provides an understanding of the art pipeline for asset production in games, focusing on using 2D and 3D digital art creation tools to produce assets and integrating them into a digital game engine.

HGME 5311 - Software Development for Games I

Credits: 3

Provides a foundation in game programming for 2D game development, including gameplay programming, game engine architecture, data structures, input, and working with graphics and sound assets. Students develop a 2D C++ game engine within this course, along with several 2D games built using that engine.

HGME 5331 - Art Creation I

Credits: 3

Provides a foundation in the tools, techniques, and production methods for creating 3D game art.

HGME 5351 - Level Design I

Credits: 3

Students learn foundational aspects of level design through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing levels using digital game creation tools.

HGME 5592 - Team Game Production I

Credits: 5

Introduces primary theories of game design and explores the foundational frameworks and language of game development in order to create a game using digital tools as part of small project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects.

HGME 6000 - Introduction to Master's Writing

Credits: 0

Introduces students to academic and professional communication, including a variety of writing and speaking tasks, and the observation and practice of rhetorical strategies, discourse conventions, and ethical standards associated with workplace culture. This supplemental course is offered based on faculty availability and enrollment.

HGME 6011 - Software Development I Lab

Credits: 0

This supplemental lab is offered upon availability to support the software development course(s).

HGME 6012 - Software Development II Lab

Credits: 0

This supplemental lab is offered upon availability to support the software development course(s).

HGME 6031 - Art Creation I Lab

Credits: 0

This supplemental lab is offered upon availability to support the art creation course(s).

HGME 6032 - Art Creation II Lab

Credits: 0

This supplemental lab is offered upon availability to support the art creation course(s).

HGME 6051 - Level Design I Lab

Credits: 0

This supplemental lab is offered upon availability to support the level design course(s).

HGME 6052 - Level Design II Lab

Credits: 0

This supplemental lab is offered upon availability to support the level design course(s).

HGME 6100 - Special Topics: Social Sciences

Credits: 1

Introduces the study of ethics in its application to game developers. Students seek to integrate the business, technical, and artistic aspects of game development with the broader ethical implications for life and society. Questions of quality of life, virtue, vice, and moral behavior are addressed in the context of practical scenarios and case studies taken from the game industry.

HGME 6106 - Professional Development

Credits: 1

Students work under the direction of faculty to highlight individual areas of specialization and produce content for a professional portfolio. Prerequisite: HGME 6593.

HGME 6121 - Math and Physics I

Credits: 1

Provides a foundation in the mathematical concepts and techniques used in real-time 2D and 3D game programming, including applications in game physics, rendering, and gameplay. Covers position and displacement vectors, affine matrix transformations, numerical integration, geometric primitives and queries, collision detection and response, interpolation and easing, curves and splines, local and world spaces, and scene graph hierarchies.

HGME 6122 - Programming for Commercial Game Engines I

Credits: 1

Provides an introduction to programming in a commercial game engine.

HGME 6123 - Math and Physics II

Credits: 1

This course provides additional depth on the theory and practice of mathematics and physics for 3D games and graphics, including mathematical and physics-based modeling using ordinary differential equations and numerical methods, dynamics, collision detection and response in 3D, and introduction into rigid body dynamics. Prerequisite: HGME 6121/HGME 5121.

HGME 6124 - Programming for Commercial Game Engines II

Credits: 1

Provides further in-depth techniques for programming in a commercial game engine. Prerequisite: HGME 6122/HGME 5122.

HGME 6141 - 2D Art for Games

Credits: 1

Provides a foundation in digital art, developing the core technical skills for digital drawing, painting, and image manipulation, encompassing composition, perspective, proportions, concept art and 2D environments, characters, and animation in a game engine.

HGME 6142 - 3D Character Art I

Credits: 1

Provides a foundation in digital art, developing the core technical knowledge for creating 3D characters, biped and quadruped character rigs, and 3D game animations. Emphasis is placed on analysis of form and critical perspective along with organic systems such as foliage, fur, and animation.

HGME 6143 - 2D Art for Games II

Credits: 1

An advanced level course for art students, providing the core technical skills for concept art, texturing, and materials for 3D game assets rendering in game engines. Prerequisite: HGME 6141.

HGME 6144 - 3D Character Art II

Credits: 1

An advanced level 3D character course providing further exploration of the tools, techniques, and production methods for mastering organic modeling, sculpting, skinning, rigging, and animating for game engines. Prerequisite: HGME 6142.

HGME 6161 - Scripting for Level Design I

Credits: 1

Provides a foundation in game programming for level design, with an emphasis on structuring logic, using scripting languages to design, produce, and test scripts, and the technical aspects of integrating assets into a digital game engine.

HGME 6162 - Art for Level Design I

Credits: 1

Provides an understanding of the art pipeline for asset production in games, focusing on using 2D and 3D digital art creation tools to produce assets and integrating them into a digital game engine.

HGME 6163 - Art and Scripting for Level Design II

Credits: 1

Students produce 2D and 3D digital art, as well as design, integrate, and test scripts in a commercial game engine. Prerequisites: HGME 6161 and HGME 6162.

HGME 6164 - Multiplayer

Credits: 1

Provides advanced instruction in deconstructing, designing, testing, and constructing levels for 3D multiplayer games. Prerequisite: HGME 6351.

HGME 6170 - Master's Thesis I Post Certificate

Credits: 1

Students choose their thesis topics and prepare to submit their thesis proposals under the oversight of the faculty advisor. A student must receive a grade of B- or better to enroll in HGME 6171. Students may retake HGME 6170.

HGME 6171 - Master's Thesis II Post Certificate

Credits: 1

Students must successfully submit their proposals to the advisory committee and make substantial progress on thesis artifact(s). Graded credit/no credit. Prerequisite: HGME 6175 or HGME 6170. Students may retake HGME 6171 to receive credit.

HGME 6172 - Master's Thesis III Post Certificate

Credits: 1

Students must successfully defend the thesis to the committee and submit approved document. Graded credit/no credit. Prerequisite: HGME 6176 or HGME 6171. Students may retake HGME 6172 to receive credit.

HGME 6175 - Master's Thesis I

Credits: 1

Students choose their thesis topics and prepare to submit their thesis proposals under the oversight of the faculty adviser. Students must receive a grade of B- or better to enroll in HGME 6176. Students must follow the appropriate processes to retake HGME 6170.

HGME 6176 - Master's Thesis II

Credits: 1

Students must successfully submit their proposals to the advisory committee and make substantial progress on thesis artifact(s). Graded credit/no credit. Students may retake HGME 6171 to receive credit. Prerequisite: HGME 6175.

HGME 6177 - Master's Thesis III

Credits: 1

Students must successfully defend the thesis to the committee and submit approved document. Graded credit/no credit. Students may retake HGME 6172 to receive credit. Prerequisite: HGME 6176.

HGME 6210 - Special Topics Software Development

Credits: 2

This seminar series exposes students in the software development specialization to advanced topics important for their professional development, with a focus on innovation in software development. Prerequisite: HGME 6312.

HGME 6213 - Software Development for Games III

Credits: 2

Exposes students in the software development specialization to advanced topics in game programming, including technical issues such as hardware, performance, architecture and pipeline design; streaming and memory management; advanced debugging techniques; compilers; concurrency; and networking. Prerequisite: HGME 6226.

HGME 6214 - Software Development for Games IV

Credits: 2

Exposes students in the software specialization to further advanced topics important for their professional development. Topics include multi-platform portability, globalization and localization, advanced UI systems, and other advanced techniques in graphics and AI. Prerequisite: HGME 6213.

HGME 6226 - Directed Focus Study I Software Development

Credits: 2

Provides a structured environment to develop the required Directed Focus Study. Students will be required to complete an instructor-approved DFS. Prerequisite: HGME 6312.

HGME 6228 - Directed Focus Study II Software Development

Credits: 2

Provides mentoring and quality control oversight in the construction of a mastery-level individual project demonstrating a software development topic. Prerequisite: HGME 6226.

HGME 6230 - Special Topics Art Creation

Credits: 2

This seminar series exposes students in the art creation specialization to complex topics important for their professional development, focusing on innovation in game art creation. Prerequisite: HGME 6332.

HGME 6233 - Art Creation III

Credits: 2

Provides advanced techniques using strategic asset planning and modular construction methodology. Prerequisites: HGME 6332 and HGME 6246.

HGME 6234 - Art Creation IV

Credits: 2

Provides advanced workflows in the tools, techniques, and production methods for creating 3D game art, and displaying mastery of current technology. Prerequisite: HGME 6233.

HGME 6246 - Directed Focus Study I Art Creation

Credits: 2

This seminar series exposes students in the art creation specialization to advanced topics critical to their skill advancement, while providing guided focus on specialized abilities in their field. Prerequisite: HGME 6332.

HGME 6248 - Directed Focus Study II Art Creation

Credits: 2

Provides mentoring and quality control oversight in the construction of a mastery-level individual project demonstrating an art creation topic. Prerequisite: HGME 6246.

HGME 6250 - Special Topics Level Design

Credits: 2

Exposes students in the level design specialization to advanced topics important for their professional development. Prerequisite: HGME 6352.

HGME 6253 - Level Design III

Credits: 2

Students continue to learn more advanced level design, using analysis, deconstruction, and experimentation to evaluate best practices and techniques. To demonstrate understanding, students design, prototype, and construct complex game levels using a digital game creation tool. Prerequisite: HGME 6266.

HGME 6254 - Level Design IV

Credits: 2

Exposes students in the level design specialization to advanced topics important for their professional development. Prerequisite: HGME 6253.

HGME 6266 - Directed Focus Study I Level Design

Credits: 2

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGME 6352.

HGME 6268 - Directed Focus Study II Level Design

Credits: 2

Provides mentoring and quality control oversight in the construction of a mastery-level individual project demonstrating a software development topic. Prerequisite: HGME 6266.

HGME 6280 - Special Topics Production

Credits: 2

This seminar series exposes students in the production specialization to advanced topics important for their professional development, with a focus on innovation in production. Prerequisite: HGME 6381.

HGME 6282 - Game Production II

Credits: 2

Provides students further foundation and practice in advanced game production, including advanced game development methodologies, testing and quality assurance, techniques and tools for managing large creative teams, and trends and issues in game development. Students participate in lecture/discussion, and individual/small group assignments to learn professional practices. Prerequisite: HGME 6381.

HGME 6284 - Production Communications

Credits: 2

Builds communication skills for leading creative teams on digital game development projects, including written communications and presentation skills. Provides essential leadership skills for organizing, enabling, motivating, and managing creative people throughout the game production process. Students participate in lecture/discussion, and individual/small group assignments to learn professional practices. Prerequisite: HGME 6592.

HGME 6285 - Production Leadership

Credits: 2

Provides students further leadership practice in advanced game production and tools for managing large creative teams. Students participate in lecture/discussion, and individual/small group assignments to learn professional practices. Prerequisite: HGME 6284.

HGME 6286 - Directed Focus Study I Production

Credits: 2

Integrates organizational theories with the application of digital gaming technology development. Prerequisite: HGME 6381.

HGME 6288 - Directed Focus Study II Production

Credits: 2

Provides mentoring and quality control oversight in a practical experience in the production of a game involving creative and cross-disciplinary team(s). Prerequisite: HGME 6286.

HGME 6294 - Team Game Production III

Credits: 2

Implements the theories of game design and carries out the framework of game development, with an emphasis on pre-production, in order to create a game using digital tools as part of large project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their capstone game projects. Prerequisite: HGME 6593.

HGME 6311 - Software Development for Games I

Credits: 3

This course provides a foundation in game programming for 2D game development, including gameplay programming, game engine architecture, data structures, input, and working with graphics and sound assets. Students develop a 2D C++ game engine within this course, along with several 2D games built using that engine.

HGME 6312 - Software Development for Games II

Credits: 3

Provides additional depth in intermediate-level game programming topics, including 3D gameplay and graphics. Students develop a 3D-capable C++ game engine, along with one or more game(s) built using that engine. Prerequisite: HGME 6311/HGME 5311.

HGME 6331 - Art Creation I

Credits: 3

Provides a foundation in the tools, techniques, and production methods for creating 3D game art.

HGME 6332 - Art Creation II

Credits: 3

Provides depth on art creation for 3D games, including the development of intermediate-level skills for creating 3D art, modeling, and texturing for games. This seminar series provides additional depth in the tools, techniques, and production methods for current development cycles in game engines. Prerequisite: HGME 6331.

HGME 6351 - Level Design I

Credits: 3

Students learn foundational aspects of level design through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing levels using digital game creation tools.

