

ANNETTE CALDWELL SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

GENERAL INFORMATION

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community service centers that concern the areas of professional education, dispute resolution, counseling, applied physiology, wellness, liberal studies and lifelong learning. 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 educate students for initial certification and professional practice; and to nurture collaboration across the academic community.

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

The **Department of Teaching and Learning** represents SMU's commitment to the professional development of educators through innovative and research-based undergraduate, graduate and continuing education 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 serve to prepare educators who are scholars and leaders in professionalism and experts in differentiated instruction and who are committed to high-quality teaching 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, giftedness, mathematics, science, and technology. A doctoral degree, Master's degrees and graduate-level certifications are offered. A variety of enrichment opportunities serves the continuing education needs of practicing educators. The school promotes high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses, and influences pedagogical practices in early childhood (or "EC") through grade 12 schools. The department's research efforts are driven in part by two institutes that are charged with the empirical study of education: the Institute for Evidence-Based Education and the Gifted Students Institute. One of the most productive literacy research centers in the nation, the Institute for Evidence-Based Education performs research concerning reading and reading disabilities, language acquisition, and teaching and learning. The Gifted Students Institute was founded on the premise that "giftedness" is a resource that should be nurtured for the benefit of all.

The **Department of Education Policy and Leadership** focuses on preparing educators for leadership roles in complex educational settings. 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; select and implement effective curricula and instructional programs; and identify, implement and sustain effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers a Master of Education in educational leader-

ship, a Master of Education in educational leadership with a specialization in higher education, and a Master of Education in educational leadership with a specialization in urban school 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, development and analysis, and to encourage and facilitate 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 two community resource centers: the SMU Mediation Center and the Center for Family Counseling.

The **Department of Lifelong Learning** promotes personal enrichment and achievement of potential through broad interdisciplinary curricula that presume people can grow personally and professionally throughout their lives. All of the lifelong learning programs – including the Master of Liberal Studies graduate degree, Professional Development programs, Informal Courses and Nondegree Credit Studies – serve to broaden students' perspectives, insights and understandings of the world by exposing them to the ideas and events that constitute the human experience.

The **Department of Applied Physiology and Wellness** offers the Choices for Living courses; completion of two such courses is required to earn a baccalaureate degree. Choices for Living courses are grounded in the belief that a well-rounded education should enhance the student's physical and mental well-being and growth. The department also offers a Bachelor's degree in applied physiology and sport management.

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor Jill H. Allor, Department Chair

Professors: Jill H. Allor, David Chard, Patricia G. Mathes. **Associate Professors:** Deborah Diffily, JoAnn Lan, William Pulte, Ken Springer, Paige Ware. **Assistant Professor:** Héctor Rivera. **Senior Lecturer:** Kathy Hargrove. **Clinical Associate Professors:** Abigail Bartoshesky, Barbara Morganfield. **Clinical Assistant Professors:** Julia Bore, Laurie O. Campbell, Caroline Kethley, Nancy Montgomery, Nancy Roberts, Dara Williams-Rossi.

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

Undergraduate Teacher Certification

www.smu.edu/teacher_prep

Dara Williams-Rossi, **Director**

The Department of Teaching and Learning offers courses that prepare students for teacher certification at the elementary and secondary levels: early childhood through grade six, grades four through eight (middle school) and grades eight through 12 (high school). All of the courses in the program of study are based on the Texas standards for beginning teachers. Undergraduate students pursue an approved academic major in the Dedman College of Humanities and Sciences, Meadows School of the Arts, Cox School of Business, Simmons School of Education and Human Development, or Lyle School of Engineering while seeking Texas teacher certification and pursuing a minor in education. Music education students work toward an all-level (grades EC–12) certificate. Those who have already earned a Bachelor's degree may obtain teacher certification credentials through the postbaccalaureate program, which essentially mirrors the undergraduate program. Postbaccalaureate students seeking certification for grades four through eight or grades eight through 12 must have 24 hours of coursework in the subject area in which they plan to seek certification, with at least 12 of the 24 hours being upper-division courses.

