

SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

GENERAL INFORMATION

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community service centers that concern the areas of professional education, dispute resolution, counseling, applied physiology, sport management, personal responsibility and wellness, 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, Applied Physiology and Wellness, Education Policy and Leadership, Dispute Resolution and Counseling, and Lifelong Learning.

The school is housed in Simmons Hall, which is one of four LEED-certified buildings on campus. Key features include an exercise physiology and biomechanics laboratory equipped with teaching pods, a data acquisition system, and an environmental research chamber.

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 serve the continuing education needs of practicing educators. The school promotes high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses, and influences pedagogical practices in early childhood (or "EC") through grade 12 schools. The department's research efforts are 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 Applied Physiology and Wellness** offers a major and three minors in applied physiology and sport management. The department also offers the University-Wide Requirements courses required for personal responsibility and wellness, as well as a large selection of sports and fitness activity courses.

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; to select and implement effective curricula and instructional programs; and to identify, implement and sustain effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers the following Master of Education degrees: an M.Ed. in educational leadership with principal certification, 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. 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 two community resource centers, the SMU Mediation Center and the Center for Family Counseling, and serves as the training center for the international nonprofit organization Mediators Beyond Borders.

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor Jill Allor, Department Chair

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

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

Clinical Assistant Professor Dara Williams-Rossi, Director

The Department of Teaching and Learning offers courses that prepare students for teacher certification at the elementary and secondary levels: EC 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 pursuing an approved academic major in the Dedman College of Humanities and Sciences, Cox School of Business, Lyle School of Engineering, Meadows School of the Arts, or Simmons School of Education and Human Development (applied physiology and sport management) may seek Texas teacher certification and pursue a minor in education from the Simmons School. 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. Postbaccalaureate students seeking certification for EC through grade six must have 24 content hours of coursework, with six hours in each of the following: English, math, science and social studies.

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). Students must complete the 24 credit hours of coursework required for teacher certification preparation in order to complete 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. For those applying for grades EC–6, the academic work must include at least three credit hours each in English, math, social studies and science, with no grade lower than a C (2.000); for those applying for middle or high school, the academic work must include at least 12 credit hours in a declared teaching field major, with no grade lower than a C (2.000). Applicants also interview with an adviser. Students may register for up to seven hours of EDU coursework (usually, 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 advising office in suite 135, 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 15 weeks in an assigned classroom in the Dallas Independent School District or in an approved private or charter school. During this student-teaching term, the student-teaching experience, which is six credit hours, 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. In addition, students in the EC-6 certification program must have completed MATH 1305 and PLSC 3387 with a C (2.000) or better. 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 grades EC-6 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. When 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.

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

The Courses (EDU)

Early Childhood–Grade 6 Courses	EDU 2350, 5121–23, 5318, 5327, 5331, 5349, 5355, 5357–58, 5363–64, 5385–86
Middle (Grades 4–8) and High School (Grades 8–12) Courses and Certification Areas	EDU 2350, 5124–26, 5318, 5327, 5335, 5348–49, 5367, 5371, 5373–76
Elective Education Courses (These courses are not required by the state for teacher certification.)	EDU 2355, 3301, 4300, 5310

EDU 1099 (0)

INTERNSHIP

This course requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 1305 (3)

PUBLIC SPEAKING AND COMMUNICATION

This course is a basic course which acquaints students with principles of successful public speaking; provides activities which lead to the development of good speaking, listening and organizational skills. *Prerequisite:* DISC 1312, 1315, or 2305 (or ENGL 1301).

EDU 2305 (3)

PERSUASIVE SPEAKING AND COMMUNICATION

This course is a basic course that facilitates understanding of the theory and practice of persuasions as a means for influencing beliefs, opinions, and actions. It focuses on clear, logical, and persuasive communication; analysis; reasoning; use of evidence; and practice in effective delivery. *Prerequisite:* Must have completed EDU 1305.

EDU 2349 (3)

PSYCHOLOGY OF ADJUSTMENT

This course introduces the field of psychology, with emphasis on how people deal with the problems and challenges of everyday life. Students learn about classical and contemporary theories, recent research, and applications of the science of psychology to everyday situations.

EDU 2350 (3)

EDUCATIONAL PSYCHOLOGY

This course focuses on aspects related to the learning process, such as education theories, characteristics of learners, nature and measurements of abilities, motivation, and successful classroom practice.

EDU 2355 (3)

LITERACY AND SOCIETY

The primary function of this course is to serve as 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 semester, students will tutor local elementary school students, as well as complete related assignments.

EDU 3301 (3)

THE ART AND SCIENCE OF PARENTING

Students will examine the literature pertaining to parenting and consider how parental beliefs, attitudes, and expectations affect the manner in which parents interact with their children.