HGME 6352 - Level Design II

Credits: 3

Students build upon the foundation learned in Level Design I, using analysis, deconstruction, and experimentation to identify level design techniques. To demonstrate understanding, students design, prototype, and construct more complex game levels using a digital game creation tool. Prerequisite: HGME 6351.

HGME 6381 - Game Production I

Credits: 3

Provides a foundation in the theory and practice of project management within the context of game development,

including methodologies for planning, organizing, scheduling, and documenting creative, interactive software development projects. Students learn the business of game development and develop skills to define resources, organize teams, and manage change for game development projects. Students participate in lecture/discussion, and individual/small group assignments to learn professional processes. Prerequisite: HGME 6592.

HGME 6592 - Team Game Production I

Credits: 5

Introduces primary theories of game design and explores the foundational frameworks and language of game development in order to create a game using digital tools as part of small project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects.

HGME 6593 - Team Game Production II

Credits: 5

Applies game design theories and introduces more complex frameworks of game development in order to create a game using digital tools as part of mid-sized project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects. Prerequisite: HGME 6592.

HGME 6595 - Team Game Production IV

Credits: 5

Extends implementation of the theories of game design and carries out the frameworks of game development, with an emphasis leadership, in order to create a game using digital tools as part of large project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their capstone game projects. Prerequisite: HGME 6294.

Hart Digital Game Development Courses

Available for students who entered the SMU Guildhall program prior to Fall 2016.

HGAM 4310 - Special Topics

Credits: 3

HGAM 5200 - Game Design I

Credits: 2

Examines the fundamentals of video game design and teamwork, and provides a foundational framework and language for game design discussion. Heavily participation-based course where students explore video game design by analyzing and deconstructing existing games, exploring alternate sources of game design, discussing current trends in video game design, and participating in team-based class workshops. Prerequisite: Permission to enroll in Guildhall courses.

HGAM 5201 - Game Studies I

Credits: 2

Introduces the theory and practice of game development, with emphasis on digital games. Includes analysis and evaluative methods.

HGAM 5202 - Game Studies II

Credits: 2

Provides students in all areas of specialization additional depth on the theory and practice of game analysis and

design, with an emphasis on story development, community development and social dynamics in games, multiplayer issues, game balance, games as systems and cultural rhetoric, and academic research in games. Students participate in lecture/discussion, case study, and individual/small group assignments.

HGAM 5221 - Mathematical Methods For Game Physics I

Credits: 2

Introduces the fundamental concepts of linear algebra with application to real-time 3D games and rendering. Covers vectors, vector spaces, matrix math, linear transformations, geometric primitives and queries, and easing.

Prerequisite: Admission to SMU Guildhall/Permission to enroll in courses at SMU Guildhall.

HGAM 5222 - Mathematical Methods For Game Physics II

Credits: 2

Introduces the fundamental concepts of linear algebra with application to real-time 3D games and rendering. Covers vectors, vector spaces, matrix math, linear transformations, geometric primitives and queries, and easing.

Prerequisite: Admission to SMU Guildhall/Permission to enroll in courses at SMU Guildhall.

HGAM 5241 - Drawing I

Credits: 2

Focuses on the development of fundamental drawing and texturing skills, emphasizing conceptual development through the final multi-layer material creation. The primary goal is to develop technical ability for digital drawing, painting, and image manipulation that encompasses composition, perspective, proportions, and 2-D animation.

HGAM 5242 - Drawing II

Credits: 2

This intermediate-level drawing course is designed to increase the student's command of drawing and texture creation technique. Emphasis is placed on analysis of form and realistic representation of material attributes.

Prerequisite: HGAM 5241.

HGAM 5261 - Art and Scripting I

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: Permission to enroll in courses at SMU Guildhall.

HGAM 5262 - Art and Scripting II

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: HGAM 5261.

HGAM 5292 - Team Game Production I

Credits: 2

Provides a foundation in the game development process, including planning, pipelines, game technology, and user research testing. Students apply game design and development skills to create a 2D game demo as part of small project teams. Prerequisite: HGAM 5200.

HGAM 5311 - Software Development I

Credits: 3

Provides a foundation in game programming for basic 2D game development, including game programming, game engine architecture, data structures, input, working with graphics and sound assets, and basic AI. Students work to develop a basic 2D game engine within this course. Prerequisite: Admission to SMU Guildhall/Permission to enroll in courses at SMU Guildhall.

HGAM 5312 - Software Development II

Credits: 3

Introduces concepts related to 3D game development, including 3D game engine design, data structures for 3D game development, and 3D graphics. Prerequisite: HGAM 6311 or HGAM 5311.

HGAM 5331 - Art Creation I

Credits: 3

Provides a foundation in the tools, techniques, and production methods for creating 3-D game art, including modeling, texturing, and basic game engine integration. Prerequisite: Permission to enroll in Guildhall courses.

HGAM 5332 - Art Creation II

Credits: 3

Applies the 3-D art production principles learned in HGAM 5331 to the process of creating intermediate-level 3-D game art. Emphasis is placed on modeling, texturing, unwrapping, and preparing models for games. Prerequisite: HGAM 5331.

HGAM 5351 - Level Design I

Credits: 3

Students learn foundational aspects of level design, through discussion, game deconstruction, and practical application, using a digital game creation tool. Prerequisite: Permission to enroll in courses at SMU Guildhall.

HGAM 5352 - Level Design II

Credits: 3

Students build upon the foundation provided in Level Design 1, focusing on more advanced design techniques and applying their skills to more complex projects using a digital game creation tool. Prerequisite: HGAM 5351.

HGAM 6005 - Internship

Credits: 0

Full-time course which allows student to integrate classroom study with on-the-job experience either in an external or internal environment.

HGAM 6100 - Special Topics: Social Sciences (Ethics)

Credits: 1

Introduces the study of ethics in its application to game developers. Students seek to integrate the business, technical, and artistic aspects of game development with the broader ethical implications for life and society. Questions of quality of life, virtue, vice, and moral behavior are addressed in the context of practical scenarios and case studies taken from the game industry.

HGAM 6104 - Game Studies III

Credits: 1

Provides students in all areas of specialization additional depth on the theory and practice of interactive technology development and professions. Prerequisite: HGAM 6202.

HGAM 6106 - Professional Development I

Credits: 1

Students work under the direction of the faculty and career services to highlight individual areas of specialization, produce content for their professional digital portfolios, and prepare assets to support career evolution. Prerequisite: HGAM 6104.

HGAM 6107 - Professional Development II

Credits: 1

Students in this course continue to develop their career management skills, digital portfolios, and specialization critical content under the guidance of faculty and career services. Prerequisite: HGAM 6106.

HGAM 6161 - Art for Level Design I

Credits: 1

This course provides a foundation in game art for level design, with an emphasis on conceptual and environmental drawing and sketching techniques for game art. Other topics include texturing, history of western art & architecture, technical art for 2D games, basic storyboarding, 2D iconography, and color theory.

HGAM 6175 - Master's Thesis I

Credits: 1

Students choose their thesis topics, and prepare and submit their thesis proposals, under the oversight of the faculty advisor. A student must receive a grade of B- or better to enroll in HGAM 6176. Prerequisite: Admittance to the master's program.

HGAM 6176 - Master's Thesis II

Credits: 1

Students must successfully prepare and submit their thesis proposals to the faculty advisor as well as complete any IRB requirements. Graded credit/no credit. With the approval the of faculty advisor, this course can be retaken to receive credit. Prerequisite: B- or better in HGAM 6175.

HGAM 6178 - Master's Thesis I Postcertificate

Credits: 1

A student admitted with advanced standing into the master's degree program chooses a thesis topic, and must prepare and submit a thesis proposal under the oversight of the faculty advisor. Graded credit/no credit. Prerequisite: Admittance with advanced standing into the master's degree program.

HGAM 6179 - Master's Thesis II Postcertificate

Credits: 1

Students admitted with advanced standing into the master's degree program must successfully prepare and submit their thesis proposals to the faculty advisor as well as complete any IRB requirements. Graded credit/no credit. Prerequisite: HGAM 6178.

HGAM 6200 - Game Design I

Credits: 2

Examines the fundamentals of video game design and teamwork, and provides a foundational framework and language for game design discussion. Heavily participation-based course where students explore video game design by analyzing and deconstructing existing games, exploring alternate sources of game design, discussing current trends in video game design, and participating in team-based class workshops. Prerequisite: Entrance into the Guildhall.

HGAM 6201 - Game Studies I

Credits: 2

This course introduces the theory and practice of game development, with emphasis on digital games. The course includes a historical perspective and evaluative methods.

HGAM 6202 - Game Studies II

Credits: 2

Provides students in all areas of specialization additional depth on the theory and practice of game analysis and design, with an emphasis on story development, community development and social dynamics in games, multiplayer issues, game balance, games as systems and cultural rhetoric, and academic research in games. Students participate in lecture/discussion, case study, and individual/small group assignments.

HGAM 6203 - Game Design II

Credits: 2

Builds on the fundamentals learned in HGAM 6200. Topics may include in-depth game and systems design, interactivity, and the search for fun. Prerequisite: HGAM 6200.

HGAM 6205 - Game Design III

Credits: 2

Explores more advanced game design topics and rapid prototyping, expanding students' creativity, knowledge, and understanding of gameplay and design while working in larger teams. Prerequisite: HGAM 6203.

HGAM 6210 - Special Topics in Software Development

Credits: 2

This seminar series provides additional depth in the tools, techniques, and development methods used in professional game development. Additional topics are defined by experts in game software development based on advances in the field.

HGAM 6215 - Software Development V

Credits: 2

Exposes students in the software development specialization to advanced topics in game programming, including technical issues such as hardware and software precision and performance, architecture and pipeline design, platforms and portability, streaming and memory management, floating point arithmetic, advanced debugging techniques, and concurrency. Prerequisite: HGAM 6314.

HGAM 6216 - Software Development VI

Credits: 2

Exposes students in the software development specialization to network programming and related challenges in game development. Students write a fully networked game using client-server architecture. Prerequisite: HGAM 6215.

HGAM 6221 - Mathematical Methods for Game Physics I

Credits: 2

Introduces the fundamental concepts of linear algebra with application to real-time 3D games and rendering. Covers vectors, vector spaces, matrix math, linear transformations, geometric primitives and queries, and easing.

Prerequisite: Admission to SMU Guildhall/Permission to enroll in courses at SMU Guildhall.

HGAM 6222 - Mathematical Methods for Game Physics II

Credits: 2

Covers topics related to the theory and practice of mathematics and physics for 3-D games, with emphasis on mathematical modeling and numerical methods. Topics include hierarchical scene graph-based rendering, interpolation techniques with splines, complex numbers and quaternions, and numerical methods for solving ordinary differential equations. Prerequisite: HGAM 6221.

HGAM 6223 - Mathematical Methods for Game Physics III

Credits: 2

Provides additional depth on the theory and practice of mathematics and physics for 3D games, including mathematical and physics-based modeling using ordinary differential equations, particle systems, and collision detection and response. Introduces rigid body dynamics. Prerequisite: HGAM 6222.

HGAM 6224 - Advanced Engine Systems

Credits: 2

Exposes students in the software development specialization to advanced topics important to their professional development. Students write a hardware-accelerated 3D character animation pipeline. Prerequisite: HGAM 6223.

HGAM 6226 - Directed Focus Study for Software Development I

Credits: 2

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisites: HGAM 6313, HGAM 6223.

HGAM 6230 - Special Topics in Art Creation

Credits: 2

This seminar series provides depth in the tools, techniques, and production for creating 3-D game art for next-generation development.

HGAM 6235 - Art Creation V

Credits: 2

Exposes students in the art creation specialization to advanced topics important for their professional development, including; advanced texturing, modular construction, complex substance shaders and theories of environment lighting. Additional topics are defined by experts in game art creation based on advances in the field. Prerequisite: HGAM 6334.

HGAM 6236 - Art Creation VI

Credits: 2

Students work under the direction of the faculty to develop a series of projects focusing on professional practice. Prerequisite: HGAM 6235.

HGAM 6241 - Drawing I

Credits: 2

Focuses on the development of fundamental drawing and texturing skills, emphasizing conceptual development through the final multi-layer material creation. The primary goal is to develop technical ability for digital drawing, painting, and image manipulation that encompasses composition, perspective, proportions, and 2-D animation.

HGAM 6242 - Drawing II

Credits: 2

This intermediate-level drawing course is designed to increase the student's command of drawing and texture creation technique. Emphasis is placed on analysis of form and realistic representation of material attributes.

Prerequisite: HGAM 6241.

HGAM 6243 - Drawing III

Credits: 2

This advanced-level course focuses on further development of art skills, primarily through concept art, but also through advanced texture and material techniques. Prerequisite: HGAM 6242.