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

The program of study includes 24 credit hours of coursework and six hours of student-teaching or internship experience in the three elementary and secondary certification programs: EC through grade six, grades four through eight (middle school) and grades eight through 12 (high school). (See the list of courses below.) Students must complete the 24 credit hours of coursework required for teacher certification preparation in order to declare a minor in elementary teaching or secondary teaching.

Requirements for Admission to the Teacher Education Program. Undergraduate students apply for formal admission to the program. When they apply, they must submit a transcript, an essay, a recommendation, and appropriate Texas Higher Education Assessment or other test scores; in addition, they must complete a background check and a State of Texas Character and Dispositions Statement. Students must complete at least 45 hours of academic work with a GPA of at least 2.500 to be considered for admission. Applicants also interview with members of the faculty. Students may register for up to seven hours of EDU coursework – which typically include EDU 2350, 5327 and 5121/5124 – before formally applying for admission to the program. EDU 2350 is a prerequisite for undergraduates enrolling in the certification program. Applications for admission to the teacher education program may be obtained from the departmental office in suite 345, Annette Caldwell Simmons Hall.

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

experiences that are considered best practices for all learners in these courses. Students are expected to work collaboratively in small groups, complete simulated teacher tasks, pose questions for class inquiry and use multiple resources to answer questions.

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

Eligibility for Student Teaching. Before being assigned to student teaching, candidates are reviewed by the faculty to determine whether adequate progress has been made in order to assume responsibility for school-age students. Such factors as academic performance, maturity and a demonstrated sense of responsibility are considered. Students must have a 3.000 GPA in all education courses before beginning student teaching, and all qualifiers must be passed prior to the student-teaching/internship experience.

Recommendation for Certification. Before the Department of Teaching and Learning will recommend a student for certification, the following requirements must be fulfilled: 24 hours of coursework, six hours of a satisfactory student-teaching or internship experience, and passing scores on two Texas Examinations of Educator Standards tests. The two TExES tests for early childhood through grade six include the EC–12 Pedagogy and Professional Responsibilities Test and the EC–6 Generalist Test. Students preparing for teaching in secondary schools must pass the TExES Pedagogy and Professional Responsibilities Test for EC–12 and a TExES test in their content area. Music students must pass the music content test and the EC–12 Pedagogy and Professional Responsibility Test.

TExES Exam. All students seeking teacher certification are required to take and pass the state-mandated TExES exams in the desired area(s) of certification. In preparation for the TExES, students are required to take and successfully pass an SMU qualifying test. Students attend preparation debriefs and participate in an online preparation module. In the rare instance where a student does not pass the TExES qualifier, a faculty mentor will develop an individual plan of supplemental study to complement a retake of the TExES qualifier.

Additional Information. Further information regarding SMU's teacher preparation opportunities is available from the Department of Teaching and Learning, Southern Methodist University, 345 Annette Caldwell Simmons Hall, PO Box 750455, Dallas TX 75275-0455; 214-768-2346; www.smu.edu/teacher.

Education Courses (EDU)

Early Childhood–Grade 6 Courses

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

5121. Field Experience I. Field experiences coordinated with EC through grade six courses. Class meets on a school campus. Topics may include classroom management, schools in the community, and the classroom environment. (Usually taken in first term of program.)

5122. Field Experience II. Field experiences coordinated with EC through grade six courses. Class meets on a school campus. Topics may include special education and special populations such as English language learners (ELL) and gifted students. (Usually taken midway through program.)

5123. Field Experience III. Field experiences coordinated with EC through grade six courses. Class meets on a school campus. (Usually taken in term prior to student teaching.)

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

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

5331. Content Area Studies for Elementary School. Exploration of science, social studies, art, music, drama, and physical education content and pedagogy for EC through sixth-grade students.

5349. Learning Environment and Professionalism. Examination of the major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers. Topics may include behavior management, bullying, family relationships, special education, and English language proficiency standards (ELPS).

5355. Teaching Mathematics in Elementary Schools. Evaluation of mathematics learning materials and teaching methods focusing on knowledge and skills required for EC through sixth-grade students.