EDU 4300 (3)

FOUNDATIONS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Students will develop/analyze lesson plans in all content areas using TESOL competencies, emphasizing language concepts, acquisition, teaching and assessment strategies, and the role of culture in language acquisition.

EDU 5100 (1), 5200 (2), 5300 (3), 5317 (3)

SPECIAL TOPICS

Students work on a personalized system of instruction. Most of the work in this course is to be done as an independent study.

EDU 5121 (1)

FIELD EXPERIENCE I: ELEMENTARY

This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5122 (1)

FIELD EXPERIENCE II: ELEMENTARY

This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with disabilities.

EDU 5123 (1)

FIELD EXPERIENCE III: ELEMENTARY

This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5124 (1)

FIELD EXPERIENCE I: SECONDARY

This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5125 (1)

FIELD EXPERIENCE II: SECONDARY

This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with disabilities.

EDU 5126 (1)

FIELD EXPERIENCE III: SECONDARY

This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5310 (3)

CIVIC LEADERSHIP

Individual and community transformations, resulting from civic leadership, will be examined in the classroom and experientially through a required community service component occurring outside the classroom.

EDU 5318 (3)

FORMATIVE/SUMMATIVE ASSESSMENT

This course is an explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families. All assignments relate to putting assessment skills into practice in the classroom.

EDU 5327 (3)

INTEGRATING TEACHING AND LEARNING

Reviews the nature and design of educational activities: theory, research, and practice of unit planning and lesson planning for active learning that meets the needs of individual students.

EDU 5331 (3)

CONTENT AREA STUDIES FOR ELEMENTARY SCHOOL

This course is an exploration of science, social studies, art, music, drama, and physical education content for EC through 6th-grade students and effective teaching strategies for each content area.

EDU 5335 (3)

ADOLESCENT DEVELOPMENT AND COGNITION

This course focuses on theory of adolescent growth and development and its application in the classroom. The study of how adolescents learn and the conditions under which they learn best will guide this course.

EDU 5343 (3)**LEADERSHIP THEORIES AND PRACTICES**

This course is an examination of the theories and skills necessary for the development of effective leadership. It includes opportunities for evaluating leaders and leadership behavior in a variety of contexts.

EDU 5348 (3)**INTRODUCTION TO DIVERSE LEARNERS**

This course is a study of diversity, multicultural concepts, and inclusion and exploration of issues, policies, and professional practice relevant to teaching.

EDU 5349 (3)**LEARNING ENVIRONMENT AND PROFESSIONALISM: EC–12**

This course focuses on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

EDU 5355 (3)**TEACHING MATHEMATICS IN ELEMENTARY SCHOOL**

This course evaluates learning materials and teaching methods focusing on knowledge and skills required for EC through 6th-grade students.

EDU 5357 (3)**EMERGENT LITERACY**

Examines principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. All literacy classes require field experiences in local schools.

EDU 5358 (3)**CONVENTIONAL LITERACY**

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

EDU 5363 (3), 5364 (3)**ELEMENTARY STUDENT TEACHING**

This course requirement is a 15-week assignment in an elementary school that has a diverse student population. The course includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5367 (3)**CREATING SUCCESSFUL CLASSROOMS**

Students examine current research that promotes student-centered teaching and constructivist practices. Also, teaching and learning strategies of teaching in effective classrooms.

EDU 5371 (3)**CONTENT AREA METHODS**

Students refine content knowledge, methods, and strategies specific to their content area and level of certification.

EDU 5374 (3), 5373 (3)**SECONDARY STUDENT TEACHING**

Requires a 15-week assignment in a middle/high school that has a diverse student population. Includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5375 (3), 5376 (3)**INTERNSHIP I, II: HIGH SCHOOL AND MIDDLE SCHOOL**

This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5385 (3), 5386 (3)**INTERNSHIP I, II: EC–6**

This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

THE INSTITUTE FOR EVIDENCE-BASED EDUCATION

www.smu.edu/EvidenceBasedEducation

Professor Patricia G. Mathes, **Director**

Established in 2002, the Institute for Evidence-Based Education (formerly 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 course-work 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 mild or moderate 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 is also 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

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: Lynn Romejko Jacobs, Peter Weyand. **Assistant Professor:** Scott L. Davis. **Research Professor:** Eric Bing. **Senior Lecturers:** Marilyn “Birdie” Barr, Brian Fennig. **Research Assistant Professor:** Jeffrey Hastings. **Clinical Assistant Professor:** Megan Murphy. **Professors of Practice:** Susan Holland, Michael Lysko, Michael Stone. **Lecturers:** Piotr Chelstowski, Jessica Gillaspay, 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. The department also offers the University Curriculum’s Personal Responsibility and Wellness courses, as well as a large selection of sports and fitness activity Wellness courses. All UC students must take PRW1 and PRW2 in order to graduate from SMU.