HGAM 6244 - Advanced Digital Art

Credits: 2

This seminar advances the digital media as it applies to the game industry and develops the skills that encompass digital art creation and advanced techniques. Prerequisite: HGAM 6243.

HGAM 6246 - Directed Focus Study for Art Creation I

Credits: 2

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6333.

HGAM 6250 - Special Topics in Level Design

Credits: 2

This course exposes students in the level design specialization to advanced topics important for their professional development.

HGAM 6255 - Level Design V

Credits: 2

Students explore advanced topics and techniques in Level Design. Students demonstrate their skills in complex design projects that may include game deconstructions, paper level designs, and/or using a digital game creation tool to demonstrate refined level design skills. Prerequisite: HGAM 6354.

HGAM 6256 - Level Design VI

Credits: 2

Students explore advanced topics and techniques in Level Design. Students demonstrate their aptitude in complex design projects that may include game deconstructions, paper level designs, and/or using a digital game creation tool to demonstrate refined level design skills.

HGAM 6261 - Art and Scripting I

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital

art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: Permission to enroll in courses at SMU Guildhall.

HGAM 6262 - Art and Scripting II

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: HGAM 6261.

HGAM 6263 - Art and Scripting III

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: HGAM 6262.

HGAM 6264 - Art and Scripting IV

Credits: 2

Students learn various supporting tools and skills useful for Level Designers. Topics may include 2D and 3D digital art, programming/scripting, and additional topics designed to supplement level design in other courses. Prerequisite: HGAM 6263.

HGAM 6266 - Directed Focus Study for Level Design I

Credits: 2

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6354.

HGAM 6276 - Master's Thesis III

Credits: 2

Third course in a four-course sequence. Student continues research on thesis topic under the oversight of the faculty advisor. Graded credit/no credit. With the approval of the faculty advisor, this course can be retaken to receive credit. Prerequisite: HGAM 6176.

HGAM 6277 - Master's Thesis IV

Credits: 2

Fourth course in a four-course sequence. Student must successfully defend the thesis to the defense committee and submit approved artifact and paper. Graded credit/no credit. Credit is awarded after the successful defense and the approved artifact and document are received. Prerequisite: HGAM 6276.

HGAM 6278 - Master's Thesis III Post Certificate

Credits: 2

Students admitted with advanced standing into the master's degree program continue research on their thesis topic under the oversight of the faculty advisor. Graded credit/no credit. Prerequisite: HGAM 6179.

HGAM 6279 - Master's Thesis IV Post Certificate

Credits: 2

A student admitted with advanced standing into the master's degree program must successfully defend a thesis to the defense committee and submit an approved artifact and paper. Graded credit/no credit. Credit is awarded after the successful defense and the approved artifact and document are received. Prerequisite: HGAM 6278.

HGAM 6280 - Special Topics in Production

Credits: 2

This seminar series for the production specialization covers advanced topics important to students' professional development, with a focus on innovation in production.

HGAM 6282 - Game Production II

Credits: 2

Introduces the broader field of game production roles, with a focus on managing people, processes, technology, and schedules. Students learn the business of game development and publishing, and they develop the skills to define resources, organize teams, and manage change for digital game development projects. Students participate in lecture and/or discussion and in individual and/or small-group assignments to learn professional practices.

HGAM 6283 - Game Production III

Credits: 2

Provides further foundation in and continued practice of the essential people skills required to lead digital game development projects, the processes required to lead digital game development projects, the product features and business requirements needed to create successful digital games, and the technical skills required to create digital games. Students participate in lecture and/or discussion and in individual and/or small-group assignments to learn professional practices.

HGAM 6284 - Production Minor I

Credits: 2

Provides a foundation in the theory and practice of project management for game development, including methodologies for planning, organizing, scheduling, and documenting creative, interactive software development projects. Students participate in lecture and/or discussion and in individual and/or small-group assignments. Prerequisite: HGAM 6292.

HGAM 6285 - Production Minor II

Credits: 2

Provides a foundation in communication skills for leading creative teams on digital development projects, including written communications and presentation skills. Students participate in lecture and/or discussion and in individual and/or small-group assignments.

HGAM 6286 - Directed Focus Study I (Game Production Experience I)

Credits: 2

Complements HGAM 6281, HGAM 6282, and HGAM 6283 by providing practical experience in the production of games using creative, cross-disciplinary teams. Students serve as producer for interactive technology development projects.

HGAM 6292 - Team Game Production I

Credits: 2

Provides a foundation in the game development process, including planning, pipelines, game technology, and user research testing. Students apply game design and development skills to create a 2D game demo as part of small project teams. Prerequisite: HGAM 6200.

HGAM 6293 - Team Game Production II

Credits: 2

Provides a foundation in the game development process, with an emphasis on preproduction in a 3-D engine game

modification project. Students in all areas of specialization participate in lecture and/or discussion and in individual and/or group assignments to learn professional practices of game development. Prerequisite: HGAM 6292.

HGAM 6294 - Team Game Production III

Credits: 2

This course builds upon concepts in the theory and practice of game development, with an emphasis on production in a 3-D engine game modification project. Students in all areas of specialization work on game development in assigned teams and participate in class presentations, demonstrations, and discussions in order to learn professional practices of game development. Prerequisite: HGAM 6293.

HGAM 6296 - Team Game Production IV

Credits: 2

Extends the theory and practice of game development, with an emphasis on the capstone 3D engine game project. Students in all areas of specialization work on breadth and depth of game development in assigned teams and participate in class presentations, demonstrations, reflections, and discussions related to their game concept in order to employ professional practices of game development. Prerequisite: HGAM 6294.

HGAM 6297 - Team Game Production V

Credits: 2

Extends the theory and practice of game development, with an emphasis on the capstone 3D engine game project. Students in all areas of specialization work on breadth and depth of game development in assigned teams and participate in class presentations, demonstrations, reflections, and discussions related to their game concept in order to employ professional practices of game development.

HGAM 6311 - Software Development I

Credits: 3

Provides a foundation in game programming for basic 2D game development, including game programming, game engine architecture, data structures, input, working with graphics and sound assets, and basic AI. Students work to develop a basic 2D game engine within this course. Prerequisite: Admission to SMU Guildhall/Permission to enroll in courses at SMU Guildhall.

HGAM 6312 - Software Development II

Credits: 3

Introduces concepts related to 3D game development, including 3D game engine design, data structures for 3D game development, and 3D graphics. Prerequisite: HGAM 6311/HGAM 5311.

HGAM 6313 - Software Development III

Credits: 3

Explores intermediate and advanced real-time 3-D graphics programming techniques, including graphics shader programming, lighting and special effects, affine and perspective transformations, font rendering, user interfaces, developer tools and systems, and graphics debugging techniques. Prerequisite: HGAM 6312.

HGAM 6314 - Software Development IV

Credits: 3

Exposes students in the software development specialization to intermediate and advanced topics applicable to game development, with an emphasis on gameplay and engine systems. Topics include data-driven design, procedural content, and artificial intelligence. Students work on the planning and development of rich interactive gameplay systems and navigation AIs for autonomous agents and groups. Prerequisite: HGAM 6313.

HGAM 6328 - Directed Focus Study for Software Development II

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6226 or HGAM 6284.

HGAM 6329 - Directed Focus Study for Software Development III

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6328.

HGAM 6331 - Art Creation I

Credits: 3

Provides a foundation in the tools, techniques, and production methods for creating 3-D game art, including modeling, texturing, and basic game engine integration. Prerequisite: Admission to the Guildhall.

HGAM 6332 - Art Creation II

Credits: 3

Applies the 3-D art production principles learned in HGAM 6331 to the process of creating intermediate-level 3-D game art. Emphasis is placed on modeling, texturing, unwrapping, and preparing models for games. Prerequisite: HGAM 6331.

HGAM 6333 - Art Creation III

Credits: 3

Provides additional depth on art creation for 3-D games, including the development of professional-level proficiency for creating 3-D art, modeling, and texturing for games. Prerequisite: HGAM 6332.

HGAM 6334 - Art Creation IV

Credits: 3

This seminar series provides additional depth in the tools, techniques, and production methods for creating 3-D game art for next-generation development cycles. Prerequisite: HGAM 6333.

HGAM 6348 - Directed Focus Study for Art Creation II

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6246.

HGAM 6349 - Directed Focus Study for Art Creation III

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6348.

HGAM 6351 - Level Design I

Credits: 3

Students learn foundational aspects of level design, through discussion, game deconstruction, and practical application, using a digital game creation tool. Prerequisite: Entry into SMU Guildhall.

HGAM 6352 - Level Design II

Credits: 3

Students build upon the foundation learned in Level Design I, where they apply more advanced design techniques, design different play experiences, and demonstrate their learning in more complex projects using a digital game creation tool. Prerequisite: HGAM 6351.

HGAM 6353 - Level Design III

Credits: 3

Students continue to learn more advanced Level Design techniques and design for different types of gameplay, while applying their skills to more complex projects in a digital game creation tool. Prerequisite: HGAM 5352 or HGAM 6352.

HGAM 6354 - Level Design IV

Credits: 3

Students begin refining their level design skills, while continuing to learn more advanced level design techniques and designing different play experiences. Students demonstrate their skills in more complex projects using a digital game creation tool. Prerequisite: HGAM 6353.

HGAM 6368 - Directed Focus Study for Level Design II

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6266.

HGAM 6369 - Directed Focus Study for Level Design III

Credits: 3

Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6368.

HGAM 6381 - Game Production I

Credits: 3

Provides a foundation in essential leadership skills for organizing, enabling, motivating, and managing creative people throughout the game production process. Students participate in lecture and/or discussion in and individual and/or small-group assignments. Prerequisite: HGAM 6284.

HGAM 6388 - Directed Focus Study II (Game Production Experience II)

Credits: 3

Complements HGAM 6281, HGAM 6282, and HGAM 6283 by providing practical experience in the production of games using creative, cross-disciplinary teams. Students serve as producer for interactive technology development projects.

HGAM 6389 - Directed Focus Study III (Game Production Experience III)

Credits: 3

Complements HGAM 6281, HGAM 6282, and HGAM 6283 by providing practical experience in the production of games using a creative, cross-disciplinary teams of three to 15 students. Students serve as producer for teams during the interactive technology development projects.

SMU Guildhall: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University will be denied the recording and certification services of the Office of the Registrar, including the

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found under Withdrawal From the University in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

SMU Guildhall: Enrollment and Academic Records

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. Undergraduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable requirements of majors and minors are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current 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 www.smu.edu/FERPA. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through my.SMU Student Homepage that it be withheld, 2) information authorized by the student through my.SMU Student Homepage 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 at www.smu.edu/LegalDisclosures/FERPA.

Student File Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each 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 transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information 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.

International students are required to provide a residence address (physical street address where they are currently living) as their mailing (local) address. International students will be prevented from enrolling if a U.S. address is not provided.

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

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

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 mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business. Students who do not have a mobile/cell telephone or do not wish to report the numbers should provide this information to the University through my.SMU Student Homepage. Students may be prevented from enrolling if their mobile/cell telephone numbers are not on file or if they have not declared "no cell" or "prefer not to report" in my.SMU.

Ethnicity

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

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

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

Transcript Service

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). A student may request his or her official transcript through the online my.SMU Student Homepage. 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 released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

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

Veterans

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

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 chair of the department sponsoring the course and with the concurrence of the director, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

Complaint Procedures for Students With Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the part of students per week for approximately 15 weeks a semester. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

The number of hours for each term is detailed in the program outline in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog. A term total of seven hours of coursework is considered a full load; individuals who enroll for fewer than these minimum hours are considered part-time students.

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. Due to the specialized cohort nature of SMU Guildhall programs, all credit hours must be earned at the Guildhall. Additional information is found in the Hart eCenter Graduate Program Policies and Procedures section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

Students in Guildhall programs apply for admission into one of four areas of specialization. Additional information about required specialization courses can be found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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 Student Services Office will publish enrollment instructions.

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 a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Enrolling for Graduate Courses

Accelerated Pathway Programs

There are a number of Accelerated Pathway Programs where an undergraduate may complete some graduate level course work that will be applied towards both a bachelor's degree and a master's degree. This policy applies to students accepted into one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below. Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Students may not enroll for any graduate level course work to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a full-time status graduate student for at least one fall or spring term prior to receiving their master's degree.

Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. Graduate courses, hours and grades earned as an undergraduate that count towards both the baccalaureate degree and master's degree are included in the undergraduate academic record and scholastic totals and in the graduate academic record and graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted towards both the baccalaureate degree and master's degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Other Graduate Course Enrollment

In addition to the accelerated pathway programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level course work that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

Students at SMU Guildhall cannot drop individual courses; they must take all of the required courses in their specialization each term to be enrolled.