5357. Emergent Literacy. Examination of principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. The course also addresses differentiated instruction and the need to employ Response to Intervention (RTI) strategies with struggling readers.

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

5363, 5364. Student Teaching. Requires both a 14-week assignment in an elementary school that has a diverse student population and (mandatory) attendance at all SMU Teaching and Learning seminars offered during the student-teaching experience. (6 hours of credit)

5385, 5386. Internship I and II. Students serve as teacher of record in EC through grade six classrooms that have diverse student populations; students must attend all SMU Teaching and Learning seminars offered during the internship experience. (6 hours of credit, two terms of supervision)

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

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

5124. Field Experience I. Beginning field experiences coordinated with middle/high school courses. Class meets on a school campus. Topics may include classroom management, schools in the community, and the classroom environment. (Usually taken in first term of program.)

5125. Field Experience II. Intermediate field experiences coordinated with middle/high school courses. Class meets on a school campus. Topics may include special education and special populations such as English language learners (ELL) and gifted students. (Usually taken midway in program.)

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

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

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

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

5348. Introduction to Diverse Learners. Study of diversity, special education, multicultural concepts, and inclusion. Students explore issues, policies, and professional practice relevant to teaching in schools as well.

5349. Learning Environment and Professionalism. Examination of the major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

5367. Creating Successful Classrooms. Examination of current research promoting literacy instruction, such as ways to integrate reading, writing, and oral language in the content areas.

5371. Content Area Methods. Identification of teaching strategies specific to content areas and levels of certification, and examination of current research promoting student-centered teaching. A variety of effective teaching and learning practices are incorporated throughout the course.

5373, 5374. Student Teaching. Requires a 14-week assignment in a middle/high school that has a diverse student population and mandatory attendance at all SMU Teaching and Learning seminars. (6 hours of credit)

5375, 5376. Internship I and II. Students are required to serve as teachers of record in secondary schools and to attend all SMU Teaching and Learning seminars. (6 hours of credit, two terms of supervision)

Elective Education Courses

(These courses are not required by the state for teacher certification.)

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

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

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

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

THE INSTITUTE FOR EVIDENCE-BASED EDUCATION

www.smu.edu/EvidenceBasedEducation

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

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

- Examining the efficacy of a technology-based response to intervention.
- Determining the reading potential of students with moderate or mild intellectual disabilities.
- Scaling up scientifically proven reading interventions for effective use in public schools, including supporting teachers as they implement new best practices and innovations in the field. A major outcome of this research has been the creation and validation of the use of technology to provide ongoing coaching to teachers.
- Examining the efficacy of various models for teaching English language learners who are native Spanish speakers to read and speak in English. A thrust of this research is to examine the possibilities of developing fully bilingual, biliterate individuals, without compromising English development.
- Developing and validating continuous progress monitoring assessment tools using computer-adaptive testing technology to pinpoint each child's individual performance ability and track growth across an academic year.

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

GIFTED STUDENTS INSTITUTE

www.smu.edu/GSI

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

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

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

DEPARTMENT OF APPLIED PHYSIOLOGY AND WELLNESS

Associate Professor Peter Gifford, **Department Chair**

Associate Professors: Peter Gifford, Lynn Romejko Jacobs, Peter Weyand. **Assistant Professor:** Scott L. Davis. **Senior Lecturers:** Birdie Barr, Brian Fennig. **Professors of Practice:** Michael Lysko, Michael Stone. **Lecturers:** Piotr Chelstowski, Donna Gober, Megan Knapp, Kristen McAlexander, Vicki Wood.

The Department of Applied Physiology and Wellness offers an undergraduate major in applied physiology and sport management as well as the Choices for Living courses, which address seven elements of wellness (social, physical, environmental, occupational, intellectual, emotional and spiritual).

Applied Physiology and Sport Management Major

www.smu.edu/apsm

The Applied Physiology and Sport Management program provides a rigorous curriculum for understanding the biological basis of health and fitness and the business background required of professionals in the sport, health, and fitness industries. The program leads to a B.S. degree with an emphasis in either applied physiology and enterprise or sport management. Both concentrations require coursework in the physiological sciences and business. Three minors in APSM are also offered: applied physiology, applied physiology and enterprise, and sport management.