Withdrawal From the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. 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.

Students at SMU Guildhall cannot drop individual courses; they must take all of the required courses in their specialization each term to be enrolled.

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.

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 school's records office. The records 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 tenth class day of the fall or spring semester 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*. A student who withdraws after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which he or she enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Dean of Student Life, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Dean of Student Life.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the SMU Guildhall Director's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

1. 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.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated, as a regular course, and the regular tuition must be paid.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces 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 University 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 director permission to take the examination at a time convenient for the instructor.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to

provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

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

Interpretation of Course Numbers

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

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

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

<i>Digit</i>	<i>Credit Hours</i>
0	0, .5 or 10–15
1	1 or 1.5

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

Grade Policies

A student's grades are available to him or her through my.SMU Student Homepage.

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. **Note:** Any grade lower than C- is not passing. The cumulative nature of the material and the integrity of the cohort system require that students who fail any course (i.e., receive a grade lower than a C-) will be suspended from the program. Additional information is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

<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	*

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

Grade of F, D, W, and Missing/Blank

Any work graded lower than a C- is not passing and earns a grade of F or D.

Failing is graded F. If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given.

The grade of D represents performance below average expectations.

The cumulative nature of the material and the integrity of the cohort system require that students who fail any course (i.e., receive a grade of *F* or *D*) will be suspended or dismissed from the program. Additional information is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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 for the term. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

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, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.

Graduation candidates must clear Incompletes prior to the start of the term during which they will graduate. The grade of *I* can be requested and given only at the end of the term.

At the time a grade of *I* is given, the instructor must stipulate in my.SMU 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 instructor and student sign the written agreement, and a copy is given to the Office of the Director.

The maximum period of time allowed to clear the Incomplete is until the end of the next term. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the next term, 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.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit 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 Office of the Director. 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 term of the original grade assignment, unless the grade is for thesis work. 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 director and approved by the University Registrar's Office.

Grades for Repeated Courses

Students who have withdrawn from a Hart graduate program may repeat courses only if they are readmitted to a subsequent cohort. Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic record (transcript). Both grades will be included in the calculation of the student's cumulative GPA and in the determination of academic probation, suspension, dismissal, honors and graduation.

Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation.

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 Office of the Director. 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 Office of the Director 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 provost. The provost will take action as he or she deems appropriate. In their actions, 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

For an effective advising relationship, the student must be prepared when meeting with the academic adviser. The student must initiate the advising. The academic 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 the director of SMU Guildhall.

Leave of Absence

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

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

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

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

Additional information about re-entry and readmission is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program. 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 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program, the student may be removed from the program at the discretion of the director's office or records office.

Additional information on academic progress, academic probation and academic suspension is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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

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

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. Students suspended from one school are suspended from the University.

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 without permission from their school of record.

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 petition the director of the program for reinstatement to SMU. If the petition and subsequent review by the Admissions Committee is approved and the student is 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 results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission to the University. 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 student's school of record office.

Transfer Coursework

Due to the specialized cohort nature of SMU Guildhall programs, all credit hours must be earned at the Guildhall. Additional information is found in the Hart eCenter Graduate Program Policies and Procedures section of this catalog. Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Homepage 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). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions.

Before approving a graduate student for degree conferral, Guildhall faculty will consider any documented judicial or disciplinary complaints on record and audit the student's academic standing.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule 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 according to the policies of the departments or schools.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

A student may participate once in either the All-University Commencement Convocation in May or the All-University December Commencement Convocation for a given degree, but not both.

To participate in a ceremony, a student must apply online and file with their school's 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 for the cohort to which the student is readmitted. Exceptions to this policy may be considered by a readmissions committee.

Hart eCenter Graduate Programs Policies and Procedures

Class Participation

SMU Guildhall programs are highly cross-disciplinary, and they require students from the four specializations of art creation, level design, production and software development to work in teams on several game projects. To ensure the desirable mix of artists, designers, producers and programmers, SMU Guildhall matriculates students in cohorts (student groups) who progress together through the program in a lockstep manner. As a result, the success of the individual student is inextricably connected to the work ethic and commitments of all the students in a given cohort. Therefore, it is the expectation of SMU Guildhall that students participate fully in team projects and be accountable to their team members and cohort peers. Additional information is found under Class Attendance in the Enrollment Policies section of this catalog.

Course Enrollment

The courses for each cohort are provided to the students approximately six weeks prior to the start of the new term. Guildhall students process their own enrollment transactions from these course selections, including add, drop and swap, on the Web-based my.SMU. Students are responsible for complying with enrollment procedures and for the accuracy and completeness of their enrollment.

Academic Performance Standards

SMU Guildhall maintains a selective admissions policy and strict academic standards for continued enrollment. Satisfactory progress toward a degree by a student is defined as successful completion of all required courses for the term. A student admitted to Guildhall programs and allowed to continue enrollment is considered to be making satisfactory progress toward completion of the program provided that the student receives a passing grade (*A* to *C-*) in each course for the term.

Additionally, students at SMU Guildhall are required to achieve and maintain a minimum cumulative GPA in their specialization major courses and directed focus study courses by the completion of the third term of the program. This minimum GPA requirement is a 3.000 for students in the master's program and a 2.700 for students in the graduate certificate program.

A master's student must also receive a grade of *B-* or higher in HGME 6175 - Master's Thesis I in order to remain in the master's program.

The cumulative nature of the material and the integrity of the cohort system require that students who fail any course, i.e., receive a grade of *D* or *F*, will be suspended or dismissed from the program.

A student who fails to maintain a cumulative GPA of 3.000 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program is placed on academic probation and is not considered in good standing.

To graduate from the master's degree program, students must earn a cumulative GPA of 3.000 or higher with no grade less than a *C-* (1.700) applying toward the degree. To graduate from the professional certificate program, a student must earn a cumulative GPA of 2.700 or higher with no grade less than a *C-* (1.700) applying toward the certificate.

The academic performance of all Guildhall students is reviewed at the end of each term. Additional information about academic suspension and probation is found in the Academic Advising and Satisfactory Progress Policies section of this catalog.

Team Game Production Grade Policy

To graduate from SMU Guildhall, a student must demonstrate the ability to work successfully in a team environment. The team game production courses are designed to build and evaluate team skills. The grades in TGP courses are structured to measure the student's teamwork ability and measure the quantity and quality of work for both the student and the team.

Each student's teamwork will be evaluated at every major project milestone. All students will be required to complete a survey that ranks all team members in six categories: easy to work with, attitude, attendance, work ethic, quality of work and teamwork. The scores are averaged – with the exception of the student's self-evaluation score – to create a team dynamics grade.

The following are the minimum requirements for the team dynamics grade:

- TGP I – No minimum.
- TGP II – If a student's team dynamic score falls below a 3.0 out of a possible 5.0, the student is placed on probation, and he or she must raise the score to a 3.0 or higher on all subsequent measurements. If a subsequent measurement falls below a 3.0, the student is removed from the team and assigned individual work, with a grade of *C* being the highest possible grade in the course. A student on probation will not be admitted to the next TGP without a successful interview with the course faculty. The probation extends through the end of the current term.
- TGP III TGP IV– A student whose team score falls below a 3.0 out of a possible 5.0 fails the course.

The course instructor has the option of revising a team score that has been arrived at in violation of the SMU code of conduct. The complete SMU Student Code of Conduct is available in the online *Student Handbook* at www.smu.edu/studentlife.

Grades for Repeated Courses

Students who earn a grade of *D* or *F* in any course in SMU Guildhall are suspended or dismissed from the program. Suspended students who are readmitted to the program and who therefore must repeat courses will have both the

original grade and the repeated grade (and course) on his or her transcript. Also, both grades will be calculated in the student's cumulative GPA. Additional information is found in the Grade Policies section of this catalog.

Suspension and Dismissal

Suspension and dismissal are involuntary separations of the student from SMU Guildhall. Suspension is for a set period of time. A student who has been suspended may one time and only one time petition the director of the program for readmission to the Guildhall. Dismissal is a permanent and involuntary separation of the student from the Guildhall as a result of failure to meet established minimum acceptable standards of academic or disciplinary performance. The dismissed student is not eligible for readmission to SMU Guildhall.

Withdrawal From the Program

The student must contact the director of SMU Guildhall and the SMU Registrar's Office in writing to withdraw from the Guildhall. Additional information is found under Withdrawal From the University in the Enrollment Policies section of this catalog.

Re-entry and Readmission of Former Students

Students who wish to re-enter the program after a withdrawal or suspension must submit a petition for consideration for readmission. This petition should be sent to the Office of the Director, and it should address the circumstances for withdrawal or suspension and actions taken during the time away from the program. The petition will be reviewed by the Admissions Committee for a determination of re-entry or whether additional information is necessary to determine the outcome of the petition and, if readmission is possible, the appropriate term of re-entry if approved. Students may re-enter only with another cohort in the appropriate term of study. This deadline for re-entry is extended by any time spent after withdrawal in active U.S. military service.

Due to the cohort nature of SMU Guildhall programs, students who are dismissed for failure (earning a grade below C-) in a course may only be readmitted to join a later cohort group.

Guildhall GPA and Credit Requirements

Candidates must complete all courses in their program of study and earn all credit hours of credit with a cumulative GPA of 3.000 or higher in the master's degree program, or 2.700 in the certificate program. Due to the specialized cohort nature of SMU Guildhall programs, all credit hours must be earned at the Guildhall. Additionally, students at SMU Guildhall are required to achieve and maintain a minimum cumulative GPA in their specialization major courses and directed focus study courses by the completion of the third semester of the program. This minimum GPA requirement is 3.000 for students in the master's program and a 2.700 for students in the graduate certificate program.

Statute of Limitations for Thesis Completion

The maximum length of time for thesis completion in SMU Guildhall graduate degree program is three calendar years from the date of completion of the requirements for the certificate program. All thesis requirements must be completed in this time period. In computing the period, any time during which the candidate was in active U.S. military service shall be excluded. Appeals will be considered for other extenuating circumstances.

Transfer of a Current Guildhall Student From Certificate to Master's Degree Program

Students who are admitted to SMU Guildhall's Professional Certificate in Digital Game Development program and meet all the criteria for the Master in Interactive Technology degree program may apply to transfer to the master's degree program if they meet all the requirements for admission to the master's degree and have made good progress within the program with a minimum cumulative GPA of 3.000. Graduate courses successfully completed in the

certificate series may be applied toward the master's degree as applicable. In addition, students who are admitted into the master's degree will also need to satisfy all of the requirements for the master's degree.

Applications to transfer are due at the beginning of the third semester of the program and must include the following requirements for the Master of Interactive Technology in Digital Game Development degree:

- A four-year baccalaureate or equivalent degree from a regionally accredited college or university.
- A minimum cumulative GPA of 3.000 out of 4.000 (*B* average) in undergraduate work.
- A minimum cumulative GPA of 3.000 out of 4.000 in graduate work at SMU Guildhall.
- An essay describing the applicant's motivation in obtaining an M.I.T. degree, areas of interest and the ways the student will contribute to the M.I.T. program.
- A résumé.
- At least two letters of recommendation from Guildhall faculty.

For students not meeting the minimum requirement in their undergraduate work, other factors may be considered, including the cumulative GPA for work completed at SMU Guildhall, GRE graduate school entry exam scores, strong employment history, publications and other academic experience. In particular, transcripts indicating successful completion of graduate-level courses in other areas may be taken into consideration if the applicant's undergraduate GPA is below 3.000.

Transfer Between Specializations

A student must be in good standing to request a transfer between specializations.

Intellectual Property

All intellectual property (computer programs, art, design, stories, plots, devices, inventions, productions, etc.) created by the student as part of the academic requirements and using the resources of the program are required to be assigned by the student to Southern Methodist University and will be the sole property of SMU. SMU will grant to each student the right to retain a copy of the intellectual property developed as a Guildhall student for his or her personal use in support of his or her scholastic endeavors or professional portfolio.

Honor Code

By becoming members of SMU Guildhall, students are bound to hold intellectual integrity to the highest standard. Any actions committed by a member of the Guildhall's student body in violation of the SMU Honor Code or Code of Ethics degrades the principles underlying the mission of the University and profoundly affects the integrity and reputation of the degrees to be earned, as well as the reputation of the institution. At the core of the SMU Honor Code is the stipulation that the student will not lie, cheat or steal, or tolerate those who do. Not reporting an honor violation is an honor violation. The complete SMU Honor Code is available in the online *Student Handbook* at www.smu.edu/studentlife.