The core curriculum introduces the discipline; establishes the scientific basis of health, fitness and human performance; introduces the business principles and skills necessary to establish and maintain a sports- or fitness-related business; and familiarizes students with the legal and ethical aspects of the fitness, health and sport industries. Woven throughout the program are experiential learning opportunities as well as science courses structured in accordance with evidence-based practices and augmented by reviews of current research. The program culminates in a mentored senior project. Students are ultimately prepared for a variety of career paths, including commercial health and fitness facility management; corporate fitness programming; nutrition services and products; sports strength and conditioning; health management; sports marketing; management of

professional, collegiate or amateur sport organizations; representation of professional athletes; sport public relations; and sport facility and event management.

Applied Physiology and Enterprise Concentration

The Applied Physiology and Enterprise program ensures that students are prepared to develop research-based training methods in order to advise effective lifestyle prescriptions, as well as design and manage fitness and health facilities.

The course offerings within this concentration focus on holistic fitness and health outcomes and are formulated and presented around the central theme of evidence-based practice. This strategy endows students with the analytic skills necessary to evaluate and properly incorporate research results into professional practice. The Applied Physiology and Enterprise program provides students with the solid research foundation that is necessary for leaders, educators and practitioners in the prevention of chronic diseases that plague our society and affect our health-care system.

Sport Management Concentration

Due to the explosion of interest in sport as a business, curricula to prepare management professionals are growing in number and prevalence. Further, as the business of sport becomes more complex, the preparation of professionals has become increasingly sophisticated, relying heavily on successful business theories and principles.

The academic discipline of sport management draws significantly on valid research and practices from organization and information management systems, including: budgeting, accounting, managing events, managing personnel and facilities, controlling, directing, evaluating, leading, writing, selling, working with media, developing publications, keeping game notes and statistics, interviewing, promoting, advertising, and fundraising.

Admission Requirements

- Have a minimum 2.000 GPA overall.
- Have completed 30+ credit hours.
- Successfully complete the introductory course APSM 2310.
- Attend a required orientation meeting for prospective majors.
- Complete and submit a general application form for acceptance into the APSM major program along with one letter of recommendation from an SMU professor.
- Declare an area of concentration.
- Complete a proctored essay that, in general, focuses on why one should be an APSM major.
- Be invited and complete an interview with the APSM Interview Committee.

If approved for admission by the faculty, students will be assigned an adviser and may continue to take core courses and/or courses in their concentration of interest. Students who are not accepted may reapply for admission during another term.

Degree Requirements

A student may earn either a B.S. degree with an emphasis in applied physiology and enterprise or a B.S. degree with an emphasis in sport management.

The Major

The applicable requirements of the major are those in effect during the academic year in which the major is declared or those of a subsequent academic year. If an APSM major makes a grade below C- in any APSM course, the student must retake the course. In addition, the Simmons School requires a cumulative GPA of 2.000 on all courses attempted for completion of a major or minor. All courses attempted that could count toward the major/minor are included in determining the major/minor GPA. Majors must be officially declared (or changed) through the Simmons School Office of the Dean.

The Minor

A candidate for a degree may also complete the requirements of a minor, either in the Simmons School or in one of the other undergraduate schools of the University. Coursework that is intended to apply toward a minor may not be taken pass/fail. If an APSM minor makes a grade below C- in any APSM course, the student must retake the course. In addition, the Simmons School requires a cumulative GPA of 2.000 on all courses attempted for completion of a major or minor. All courses attempted that could count toward the major/minor are included in determining the major/minor GPA. Minors must be officially declared (or changed) through the Office of the Dean. Course descriptions are provided in The Courses (APSM) section that follows.

	<i>Credit Hours</i>
Minors in Applied Physiology and Sport Management	
Applied Physiology and Enterprise	19–21
APSM 2441	
APSM 3311 or 3411	
APSM 3322 or 3422	
APSM 3332	
APSM 5351	
Choice of any course in the APSM curriculum, excluding internships	
Sport Management	18
APSM 2310, 3332, 3340, 5371	
Choice of two electives from the following:	
APSM 4345, 3372, 4371, 4372	
Applied Physiology	22
APSM 2441, 3411, 3422, 3351, 4412	
PSYC 3360	

General Requirements

Student Responsibility for Completion of Degree Plan

Students are required to schedule a degree-plan conference with an APSM adviser at the time of their acceptance into the major. Detailed information concerning academic regulations and degree requirements will be provided at that time. Students are individually responsible for knowing and complying with all regulations and requirements that may apply to the APSM program.

Application for a Degree

Students must submit to the Office of the Dean a formal application for graduation by August 26 for December 2011 graduation, by January 23 for May 2012 graduation, or by June 5 for August 2012 graduation.

Credits

A candidate for a Simmons School APSM degree must have

- A minimum total of 122 credit hours, including the requirements for general education and the requirements for the APSM major.
- A minimum total of 42 advanced credit hours (3000 level or above).
- A maximum total of two credit hours of Wellness courses.
- A maximum total of six credit hours of internship credit.

Grades

A candidate for a Simmons School APSM degree must have

- A minimum cumulative GPA of 2.000 on all work attempted through enrollment at SMU.
- A minimum cumulative GPA of 2.000 on all equivalent work attempted elsewhere, if any.
- A minimum grade of C- on any advanced course taken in fulfillment of major or minor requirements.
- A minimum cumulative GPA of 2.000 on all work attempted for completion of major or minor requirements.
- No more than 12 hours with a grade of *P* (Pass).

Minimum Credit Requirement

A candidate for a B.S. degree in APSM from the Simmons School must take the following hours as SMU credit; that is, the credit hours must be earned in SMU courses or SMU-approved international programs.

- A minimum of 60 credit hours.
- A minimum of 18 credit hours of advanced work in the major.

Requirements for Obtaining Two Degrees Simultaneously

A student may select both concentrations within the APSM major in the Simmons School by completing all requirements in each concentration, along with general requirements for a B.S. degree in APSM. However, a student may not be awarded more than one baccalaureate degree from the Applied Physiology and Wellness Department.

A student may pursue a program of study leading to a degree from the Simmons School along with a degree from the Dedman College of Humanities and Sciences, Cox School of Business, Meadows School of the Arts, or Lyle School of Engineering. The student must obtain approval for the proposed program of study from the deans of the schools involved.

Graduation Honors

There are three classes of graduation honors: summa cum laude, magna cum laude and cum laude. Eligibility for graduation honors will be based upon a student's total academic program. All academic work attempted at other colleges or universities

that is equivalent to SMU work will be included in the calculation of the GPA. For students who have transferred to SMU, two GPAs will be calculated: one for all work attempted (at both SMU and equivalent universities) and one for work completed through enrollment at SMU alone. Honors will be based on the lower of the two averages.

Departmental Distinction

A student may be awarded departmental distinction regardless of eligibility for graduation honors. This award is conferred by the Applied Physiology and Wellness Department based on specific criteria established by the department. Further information may be obtained from www.smu.edu/apsm or the department.

The Courses (APSM)

NOTE: Grades in APSM courses below a C- will not be accepted toward fulfilling major requirements.

All students must complete 23–24 hours to obtain a B.S. in APSM. The core courses and concentrations are described below.

	<i>Credit Hours</i>
Core Courses	
Sport Management	15
Applied Physiology and Enterprise	17
Concentration Courses	
Sport Management	24
Applied Physiology and Enterprise	23
Total	39–40

Core Courses (APSM)

3311. Exercise Physiology. This course uses an organ system approach to examine the body's responses and adaptations to exercise and movement. *Prerequisite:* APSM 2310. (For sport management majors only.)

3322. Biomechanics. This course introduces the scientific basis of support and motion in humans and other vertebrate animals, drawing equally on musculoskeletal biology and Newtonian mechanics. *Prerequisite:* APSM 2310. (For sport management majors only.)