SMU Guildhall: Student Life

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

All SMU undergraduate students and graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Guildhall, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Dedman School of Law, Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology and Simmons School of Education and Human Development are explained in their graduate catalogs.

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.

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Career Development

SMU Guildhall provides its students with the resources and professional environment they need to achieve their career goals. While attending the program, students receive class instruction from industry-experienced faculty on the preparation of résumés and cover letters, interview techniques, online portfolio creation, and negotiation.

The Guildhall further enhances a student's career outlook by hosting a career event prior to graduation. Studios are invited to attend and conduct interviews with graduating students. Industry experts are invited to provide feedback sessions on the student's online portfolio. Graduating students may also attend industry conferences with events and networking opportunities.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing

SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the SMU Student Handbook is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second

page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an outdoor, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A

large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

SMU Guildhall: Faculty and Staff

Guildhall Administration

Gary Brubaker, *Director, SMU Guildhall*

Rene Archambault, *Deputy Director, Admissions & Marketing, SMU Guildhall*

Corey Clark, *Deputy Director, Research, SMU Guildhall*

Steve Cole, *Deputy Director, Operations, SMU Guildhall*

Mark Nausha, *Deputy Director, Game Lab, SMU Guildhall*

Elizabeth Stringer, *Deputy Director, Academics, SMU Guildhall*

Guildhall Faculty

Gary Brubaker, *Assistant Professor in Software Development, M.B.A., SMU*

Corey Clark, *Lecturer in Software Development, Ph.D., Texas (Arlington)*

Brian Eiserloh, *Professor of Practice in Software Development, B.A., Taylor*

Boris Fisher, *Professor of Practice in Art Creation, B.F.A., Illinois Institute of Art*

Chris Forseth, *Professor of Practice in Programing, B.S., North Dakota State University*

Jacqueline Gan-Glatz, *Lecturer in Team Game Production, Master's Certificate Art Creation, SMU*

Eli Luna, *Adjunct Lecturer Professor of Practice in Team Game Production, B.A., Lamar University*

Mark Nausha, *Professor of Practice in Production, B.S., California (Los Angeles)*

Myque Ouellette, *Clinical Professor in Level Design, M.S., SMU*

Martin Sawkins, *Professor of Practice in Art Creation, B.A., Central St Martins School of Art and Design*

Jon Skinner, *Assistant Professor of Practice in Level Design, B.Sc., London*

Elizabeth Stringer, *Senior Lecturer in Team Game Production, M.Ed., SMU*

Stephen Stringer, *Professor of Practice in Team Game Production, M.B.A., Utah*

Guildhall Adjunct Faculty

Note: Adjunct faculty listings are advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.

Robert Atkins, *Adjunct Lecturer in Game Design*

Anton Ephanov, *Adjunct Lecturer in Software Development, Ph.D., SMU*

William Fahle, *Adjunct Lecturer in Software Development, Ph.D., Texas (Dallas)*

Ken Harward, *Adjunct Lecturer in Software Development*, B.S., Purdue

Phill Johnson, *Adjunct Lecturer*, M.F.A., Texas (Dallas)

Doug Lombardi, *Adjunct Lecturer in Production*, B.A., California State Hayward

Juan Martinez, *Adjunct Lecturer in Art Creation*

Chris McCrimmons, *Adjunct Lecturer in Game Studies*, M.I.T., SMU

Stephanie Puri, *Adjunct Lecturer in Game Production*

John Slocum, *Adjunct Lecturer in Production*, Ph.D., Washington

Research and Graduate Studies

Academic Calendar

Fall Term 2018

July 9, Monday: First day to enroll.

August 26, Sunday: Classes begin.

August 31, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation. Last day to receive a full refund.

September 3, Monday: University Holiday, Labor Day.

September 10, Monday: Last day to drop a course without academic record (tuition charges apply)/withdraw from university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

September 10, Monday: Last day to request an excused absence for the observance of a religious holiday.

November 1, Thursday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws; prior to this date a partial calculated return to federal programs will be required.

November 9, Friday: Last day to drop a course and receive a grade of W. No refund provided.

November 22–23, Thursday–Friday: University Holidays, Thanksgiving.

November 27, Tuesday: Last day to withdraw from the University. No refund provided.

December 13, Thursday: Last day of classes (includes exams).

December 15, Saturday: December Commencement Convocation, Degree Conferral.

December 24–January 1, Monday–Tuesday: University Holidays, Winter Break.

Winter Term 2018

(This term is only for new admits to the program.)

September 17, Monday: First day to enroll.

November 4, Sunday: Classes begin.

November 9, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation. Last day to receive a full refund.

November 19, Monday: Last day to request an excused absence for the observance of a religious holiday.

November 22–23, Thursday–Friday: University Holidays, Thanksgiving.

December 23–January 5, Sunday-Saturday: Winter Break.

January 24, Thursday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws; prior to this date a partial calculated return to federal programs will be required.

February 1, Friday: Last day to drop a course and receive a grade of W. No refund provided.

February 19, Tuesday: Last day to withdraw from the University. No refund provided.

February 24–March 2, Sunday-Saturday: Final Exam Week.

March 14–17, Thursday-Sunday: Spring Emmersion.

March 18, Monday: Official close of term.

Spring Term 2019

November 12, Monday: First day to enroll.

December 24–January 1, Monday-Tuesday: University Holidays, Winter Break.

January 6, Sunday: Classes begin.

January 11, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation. Last day to receive a full refund.

January 18, Friday: Last day to drop a course without academic record (tuition charges apply)/withdraw from university without academic record (withdrawal refund schedule applies). See Bursar's website for more information.

January 21, Monday: Martin Luther King, Jr. Day (University closed).

January 22, Tuesday: Last day to request an excused absence for the observance of a religious holiday.

March 17, Sunday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws; prior to this date a partial calculated return to federal programs will be required.

March 22, Friday: Last day to drop a course and receive a grade of W. No refund provided.

April 9, Tuesday: Last day to withdraw from the University. No refund provided.

April 19, Friday: Good Friday (University closed)

April 25, Thursday: Last day of classes (includes exams).

May 18, Saturday: Commencement Convocation, Degree Conferral.

Summer Term 2019

March 25, Monday: First day to enroll.

May 5, Sunday: Classes begin.

May 10, Friday: Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation. Last day to receive a full refund.

May 20, Monday: Last day to request an excused absence for the observance of a religious holiday.

May 27, Monday: Memorial Day (University closed)

July 4, Thursday: Independence Day holiday (University closed)

July 11, Thursday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws; prior to this date a partial calculated return to federal programs will be required.

July 19, Friday: Last day to drop a course and receive a grade of W. No refund provided.

August 6, Tuesday: Last day to withdraw from the University. No refund provided.

August 22, Thursday: Last day of classes (includes exams).

August 22, Thursday: Degree Conferral.

Major Religious Holidays

Listing of religious holidays 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, 2018

Good Friday: April 19, 2019

Easter Sunday: April 21, 2019

Easter Sunday (Orthodox): April 28, 2019

Hindu

Janmashtami: September 3, 2018 **Diwali:** November 7, 2018

Dasera: October 19, 2018

Jewish*

Rosh Hashanah: September 10-11, 2018

Yom Kippur: September 19, 2018

Sukkot/Simchat Torah: September 23-30, 2018

Hanukkah: December 23-30, 2018

Purim: March 20/21, 2019

Pesach (Passover): April 20-27, 2019

Shavuot: June 8-10, 2019

Muslim

Eid al Adha: June 15, 2019

Islamic New Year: September 12, 2018

Ashura: September 20/21, 2018

Mawlid an Nabi: November 20/21, 2018

Ramadan: May 6, 2019

Eid al Fitr: June 4-7, 2019

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

For Payment Due Dates, see the SMU Bursar website. Offices of the University will be closed September 3, 2018; November 22-23, 2018; December 24, 2018–January 1, 2019; January 21, 2019; April 19, 2019; May 27, 2019 and July 4, 2019.

Research and Graduate Studies: General Information

The Master of Science in data science degree is an interdisciplinary program that combines courses from SMU's Dedman College, Lyle School of Engineering and Meadows School of the Arts. The program is delivered online to provide access to working professionals and students located around the world. The program provides students who are prospective data scientists with an enriched background in computer science, statistics, strategic behavior and data visualization. Graduates will be able to form relevant questions, collect and analyze appropriate data, and make informed decisions regarding the question of interest. Course instruction includes oral and written communication skills and the basics of database structure, including building, maintaining and securing databases. The website (www.datascience.smu.edu) has additional information.

SMU ID and Email

Once you've been admitted to the Master of Science in Data Science program, you will receive a letter from Admissions that contains your SMU ID and SMU email. This letter will give you instructions on how to activate your account in my.SMU and set your password. If you've not already activated your account, you should do so.

Enrollment Information

Beginning in Spring 2015, students will be enrolled in courses by the University Registrar's Office. Before you can be enrolled, you will need to read and agree to the Student Rights and Responsibilities which consists of 1) Financial Rights & Responsibilities, 2) Honor Code & Student Code of Conduct, and 3) Appeals & Complaints. You will be sent an email regarding this prior to your first semester of enrollment. Students are required to agree to this every semester before they can be enrolled.

If you need to drop a course or withdraw, please see below. (NOTE: Please refer to the Academic Calendar for important deadlines.)

Drop a course:

Login to my.SMU and click on Student Center.

Follow steps in the online tutorial located at <http://www.smu.edu/BusinessFinance/OIT/Training/accessself>.

Click on Students.

Click on Full Student Essentials Course.

Click Enroll.

Click Drop Classes from My Schedule.

(The online tutorial explains how to do this in my.SMU.)

Withdraw from Program:

Students cannot withdraw from the University online. You must contact one of the Executive Program Directors. The University Registrar's Office will be notified and process the withdrawal.

Holds

- If you have a hold, you will be able to view the hold in my.SMU
- Log in to my.SMU.
- Click on Student Center.
- Holds will be listed in the upper right-hand corner.
- Click on the Details link.
- Click on the link for the hold to see instructions.

Personal Information Update

You are required to review and/or update their Personal Information annually. That is, addresses, phone numbers, emergency contact information, and demographic data. You will be sent an email with instructions reminding you to do this. You will be prevented from enrolling if your information is insufficient or outdated.

Student Rights and Responsibilities

Each term you must read and agree to the terms of the Student Financial Rights and Responsibilities agreement. This document addresses the student financial obligation and tuition repayment agreement as well as the withdrawal policy, failure to pay, collections for nonpayment, etc. You may not enroll for classes until you have agreed to the terms of this document.

FERPA/Confidentiality of Account

Your education records are maintained in a secure and confidential manner. More information regarding FERPA can be found on our FERPA webpage.

Enrollment Verifications

Should you need to obtain an Enrollment Verification while pursuing your degree, click here for more information.

Transcript Requests

You may request an official transcript in the Student Center of my.SMU. Click here for more information.

Veteran Benefits

Do you plan to use VA benefits while pursuing your degree? If so, visit our Veterans webpage for specific information. Please note that Yellow Ribbon is not available for students pursuing the MSDS program.

Graduation

The University Registrar would like to personally invite you to participate in the commencement ceremony after you complete your degree. Visit our Academic Ceremonies webpage for specific information.

Questions?

Send an email to enrol_services@smu.edu
Contact us at 214-768-3417

Research and Graduate Studies: Academic Programs

Data Science

Kimberly Rutigliano, **Managing Director**

Daniel Engels, **Director of Curriculum**

Admission Requirements

Applicants to the M.S.D.S. program must hold a bachelor's degree in statistics, applied mathematics, computer science, engineering or other quantitative discipline. An application fee is required. Additional requirements are as follows:

1. A basic understanding of a programming language (R, JAVA, C++, Python or similar programming language).
2. Calculus I and II. Business calculus does not meet this requirement.
3. A completed online application, with the following:
 - Three letters of recommendation.
 - A statement of purpose.
 - All official academic transcripts.
 - An official GRE graduate school admission test score, which may be waived if a prospective student has five or more years of industry-related experience or has earned a master's degree in a related field.
4. A satisfactory TOEFL English language proficiency test score (minimum 90) is required for an applicant whose native language is not English.

Data Science, M.S.D.S.

Degree Requirements

The minimum credit hour requirement for the M.S. in data science degree is 33.5 credit hours. These credit hours include 30 credit hours of coursework, a 2 credit hour capstone (a two course sequence), and a 1.5 credit hour conference immersion experience. All work attempted for the master's degree must be completed with an overall GPA of 3.000 or better. A grade of D or F obtained by a student will be calculated in his or her overall GPA, but cannot be applied to his or her degree. A student who fails to achieve a minimum 3.000 GPA may be required to take additional courses to bring his or her GPA to 3.000 or better or may be asked to discontinue study in the program. Note: Students may have additional expenses related to the capstone and campus immersion courses.