3332. Legal and Ethical Aspects of Applied Physiology and Sport Management. Legal and ethical implications related to careers within the fitness and sport industries are explored. Ethical practices and legalities related to safety, risk management, personnel, and contracts are also discussed. *Prerequisite:* APSM 2310 or 2441.

3340. Applied Management Skills in Sports and Fitness. An extensive study of organizational functions, methods of operation, types of ownership, and the role of organizations in contemporary society as they relate to fitness and sport enterprises today. *Prerequisite:* APSM 2310 or APSM 2441.

3411. Exercise Physiology With Laboratory. This course is focused on developing an understanding of the physiological mechanisms underlying human movement. Specific topics of study include muscle physiology, respiration, cardiac function, circulation, energy metabolism, and application to training. Students are expected to have a basic understanding of algebra, general chemistry, and anatomy/physiology prior to enrollment. Offered in spring only. *Prerequisite:* APSM 2441 or 4441. (For applied physiology and enterprise majors or applied physiology minors only.)

3422. Biomechanics With Laboratory. This course introduces the scientific basis of support and motion in humans and other vertebrate animals, drawing equally on musculoskeletal biology and Newtonian mechanics. Offered in spring only. *Recommended:* PHYS 1303. *Prerequisite:* APSM 2441 or 4441. (For applied physiology and enterprise majors or applied physiology minors only.)

5300. Senior Project. This class teaches the process of formal inquiry by utilizing a team format to plan, execute, and report results regarding a scientific question of interest to the group. *Prerequisite:* STAT 1301, 2301, or 2331.

Applied Physiology and Enterprise Courses* (APSM)

2441. Human Anatomy and Physiology. This lecture course with laboratory is designed to be a systemic approach to the study of the human body. The course focuses on structure and function as related to human health and performance.

3351. Nutrition. An examination of the role that nutrition plays in health and optimal function, including the impact of nutrition on obesity, heart disease, stroke, cancer, eating disorders, and specific populations.

4412. Advanced Exercise Physiology. This course introduces students to measurement techniques used to assess physiological responses to exercise. Students take measurements on themselves (or one another if they prefer) in structured laboratory experiences. *Prerequisites:* APSM 3311 or 3411, and APSM 2441 or 4441.

4441. Anatomy. A systems-level introduction to gross human and mammalian anatomy presented with a functional emphasis.

5351. Fitness and Health Enterprise. This course prepares students who aspire to careers in the health and fitness industries. Topics include the fundamentals of entrepreneurship, leadership, salesmanship, certification, and liability. *Prerequisite:* APSM 2441 or 4441.

5361. Undergraduate Research Practicum in Applied Physiology. This course is intended for students considering a career in laboratory-based biological research. Students conduct supervised research in an APSM faculty member's research laboratory. Enrollment is by invitation from the APSM faculty member in whose lab the research will be conducted. *Prerequisite:* APSM 2441 or 4441.

5610. Applied Physiology and Enterprise Internship. Experiential learning at a local fitness or health organization as an intern for a minimum total of 250 hours. *Prerequisites:* Senior standing and APSM 5351.

***PSYC 3360. Health Psychology.** An overview of psychological factors affecting the body. Topics include emotion, stress, and disease of the immune and cardiovascular systems; eating disorders; and aging.

**A required non-APSM course*

Sport Management Courses (APSM)

2310. Contemporary Issues in Applied Physiology and Sport Management. This course explores the functional areas of business, management principles, contemporary issues, and future considerations for organizations within the fitness and sport industries. Reserved for students with fewer than 75 credit hours earned.

3372. Advanced Public Relations in Sport. This course provides an overview of sport industry-specific communications, including public relations, media relations, and community relations. *Prerequisite:* APSM 2310.

4345. Sports Marketing. This course provides a strategic framework to understand market dynamics, trends, consumer behavior, products, delivery systems, and marketing and promotional strategies that shape and drive the sports marketing industry. *Prerequisite:* APSM 2310.

4371. Revenue in Sports. This course covers sports industry revenue topics, including professional league and team revenue generation, franchise ownership and valuation, corporate sponsorship, sports media revenue, and industry selling practices. *Prerequisite:* APSM 2310.

4372. Sport Facility and Event Management. This course examines the principles of sport facility planning, design, and management. Topics include venue design, operations, revenue

streams, budgeting, personnel, security, media relations, crisis control, and legal considerations. *Prerequisite:* APSM 2310.

5371. Sport Management Practicum. This practicum provides experiential learning through planning, promoting, executing, and evaluating a sports-related event on campus for a total of 150 hours. Junior standing only.

5672. Sport Management Internship. This internship provides experiential learning at a local sports industry organization as an intern for a minimum total of 250 hours. *Prerequisites:* Senior standing and APSM 5731.

Elective Courses (APSM)

5160, 5260, 5360. Teaching Practicum. Students assist the instructor in conducting a course in which they have previously excelled. Three credit hours maximum allowed. *Prerequisites:* Junior or senior standing, and demonstrated academic excellence when previously enrolled in the same course (no less than an A-); instructor approval required.

Wellness – Choices for Living Courses

www.smu.edu/wellness

The Choices for Living courses reflect the University's philosophy that a well-rounded education enhances the physical and mental well-being of the student. They help students become more aware of the comprehensive nature of wellness; provide techniques to help students respond positively to any imbalances in their lifestyles; familiarize students with campus wellness facilities, equipment and services; foster a lifetime of physical activity and physical fitness; and provide opportunities and promote action in a variety of wellness areas. Each student must complete a Choices I and Choices II class as part of the General Education Curriculum. The list of Wellness courses offered each term can be accessed online at www.smu.edu/registrar.

Choices I. WELL 1101: Concepts of Wellness. Designed to be taken during a student's first year, WELL 1101 is primarily an information-oriented course. It focuses on issues of attitude, change, adaptation to change, personal responsibility, and happiness. In general, the course content increases awareness of the relationship between a person's thoughts and lifestyle choices and their influence on health; fitness; personal effectiveness; and one's sense of meaning, purpose, and well-being. The context in which the information is delivered varies by the instructor. A guide to some of the course's unique features as they are effected by the respective instructors can be found at www.smu.edu/wellness. The guide, which follows the general information section on the website, is arranged in alphabetical order by the instructors' last names. Students are expected to complete approximately 4 hours of out-of-class experiences under the guidance of their instructors.

Choices II. Designed to be taken during a student's second year, a Choices II class is also a requirement for graduation. Students can choose from a variety of physical-activity courses each term. The skills and/or rules for competition of a given activity are taught in a fun and nurturing environment, with the objective of promoting lifetime participation in the activity. A special fee is charged to help defray the extra cost involved in some Choices II classes: fencing (\$90), golf (\$150), scuba (\$175), mountain sports (Taos Campus \$475), beginning marathon training (\$75), rock climbing (\$50) and spinning (\$10).

WELL 2109 Bench Aerobics

WELL 2110 Jogging

WELL 2111 Weight Training

WELL 2112 Weight Training for Women

WELL 2113 Fitness Activities

WELL 2114 Walking

WELL 2115 Beginning Triathlon

WELL 2116 Beginning Marathon Training

WELL 2117 Spinning
WELL 2118 Group Fitness
WELL 2119 Pilates
WELL 2122 Rock Climbing
WELL 2125 Intermediate Triathlon
WELL 2129 Golf
WELL 2131 Mountain Sports
WELL 2132 Racquetball
WELL 2135 Table Tennis
WELL 2136 Tennis
WELL 2140 Badminton
WELL 2141 Swimming
WELL 2142 Ballroom and Folk Dance
WELL 2144 Scuba Diving
WELL 2145 Beginning Swimming
WELL 2147 Power Yoga
WELL 2148 Aikido
WELL 2149 Karate
WELL 2150 Judo
WELL 2151 Self-Defense
WELL 2153 Fencing
WELL 2170 Volunteer Activities
WELL 2191 (optional choice for nontraditional enrollment)
WELL 3144 Advanced Scuba

HUMAN DEVELOPMENT COURSES (HDEV)

The Simmons School offers a selection of courses under the HDEV rubric that address learning and career-development skills.