Requirements for the Degree

Required Data Science Courses (24 Credit Hours)

- MSDS 6306 - Doing Data Science
- MSDS 6371 - Statistical Foundations for Data Science
- MSDS 6372 - Applied Statistics: Inference and Modeling
- MSDS 6390 - Visualization of Information
- MSDS 7330 - File Organization and Database Management
- MSDS 7331 - Data Mining
- MSDS 7333 - Quantifying the World

- MSDS 7349 - Data and Network Security

Data Science Courses (6 Credit Hours)

Two courses chosen from the following:

- MSDS 6370 - Statistical Sampling
- MSDS 6391 - Visualization of Information and Creative Coding II
- MSDS 7335 - Machine Learning
- MSDS 7346 - Cloud Computing

Required Capstone Project and Conference Immersion (3.5 Credit Hours)

- MSDS 6110 - Immersion
- MSDS 6120 - Capstone A
- MSDS 6130 - Capstone B

Total: 33.5 Credit Hours

Data Science Courses

MSDS 6110 - Immersion

Credits: 1.5

A three (plus) day immersion experience on SMU's Dallas campus. Students collaborate on group projects, attend information and networking sessions, and meet program faculty and leadership. Required for M.S. in data science students.

MSDS 6120 - Capstone A

Credits: 1

Students spend the first of two consecutive full terms working on a collaborative group project. During the first of the two terms, students begin their work on the project and are expected to complete at least half the project by the end of the term. Students develop and work on their projects under faculty supervision. Prerequisite: MSDS 7331.

MSDS 6130 - Capstone B

Credits: 1

Students spend the second of two consecutive full terms working on their collaborative group project from Capstone A. Students are then required to present their completed projects during the on-campus immersion, typically held near week 11 of the term. Prerequisite: MSDS 6120.

MSDS 6306 - Doing Data Science

Credits: 3

An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Reserved for students in the M.S.D.S. program.

MSDS 6370 - Statistical Sampling

Credits: 3

Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial

populations; and margin of error and sample-size determination. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 6371 - Statistical Foundations for Data Science

Credits: 3

Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Reserved for students in the M.S.D.S. program.

MSDS 6372 - Applied Statistics: Inference and Modeling

Credits: 3

Extension of techniques taught in MSDS 6371 to multivariate data, including multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6371.

MSDS 6390 - Visualization of Information

Credits: 3

Introduces data visualization and creative coding utilizing the Processing programming language. Explores visual and information design principles, primarily through hands-on programming exercises. Includes assignments and exams that incorporate 2-D and 3-D computer graphics, interactivity, and data input. Covers procedural and object-oriented programming approaches to data visualization and provides an overview of leading-edge data visualization libraries and application program interfaces, including Web-based approaches. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 6391 - Visualization of Information and Creative Coding II

Credits: 3

Extends the study of creative coding and visualization across numerous languages, specialized libraries/API's, and distribution platforms. Students build data-driven visualizations in Java, C++, and JavaScript, including the P5.js, three.js, and d3.js libraries. Prerequisite: MSDS 6390.

MSDS 7330 - File Organization and Database Management

Credits: 3

A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 7331 - Data Mining

Credits: 3

Introduces data mining topics, with an emphasis on understanding concepts through an applied, hands-on approach. Includes other related topics such as data warehousing and dimensional modeling. All material covered is reinforced through hands-on implementation exercises. Reserved for students in the M.S.D.S. program. Prerequisites: MSDS 6372, MSDS 7330 or MSDS 7346, and MSDS 6110.

MSDS 7333 - Quantifying the World

Credits: 3

In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students

explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply statistical methods (descriptive and predictive) and information visualization to collected datasets. Students learn to use Python and R programming languages to carry out data collection, analysis, and visualization. Culminates in a final project using real data of the students' choosing. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 7331.

MSDS 7335 - Machine Learning

Credits: 3

An online introductory course in Machine Learning providing an overview of multivariate nonlinear nonparametric regression, supervised classification, unsupervised classification, and deep learning. Begins with a portfolio of case studies to give an overview of the type of things that can be done with machine learning. Each area of machine learning is introduced with a description of how to test its performance. This is followed by hands on exercises. Learning through doing is the key goal of this class. Prerequisite: MSDS 7331.

MSDS 7337 - Natural Language Processing

Credits: 3

Introduces natural language processing (NLP) as applied to data mining, text mining, and machine learning tasks with unstructured Big Data. Students receive a broad survey of the major tasks in natural language understanding with some coverage of natural language generation. Topics include document clustering and classification, automated tagging and highlighting, semantic search, and text normalization to support machine learning applications. Focuses on best practices for choosing the right tool and method for an application, illustrated with real-world case studies. Students gain experience building solutions from real-world data sets, utilizing WordNet and the data of some leading websites. Learn text classification, clustering, tagging, and synopsis; taxonomy alignment; corpus analytics; and semantic query analysis. Apply WordNet, Python, R, SVM, and LSA. Prerequisite: MSDS 7331.

MSDS 7346 - Cloud Computing

Credits: 3

Introduces students to exponentially growing Cloud Computing technologies with an emphasis on the fundamental Cloud topics such as Virtualization, IaaS, PaaS, and DevOps. Includes a high-level overview of NoSQL. Covers big data topics such as Hadoop, MapReduce, Pig, Hive, and Spark. Intended to be hands-on with students working with current technologies that make Cloud possible. Prerequisite: MSDS 6306 and MSDS 7331, or instructor permission.

MSDS 7349 - Data and Network Security

Credits: 3

Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

MSDS 8310 - Above and Beyond

Credits: 3

A research oriented, independent study experience. Prerequisite: Permission of the program director.

MSDS 8390 - Special Topics in Data Science

Credits: 3

Examines the practical applications of data sciences in the application of quantitative finance, specifically using the R language. Develops a foundation in modern economic theory with a focus on application to real world finance modeling solutions. The primary learning framework is based on utilization of real and simulated data sets for business and economic situations. Students become very familiar with the use of R in the creation of data analysis combining financial theory and statistical analysis including portfolio theory, CAPM, and econometric modeling. Reserved for students in the M.S.D.S. program. Prerequisite: MSDS 6306.

Research and Graduate Studies: Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

A catalog supplement, the *Financial Aid 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.

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 Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

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

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

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

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

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

Applications for financial assistance should be submitted well in advance of registration in accordance with recommended filing dates set forth by the Division of Enrollment Services, Office of Financial Aid. Applications received after the recommended deadline can expect a delay in application processing time due to the increased volume. This will ultimately delay disbursement of financial aid to the student account. Students and families are expected to clear all billed charges by the published billing due dates regardless of the status of their financial aid application. Any funds that disburse to the student account after the payment due date has passed, will be applied to any outstanding charges first. Remaining financial aid funds will be refunded to the student.

During the registration process, students will be prompted to read and agree to the Student Rights and Responsibilities, which provides information regarding financial rights and obligations, SMU's Honor Code, the Code of Conduct, and the student appeals and complaints process.

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

Tuition Refunds for Withdrawal from the University

No refunds of tuition or fees will be considered without an official withdrawal. Policies for official withdrawal, including medical and mandatory administrative withdrawal, are found in the Academic Records and General and Enrollment Standards section of this catalog.

Reduction of tuition and fees is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Aid Bulletin* and the SMU Bursar website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Aid Bulletin* or the University Bursar's website. Information on the implications of withdrawing on your financial aid can be found on the Office of Financial Aid website.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the academic adviser or academic Dean's office.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Bursar's website for detailed payment plan information: www.smu.edu/paymentplans.

Annual payment plans are available in 12-month, 10-month and 8-month formats. Term payment plans are available in 6-month, 5-month and 4-month formats. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, MayTerm, August and Winter terms.

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. The SMU Title IV school code number is 003613.

More information is available online at www.smu.edu/financial_aid.

Research and Graduate Studies: Student Life

Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer.

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

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

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

The Honor System

All SMU undergraduate students and graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Guildhall, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman College of Humanities and Sciences, Dedman School of Law, Lyle School of Engineering, Meadows School of the Arts, Perkins School of Theology and Simmons School of Education and Human Development are explained in their graduate catalogs.

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.

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. The Student Conduct & Community Standards Office, website www.smu.edu/studentconduct, promotes community, scholarship and civility by holding students accountable to the Student Code of Conduct and the Honor Code.

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

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

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

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

Conduct Review Process

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

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

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 otherwise determined by the Dean of Student Life, the Vice President for Student Affairs, or their designee. All actions related to the conduct review process 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 www.smu.edu/StudentAffairs/StudentLife/StudentHandbook.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Express Drop-in Hours. The Career Center offers 15-minute sessions to drop-ins on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Counseling Appointments. The Career Center also provides opportunities for counseling appointments with a staff member. These longer sessions can help students navigate the more complex issues of career development including, self-understanding, goal creation and career strategies.

Peer Mentors. Peer Mentors are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Coffee Chats:** Meet an employer in an informal setting to learn about their career journey.
- **Mentors:** Connect and develop a relationship with an SMU alum who is in a career you are interested in.

- **Externship:** Shadow an SMU alum for the day and learn about their career path and what they do on a daily basis. The SMU Connection program is a partnership with Alumni Relations, which provides students exposure to today's competitive and ever-changing job market.
- **Informational Interview:** Have a conversation with an alum and/or employer for an hour to learn out their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled students across SMU's liberal and communication arts communities. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Student Life

The Office of the Dean of Student Life (www.smu.edu/studentlife) educates students and the SMU community by providing purposeful opportunities for learning, growing, clarifying values, and developing decision-making and other skills that promote civility and well-being. Located in the Hughes-Trigg Student Center, the office is a resource for students to consult when they need general information and assistance. The dean serves as a primary liaison for students and parents who have concerns about any aspect of their SMU experience.

Student Activities

connect.smu.edu

The mission of Student Activities is to advise and support student organizations and to encourage student development through involvement. Research shows that students who get involved outside the classroom, regardless of the type of activity, tend to be more successful during their college experience. StuAct supports more than 200 extracurricular opportunities for SMU students through academic and professional associations, campus programming councils, community service coalitions, fraternities and sororities, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

The Student Activities Office is located on the third floor of the Hughes-Trigg Student Center, in Suite 314. Campus activities and organizations are an integral part of the developmental experience for students and a long-standing SMU tradition. Participation can help students develop leadership skills and provide inter-personal, social and cultural experiences.

Additional information is available online, including organization interests or type, membership requirements, contact information and event calendars. StuAct can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Student Government

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate. The Student Code of Conduct in the *SMU Student Handbook* is reviewed and updated annually in conjunction with the Student Senate and contains the student code of rights and responsibilities.

Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center supports the University's mission by serving as the hub of student life and student activities. The Student Center enhances the student experience on campus by providing services, conveniences, amenities, and resources to facilitate programming. The Student Activities staff strives to provide a safe and communal environment to meet the diverse needs of all individuals. Our space offerings include a 6,400 square-foot ballroom, a tiered, amphitheater-style forum classroom, a 470-person capacity auditorium, a convenience store, a food court with a multifunction dining space, a post office, an art gallery, office and meeting space for student organizations, several lounging and quiet areas for studying, and six meeting rooms.

Veterans Services

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources on campus and in the greater Dallas community. A chartered student organization, U.S. Military Veterans of SMU (SMU MilVets), meets regularly to provide support to fellow veterans and to participate in fundraisers, care package drives, tailgating on the Boulevard during football games and other activities during the school year. The Veterans Center, located in the Hughes-Trigg Student Center, Suite 323, provides coffee, a refrigerator and microwave, printing, meeting and study space, and a relaxed setting for interacting with fellow veterans. The University Registrar's Office certifies veterans each term for their benefits under federal programs and the Office of Financial Aid works to provide individual aid packages. More information regarding services and benefits for veterans is available at www.smu.edu/veterans.

Women & LGBT Center

www.smu.edu/womenandlgbtcenter

The Women & LGBT Center empowers students within the university to increase awareness and understanding of gender equity issues by eliminating barriers, diminishing prejudices and creating a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the center provides a safe haven for students passionate about issues of injustice and oppression. Student organizations advised here include the Feminist Equality Movement; Intersect; Women in Science and Engineering; and Spectrum, a lesbian, gay, bisexual, transgender and ally organization. Also housed in the 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.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and confidential medical care, mental health services, and outreach programs designed to promote their health and well-being. Providers and staff exhibit a student-centered approach to care. The new 33,000- square-foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive quality outpatient care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, STD testing, vaccinations, allergy injections, and limited specialty services. Additional ancillary services include a clinical laboratory, an on-site pharmacy, X-ray imaging

and diagnostic services, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit studenthealth.smu.edu.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the Health Center website (smu.edu/healthcenter)

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed separately for lab services, x-rays, immunizations, medical supplies, pharmacy and specialty care. Claims are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt for insurance reimbursement.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides extensive coverage at a reasonable cost for most on- and off- campus medical care. Information is available at smu.edu/healthinsurance.

Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in my.SMU.edu. Domestic students' waiver submittal deadline is available online at smu.edu/healthinsurance.

Pharmacy. A full service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician.

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. 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.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and at least ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

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

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Please refer to www.smu.edu/healthcenter for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the SMU Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and applies to the highest professional standards of care and privacy. All student-patient health service records information is confidential. No information about a student can be released to any third party without the student's written permission.

Release of Medical Information. A copy of medical records may be released to a physician only with a written release by the student. A patient may sign a release allowing the Health Center to discuss specific medical information with their parents, significant others or health care representatives.

Health Education and Promotion. The Health Center provides health promotion programs and services to enhance the well-being of SMU students in support of their learning and success. Information is presented to help students make

informed and healthy choices. The Health Center works with students to promote activities that create a healthy environment for the SMU community.

Counseling Services. The Counseling Services Department provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals 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. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit the counseling website at www.smu.edu/counseling.

Testing Services. Testing Services offers fee-based testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the LSAT, MPRE, GRE and others. Other testing offered includes credit by exam (CLEP), and correspondence examinations for local distance learners enrolled in other universities. For additional information, students should visit smu.edu/testingprogram or call the center at 214-768-2269.

Child Care

SMU provides a licensed child care center for children ages 2 months to 5 years on a space-available basis. More information is available at www.smu.edu/childcare or from the director of the center at SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; phone 214-768-2278.

Recreational Sports

www.smu.edu/recsports

Dedman Center for Lifetime Sports is a 170,000 square foot facility designed for recreational sports and wellness. The center provides racquetball courts, aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), a climbing wall, a bouldering wall, a 25-meter recreational pool with five lanes, 15,000 square feet of fitness and weight equipment, and a Starbucks in the lobby area. These facilities are open to SMU students, faculty, staff and paying members.

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

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X exercise classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. All SMU Fitness programs have a fee for participation.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports such as golf, racquetball, tennis, and dodgeball. The five major sports are flag football, volleyball, basketball, soccer and softball. Leagues provide year-round opportunities to participate in a wide variety of sports and activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities. Teams and individuals register online at www.imleagues.com/smu.

Club Sports. Club sports offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, cycling, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, triathlon, ultimate Frisbee, volleyball, wakeboarding and water polo.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an out-door, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross lifeguard training.

Outdoor Adventures. SMU Outdoor Adventures is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's *Book of Texas Bests*. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the *Pigskin Revue* during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A). Men and women student-athletes compete in basketball, cross-country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Values and Community

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 spiritual and vocational development as well as the moral and ethical vision and character of students, faculty and staff. Dr. Stephen W. Rankin is the chaplain and minister to the University community. Chaplain Rankin leads and preaches at Underground, an ecumenically Christian, all-University service of worship, in Hughes-Trigg Theater each Wednesday during the term. Students, faculty and staff are invited to participate in this service through music, scripture readings or other expressions of worship. Other services, including the University Service of Memory, Ash Wednesday Service and memorial services as needed, are also planned and implemented by the Office of the Chaplain.

Presently, there are more than 30 religious life organizations. Alongside the Christian groups aligned with denominations, local Dallas-area congregations or national parachurch ministries, SMU also has an active Hillel chapter for Jewish students, a bustling Muslim Student Association and other faith groups of various traditions. A large number of undergraduate, graduate and professional students, as well as many of SMU's faculty, staff and administrators, participate in these dynamic religious communities.

In cooperation with the Department of Residence Life and Student Housing, the Office of the Chaplain places in each residential commons a residential community chaplain who provides a pastoral presence and help for students navigating the sometimes confusing concerns of life.

Additionally, the Office of the Chaplain partners with faculty members across campus to direct the Faith and Learning Scholars, an initiative involving a cohort of students who want the experience of integrating their faith with their academic pursuits. Similarly, the Civil Rights Pilgrimage, founded in 2004, is an eight-day spring break

journey through the South whereby students encounter shrines of freedom and meet heroes of the civil rights movement. This collaboration with Dedman College offers students a transformative opportunity while earning academic credit.

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

Community Engagement and Leadership

www.smu.edu/cel

The Community Engagement and Leadership Center, a department in the Division of Student Affairs, develops student leaders through educational and transformational experiences that equip them to have a positive impact on social change. CEL advises and supports two student-run service-based organizations, Alternative Breaks and Mustang Heroes, which provide students the opportunity to participate in service trips in Dallas and throughout the United States. CEL also hosts the annual Stampede of Service and MLK Day of Service.

The leadership programs available to students include the Emerging Leaders First-Year Leadership Development Program, the Crain Leadership Summit, the Mustang Intersections Leadership Retreat for Diversity and Social Change, and the Lonestar LeaderShape Institute. CEL also supports student leadership development through the Caswell Leadership Program, a grant opportunity for a group of selected students to develop projects focused on organizational leadership, faith-based leadership, community-based leadership, environmental leadership, fraternity and sorority leadership, or culturally competent leadership.

Multicultural Student Affairs

The Office of Multicultural Student Affairs works collaboratively with the campus community to provide support for students of color and to create an environment that fosters inclusivity and a deeper understanding of diversity. The office focuses on holistic development, advocacy and comprehensive student success. In addition, the office sponsors diversity and social justice education programs such as InterSECTIONS and Real Talk to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, peer dialogue leader positions and the CONNECT Mentoring and Retention Program. For more information, visit our website at www.smu.edu/StudentAffairs/Multicultural.

Research and Graduate Studies: Faculty

Dedman College Faculty

Monnie McGee, *Associate Professor of Statistical Science, Master of Science in Data Science Program Co-Executive Director*, Ph.D., Rice

S. Lynne Stokes, *Dedman Family Distinguished Professor of Statistical Science, Department of Statistical Science Chair* Ph.D., North Carolina (Chapel Hill)

Lyle Faculty

Daniel W. Engels, *Associate Professor of Computer Science and Engineering, Master of Science in Data Science Co-executive Director*, Ph.D., Massachusetts Institute of Technology

Mark E. Fontenot, *Clinical Professor of Computer Science and Engineering*, Ph.D., SMU

Ira Greenberg, *Professor of Creative Computation*, M.F.A., Pennsylvania

Eric C. Larson, *Assistant Professor of Computer Science and Engineering*, Ph.D., Washington

Meadows Faculty

Ira Greenberg, *Professor of Creative Computation*, M.F.A., Pennsylvania

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

Provost Office, Perkins Administration Building, Room 219
214-768-3219

1. Current degree programs and other educational and training programs.
2. Instructional, laboratory and other physical facilities relating to the academic program.
3. Faculty and other instructional personnel.
4. 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

Registrar, Blanton Student Services Building, Room 101
214-768-3417

1. *Graduation Rates.* The completion or graduation rate of the institution's certificate-seeking or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid. <http://www.smu.edu/Academics/StudentAchievement>
2. *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.
3. *Withdrawal.* Requirements and procedures for officially withdrawing from the institution.
Wisconsin Refund Policy. The following information applies only to students enrolled in distance/online courses who reside in the state of Wisconsin. The Wisconsin Administrative Code contains provisions related to online/distance education for students residing in that state. Sections from Chapter 8 of the Educational Approval Board are reprinted below. The complete code is available online at http://docs.legis.wisconsin.gov/code/admin_code.
EAB 8.05 Partial Refunds. A student who withdraws or is dismissed after the period of time identified under s. EAB 8.03 (1) has passed, but before completing 60 percent of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$100.
 - (1) Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest 10 percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.
 - (2) All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.
 - (3) Refunds shall be paid within 40 days after the effective date of termination.
 - (4) After the student's first period of enrollment, if a student withdraws or is dismissed in a

subsequent enrollment period, the school may also retain an administrative fee of 15 percent of the total cost of a resident program, or \$400, whichever is less.

(5) No refund is required for any student who withdraws or is dismissed after completing 60 percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

SMU Refund for Wisconsin Students. SMU online/distance education students residing in Wisconsin who cancel their enrollment will receive a full refund of all tuition and fees if they officially withdraw from the University before the withdrawal deadline listed on the Official University Calendar. The University will issue refunds within 10 business days of withdrawal.

3. **Financial Aid**

Director of Financial Aid, Blanton Student Services Building, Room 212

214-768-3417

1. Financial assistance available to students enrolled in the institution.
2. Cost of attending the institution, including tuition and fees charged to full- and part-time students; estimates of costs for necessary books and supplies; estimates of typical charges for room and board; estimates of transportation costs for students; and any additional cost of a program in which a student is enrolled or expresses a specific interest.
3. 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
 1. Service under the Peace Corps Act;
 2. Service under the Domestic Volunteer Service Act of 1973; or
 3. Comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.
 4. The requirements for return of Title IV grant or loan assistance.
 5. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for federal financial aid.

4. **Student Financials/Bursar**

University Bursar, Blanton Student Services Building, Room 212

214-768-3417

1. Tuition and fees.
2. Living on campus.
3. Optional and course fees.
4. Financial policies.
5. Administrative fees and deposits.
6. Payment options.
7. 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**

Disability Accommodations and Success Strategies

Altshuler Learning Enhancement Center

214-768-1470

1. Description of the process for establishing eligibility for services and documentation guidelines.
2. Listings of the various on- and off-campus resources.
3. Discussions of transitioning to postsecondary education.
4. Tips for faculty on teaching and making accommodations.

6. **Athletics**

Associate Athletic Director for Student-Athlete Services, 316 Loyd Center
214-768-1650

1. Athletic program participation rates and financial aid support.
2. Graduation or completion rates of student athletes.
3. Athletic program operating expenses and revenues.
4. Coaching staffs.

7. **Campus Police**

SMU Police Department, Patterson Hall
214-768-1582

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

8. **Student Appeals and Complaints**

Student with complaints and/or grievances must first seek to resolve them with Southern Methodist University through its processes described below. In all instances and with all offices and representatives of the University, all complaints are handled impartially and in a timely manner by professionals in the subject area of the complaint. No adverse action will be taken against anyone filing a formal complaint or grievance with Southern Methodist University.

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

a. Academic Appeals and Petitions

www.smu.edu/Provost/Pages/Default/PoliciesResources/FacultyResources/Committees

b. Student Code of Conduct

www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/ConductCode

c. Office of Institutional Access and Equity

www.smu.edu/IAE

d. Financial Responsibility and Confidentiality

www.smu.edu/EnrollmentServices/FinancialAndConfidentiality

e. Honor Code

www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode

f. Appeal of Grade

www.smu.edu/catalogs

g. Academic Grievance and Appeals Procedures for Students with Disabilities

www.smu.edu/Provost/ALEC/DASS/DisabilityAccommodations/AppealsandGrievances

h. Appeal from financial aid decisions, including financial aid decisions based on lack of satisfactory academic progress

www.smu.edu/catalogs

i. Policy for Non-Renewal of Athletic Aid

www.smumustangs.com/compliance

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

9. **State-Specific Information for Appeals and Complaints**

Texas. For complaints regarding programs in Texas, students should contact the Texas Higher Education Coordinating Board, Office of General Counsel, PO Box 12788, Austin TX 78711-2788; email: studentcomplaints@thechb.state.tx.us. Additional information about the Texas student complaints process may be found at www.thechb.state.tx.us ("College Readiness and Success" link).

New Mexico. For complaints regarding programs in New Mexico, students should contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505-476-8400. Additional information about the New Mexico student complaints process may be found online at www.hed.state.nm.us or by contacting private.schools@state.nm.us.

Educational Programs

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 language and culture of an American university setting. Dedman College offers the following ESL resources to students from all schools and departments of SMU. Students may apply on the ESL website.

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

The Courses (ESL)

ESL 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 class-room 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. 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.

ESL 6001, 6002 (0). SEMINAR FOR INTERNATIONAL TEACHING ASSISTANTS. Graduate students who speak English as a second language prepare for their teaching responsibilities with undergraduate students taking University Curriculum courses. The main components include language skills needed as international teaching assistants, ITA-related teaching methodology, cross-cultural communication within the American classroom, and presentation skills. Also, examination of case studies, microteaching demonstrations, and periodic out-of-class individual consultations on the student's language and pedagogical skills. The course is free of charge, noncredit bearing, and transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

Conversation Buddy Program

At the beginning of each term, all students are notified via campus email of the opportunity to practice their language skills in an informal, one-on-one setting outside the classroom for one to two hours a week.