1110. O.R.A.C.L.E. (formerly EDU 1110; course number modified spring 2011) A one-term, 1-credit-hour course that counts as a University free elective. Designed to improve reading and learning efficiency, O.R.A.C.L.E. is directed to undergraduate students who want to acquire advanced reading and learning techniques.

1111. Success Strategies. A 1-credit-hour course that counts as a University free elective. Strategies for creating success in academic, professional, and personal life. Students engage in self-assessment and journal writing, learn study skills, and explore campus resources in order to succeed at SMU. Intended for students on academic probation or those dissatisfied with their grades.

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

2102. Practicum: Group Leadership. (formerly EDU 2102) A 1-credit-hour practicum in which the student must work at least 15 clock hours either on campus or in the community. *Prerequisite:* HDEV 2101.

2308. Career Development Theory and Practice. (formerly EDU 2308) A study of the history of theories and practices in career development. Topics include leaders in vocational education, legislative initiatives, social issues, and organizations involved in and impacting career development. The course also includes the study and application of career development and choice; and traditional and emerging career development theories, models, and strategies. Using these models and strategies, this course develops students' abilities to work constructively to build individualized career plans. The format includes lecture, discussion, demonstration, and experiential components.

2310. Leadership Dynamics: Theory, Practice, and Innovation. An examination of the theories and skills necessary for the development of effective leadership, with an emphasis on leadership, its theory, and practice.

CLIENT SERVICES

The Diagnostic Center for Dyslexia and Related Disorders

www.smu.edu/reading

The Learning Therapy program administers the Diagnostic Center for Dyslexia and Related Disorders, which was established in response to a community need for services that evaluate individuals for learning disorders related to reading acquisition and comprehension. Dyslexia is involved in most disorders of this type, which can also include developmental spelling disability, developmental auditory imperception, dysgraphia and dysphasia. The center is dedicated to providing comprehensive initial and follow-up evaluation services and appropriate medical, psychological and educational referrals and recommendations for children, adolescents and adults who are at risk for dyslexia and related disorders.

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

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

The Center for Academic Progress and Success

www.smu.edu/CAPS

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

SMU Mediation Center

www.smu.edu/MediationClinic

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

Parties may use SMU's mediation services either before or after a lawsuit is filed. Parties may contact SMU directly to arrange for mediation services, or if a lawsuit has been filed, a judge may order mediation and appoint the SMU center as the mediator. Parties have an equal say in the mediation process and the settlement terms. The mediator has no authority to impose a settlement, and there is no determination of guilt or innocence in this process. Both sides are able to exchange information, express expectations and propose solutions for reaching a resolution.

The mediator facilitates this process by helping the parties communicate clearly and appropriately. Most mediated settlements are completed in one meeting,

saving time and expenses. Legal or other representation is permitted in the mediation but is not required. An agreement reached in mediation can be binding to both parties. If no agreement is reached, the lawsuit continues or is filed. However, the mediation process is strictly confidential and settlement discussions cannot be used as evidence in any future court proceeding. Both parties pay a minimal fee.

The Center for Family Counseling

www.smu.edu/FamilyCounseling

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

The Center for Child and Community Development

www.smu.edu/cccd

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

LIFELONG LEARNING PROGRAMS

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

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

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

Graduate Test Preparation. Study courses for the GRE graduate school entry exam, GMAT graduate admission test and LSAT law school aptitude test are offered throughout the year. Additional information is available at www.smu.edu/testprep.

Certificate Programs are available in financial planning, nonprofit leadership, graphic design and Web design. Additional information is available at www.smu.edu/cape.

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

Talented and Gifted (offered through the Gifted Students Institute) provides intellectual challenges and cultural and social learning experiences to academically

accelerated students completing the seventh, eighth, or ninth grade. TAG is a summer opportunity that offers both college credit courses and noncredit courses. Additional information is available at www.smu.edu/tag.

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

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