ESL Self-Study Materials

A collection of materials is available for self-study use at the Fondren Library Information Commons. Students will find materials to help them improve their pronunciation, listening, vocabulary and grammar skills.

SMU-in-Plano

www.smu.edu/plano

SMU's campus in Plano's Legacy Business Park extends SMU's resources to meet the educational needs of residents in Collin County and beyond, and makes enrollment in graduate-level programs more convenient for working professionals in North Texas. The campus collaborates with area businesses by offering programs to serve the training needs of their employees and by providing corporate meeting space.

Conveniently located about 1 mile south of the intersection of state Highway 121 and the Dallas North Toll Road, SMU-in-Plano features 16 landscaped acres and four buildings with nearly 200,000 square feet of classroom space.

SMU-in-Plano serves more than 800 adult students each year through several full-time, evening and weekend programs leading to master's degrees and/or professional certificates in counseling, dispute resolution and video game technology (SMU Guildhall). In addition, numerous noncredit certificates and professional development programs are offered in Plano, including paralegal studies, certified financial planner, social media and digital communications, best practices in supervision, and project management.

During the summer, more than 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 and the Center for Family Counseling.

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

Oak Ridge Associated Universities

Note: Only available for graduate students in either Dedman College of Humanities and Sciences or Lyle School of Engineering.

Since 1953, students and faculty of Southern Methodist University have benefited from its membership in Oak Ridge Associated Universities. ORAU is a consortium of colleges and universities and a management and operating contractor for the U.S. Department of Energy located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (the U.S. Department of Energy facility that ORAU operates), undergraduates, graduates, postgraduates and faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines, including business, Earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry and mathematics.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scientist Program and various services to chief research officers.

For more information about ORAU and its programs, students should contact Dr. James E. Quick, ORAU councilor for SMU (214-768-4345), Monnie E. Champion, ORAU corporate secretary (423-576-3306), or visit the ORAU website at www.oraui.org.

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

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

Professional Development. For those who are seeking professional achievement or a new career direction but who are not interested in a traditional undergraduate or graduate degree-granting program, CAPE offers noncredit courses to enhance workplace skills and noncredit **certificate programs**, including special certificates offered in partnership with Meadows School of the Arts, the National Criminal Justice Training Center and the Center for Nonprofit Management.

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

Additional information and a full listing of current opportunities are available at www.smu.edu/cape/professionaldevelopment.

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

Online Learning. CAPE partners with national leaders in online teaching and learning to offer self-paced, practical, career-enhancing courses. Additional information is available at www.smu.edu/capeonline.

CAPE is also responsible for the administration and delivery of the **Masters of Science in Data Science**. (See the MSDS catalog listing for more information.)

Educational Facilities and Services

SMU Libraries

www.smu.edu/libraries

SMU Libraries are one of the greatest assets of the University, and comprise the largest private research library system in Texas, ranking third in the state with over four million volumes. Support for research and teaching for SMU students, faculty and staff is the primary goal of all libraries at SMU. The University's library system is comprised of six libraries on the main campus and one library in Taos, NM.

1. Fondren Library
2. Hamon Arts Library
3. DeGolyer Library
4. Underwood Law Library
5. Bridwell Library
6. Business Library
7. Fort Burgwin Library

Fondren Library

Fondren Library is the main library on campus and serves students, faculty and staff in the areas of humanities, social sciences, business, education, science, and engineering, with over three million print and online resources. Subject librarians assigned to each discipline offer personal research services to students and faculty to support teaching and learning. Subject librarians collaborate with faculty to integrate information literacy concepts into university curriculum to support the academic mission of the university. Within Fondren Library, students have access to 1,000 seats of study space, including bookable study rooms and conference rooms with supportive learning technology. The Caren Prothro Learning Commons and nearby Collaborative Commons provide both individual and collaborative group spaces conducive to creative work, as well as a Starbucks café and the IT Help Desk to provide technical assistance to the University community. For quiet study, the Fondren Foundation Centennial Reading Room is a beautiful setting with vaulted ceilings and handmade wooden tables with reading lamps in a large sunlit space. The bold visual impact of this iconic reading room epitomizes the discovery, inspiration and community for which SMU is known. In addition to physical spaces, Fondren Library also manages the SMU Digital Repository, called SMU Scholar, which houses the scholarly output of the SMU faculty and graduate students. To support the research of the university, Fondren Library provides document delivery, as well as access to holdings from other libraries via interlibrary loan. Strengths of the Fondren Library collections include, classical studies, late 18th- and early 19th-century English literature, American history, Texas history, contemporary biography and literature, anthropology, political science, economics and other social sciences.

The Norwick Center for Digital Solutions (nCDS), located in Fondren Library, focuses on digitizing collections of rare photographs, manuscripts, imprints, art work, film, musical recordings, and other unique items for increased access via the Digital Collections website. nCDS serves as a teaching lab, with digital collections development and Digital Humanities practicums available to students.

Hamon Arts Library

The Hamon Arts Library, adjoining the south side of the Owen Arts Center of the Meadows School of the Arts, provides resources for the study of art history, communications, dance, film, music, theatre and visual art. With nearly 250,000 volumes of books, sound recordings and video recordings, the library's collections support the Meadows curriculum and are particularly strong in European and American arts. The library also provides conference room facilities; group audio-visual study and presentation rooms; and public computers for research, study and arts-specific software projects. Two special collections units are administered by Hamon Arts Library:

The Jerry Bywaters Special Collections focus on the cultural history of the American Southwest. Visual arts holdings include archival materials and works of art on paper documenting the careers of artists such as Jerry Bywaters, Otis and Velma Davis Dozier, E.G. Eisenlohr, Octavio Medellin, Olin Travis and Janet Turner as well as correspondence of 19th-century French painter Rosa Bonheur. Performing arts holdings include two Japanese gigaku masks dating from the 7th to the 10th centuries, the papers of Oscar-winning actress Greer Garson, and materials documenting the careers of longtime SMU music faculty members Paul van Katwijk and Lloyd Pfautsch.

The G. William Jones Film and Video Collection, founded in 1970, holds more than 10,000 films and videos on a wide array of subjects, in all types of formats. The Jones Collection is best known for its Tyler, Texas, Black Film Collection, WFAA newsreel collection, and for the Sulphur Springs Collection of pre-nickelodeon films.

DeGolyer Library

DeGolyer Library is a noncirculating special collections library that contains more than 170,000 volumes. In addition to rare books, the DeGolyer Library holds nearly 2,500 separate manuscript collections, nearly 1.5 million photographs and negatives, 2,000 newspaper and periodical titles, 3,000 maps, and an extensive collection of printed ephemera. Subject strengths include the American West, Mexico, railroad history, business history, and the history of science and technology.

The University Archives, part of the DeGolyer Library, are the official repository for SMU administrative and historical records of the University. The archives contain manuscripts, photographs, publications, records, and artifacts documenting the establishment and growth of the University. SMU administrators, faculty, local historians and media representatives are its principal users, but students and visiting scholars often use its materials for a variety of research projects.

Underwood Law Library

Underwood Law Library is the largest private academic law library west of the Mississippi River. Its collections include approximately 673,361 law-related volumes and equivalents, ranking the library among the top 20% of law libraries in the United States. The library's building is the fifth largest academic law library in the country. Underwood Law Library subscribes to hundreds of databases, including Lexis, Westlaw, Bloomberg BNA, Bloomberg Law, HeinOnline, ProQuest Congressional, Checkpoint, Making of Modern Law, and Tax Analysts. The subject area strengths of the Underwood Law Library's collections correspond to the Law School's curricular strengths: taxation, securities, corporate law, air and space law, commercial and banking law, constitutional law, law and medicine, and international law. The library's collection of antiquarian law books, including the McKnight Antiquarian Book Collection, is one of the leading collections of its kind in the country, with volumes printed as early as 1473.

Bridwell Library

Bridwell Library, primarily serving the faculty and students of the Perkins School of Theology, is the University's principal research resource for the fields of theology and religious studies. It offers a print collection of nearly 400,000 volumes and 1,350 current periodical titles, and it provides access to a wide array of digital books, journals and databases. Among the library's special collections are significant holdings in early printing, English and American Methodism, theology, religion, and the book arts. The interpretation of these collections is accomplished through class instruction, lectures, publications and exhibitions. Reference librarians are available to help students discover and use the many resources of Bridwell Library.

Business Library

The Business Library of the Cox School of Business is located in room 150 of the Maguire Building. This library is open to all students regardless of major. The mission of the library is to provide the SMU community with

authoritative business information, regardless of format; support the integration of information and technology into the curriculum; and act as a center for research and development for state-of-the-art information technology applications in the business education field. In support of this mission, students, faculty and staff have access to course-specific in-class instruction sessions, open enrollment research workshops and reference assistance from dedicated business librarians to enhance their use of current business news and financial, industry and market data from premier providers. The Business Library includes the Kitt Investing and Trading Center, quiet and group study areas, 70 computer workstations in individual and group areas, a multimedia studio, a group presentation practice room, a periodicals area, facility wide wireless access, more than 400 electronic resources, and a variety of print resources, including the Hillcrest Foundation International Resource Library, the Edwin L. Cox Business Leadership Center Resource Collection, the Maguire Energy Institute Resource Collection and the Cox Career Services Collection. Librarians are available all hours that the business library is open, providing research assistance in person and virtually via email and telephone.

Fort Burgwin Library

The Fort Burgwin Library, located in Taos, New Mexico, serves students and faculty in the SMU-in-Taos program. It is focused on the history, literature, cultures and environment of New Mexico and the Southwest. The library, constructed in 2004, contains approximately 9,000 books and a small collection of journals and maps, and houses the Fred Wendorf Information Commons and a computer lab.

Laboratories and Research Facilities

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

Museum

The Meadows Museum, founded by the late philanthropist Algur H. Meadows and located at 5900 Bishop Boulevard, houses one of the finest and most comprehensive collections of Spanish art in the world, as well as selected masterpieces of modern European sculpture, from Rodin and Maillol to David Smith and Claes Oldenburg. The holdings of the museum number more than 3,500 objects including 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, Dalí, 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 shop and special event rooms. Additional information is available at www.meadowsmuseumdallas.org.

Office of Information Technology

The Office of Information Technology provides computing, information processing, and communications resources to satisfy the needs of faculty, students, and staff. These services include an SMU email account, access to enrollment and financial data online, Internet access, telephone services, Web-based services, technical support, and a variety of software and hardware discounts.

SMU offers high-speed network connections throughout campus. Students can take advantage of both wired and wireless connections throughout all areas of the residence halls. Wireless coverage also extends throughout the

campus in classrooms, libraries, common areas, and several outdoor locations. In addition to on-campus Internet connections, OIT provides off-campus access to resources via a virtual private network connection and access to other research institutions Wi-Fi networks through eduroam.

All students receive an SMU email account, which will remain active after graduation. The email account may be accessed online via Office 365 (office365.smu.edu). Students also have access to a variety of Web-based services such as my.SMU, personal blog space (people.smu.edu), unlimited cloud storage space (smu.edu/box), and the Canvas Learning Management System (smu.edu/canvas). Academic information, including grade history, financial information, and class registration, is available through the my.SMU system.

OIT also provides complimentary on-campus IT support. Located in Fondren Library West, the IT Help Desk provides technical assistance for most computing issues Monday through Thursday from 8 a.m. to 9 p.m., Fridays from 8 a.m. to 6 p.m., Saturdays from 12 p.m. to 5 p.m., and Sundays from 11 a.m. to 8 p.m. during the regular semester. Times will vary for breaks and summer. The IT Help Desk provides support via phone or in-house for a wide variety of technical questions related to networking, software installs, and the use of SMU IT resources. The OIT website (smu.edu/oit) provides information, step-by-step instructions, and answers to many frequently asked questions. Training On-Demand is also available through lyndaCampus (smu.edu/lynda) for additional software.

Although most students have a personal laptop, SMU provides a number of public computer labs. Typically, the labs contain both Mac and PC workstations and support a variety of applications. Printing is also available through our PaperCut Pay-for-Print System (smu.edu/printing). If needing to purchase a personal copy of the software, discounts on software and computer hardware purchases are available throughout the year. More information can be found on the OIT website at smu.edu/oit.

For additional information on services provided by OIT, students should visit www.smu.edu/oit or call the IT Help Desk (214-768-HELP or 214-768-4357). SMU related technology news and updates are available on Twitter (@smuoit) and the IT Connect blog (blog.smu.edu/itconnect).

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