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.
- Complete or enroll in 30+ credit hours.
- Complete the introductory course APSM 2310 (sport management concentration) or APSM 2441 (applied physiology and enterprise concentration).
- Attend a required orientation meeting for prospective majors.
- Complete and submit a general application form for 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 would want to be an APSM major.
- Interview with the APSM Interview Committee (by invitation only).

If approved for admission by the faculty, students are 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.

Bachelor of Science With a Major in Applied Physiology and Sport Management

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.

Core Courses and Concentrations

Note: APSM courses completed with a grade below a C- will not be accepted toward fulfilling major requirements. All students must complete 15–17 hours of core courses and 24 hours of concentration courses to obtain a B.S. in APSM. The core courses and concentrations are described below.

	<i>Credit Hours</i>
Core Courses	15–17
Sport Management Concentration (15 hours)	
APSM 3311, 3322, 3332, 3340, 5300	
Applied Physiology and Enterprise Concentration (17 hours)	
APSM 3411, 3422, 3332, 3340, 5300	
Concentration Courses	24
Sport Management Concentration	
APSM 2310, 3372, 4345, 4371, 4372, 5371, 5672	
Applied Physiology and Enterprise Concentration	
APSM 2441, 2442, 3351, 4412, 5351, 5610	
	39–41

Minors in Applied Physiology and Sport Management

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.

	<i>Credit Hours</i>
Minors in Applied Physiology and Sport Management	18–23
Applied Physiology and Enterprise Minor (23 hours)	
APSM 2441, 2442, 3311, 3322, 3332, 3351, 5351	
(PSYC 3360 <i>recommended</i>)	
Sport Management Minor (18 hours)	
APSM 2310, 3332, 3340, 5371	
Choice of two electives from the following:	
APSM 3372, 4345, 4371, 4372	
Applied Physiology Minor (23 hours)	
APSM 2441, 2442, 3411, 3422, 3351, 4412	
(PSYC 3360 <i>recommended</i>)	

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 graduation, by January 23 for May graduation or by June 5 for August graduation.

Credits

A candidate for a Simmons School APSM degree must have

- A minimum total of 122 credit hours, including University-Wide Requirements (UC/GEC) and 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 WELL 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 APSM 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)

Elective Courses

APSM 5160, 5260, 5360, 5261, 5361

These courses are elective courses available to APSM and non-APSM students.

APSM 2310 (3)

CONTEMPORARY ISSUES IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT

Explores the functional areas of business, management principles, contemporary issues, and future considerations for organizations within the fitness and sports industries. Gateway course for sport management concentration majors. Successful completion of this course is mandatory to be invited into the applied physiology and sport management major with a sport management concentration. First-year, sophomore, or junior standing only (less than 90 hours).

APSM 2441 (4)

HUMAN ANATOMY AND PHYSIOLOGY I WITH LABORATORY

A systemic approach to the study of the human body, with a focus on the anatomical structure and function of the human neuro-musculo-skeletal systems. Gateway course for applied physiology and enterprise concentration majors. Successful completion is mandatory to be invited into the applied physiology and sport management major with an AP&E concentration.

APSM 2442 (4)

HUMAN ANATOMY AND PHYSIOLOGY II WITH LAB

This course examines the gross anatomy and physiology of the endocrine, cardiovascular, respiratory, digestive, and urinary systems and their relationship with human health and performance. *Prerequisite:* APSM 2441.

APSM 3311 (3)

EXERCISE PHYSIOLOGY

This course uses an organ system approach to examine the body's responses and adaptations to exercise and movement. *Prerequisite:* APSM 2310.

APSM 3322 (3)

BIOMECHANICS

Introduces the scientific basis of support and motion in humans and other vertebrate animals, drawing on musculoskeletal biology and Newtonian mechanics. *Prerequisite:* APSM 2310.

APSM 3332 (3)

LEGAL AND ETHICAL ASPECTS OF APPLIED PHYSIOLOGY AND SPORTS 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.

APSM 3340 (3)

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.

APSM 3351 (3)

NUTRITION

Exams 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.

APSM 3372 (3)

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.

APSM 3411 (4)

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.

APSM 3422 (4)

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.

APSM 4159 (1), 4259 (2), 4359 (3)

INDEPENDENT STUDY IN APSM

For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310 or 2441.

APSM 4345 (3)

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.

APSM 4371 (3)

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.

APSM 4372 (3)

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.

APSM 4412 (4)

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.

APSM 5160 (1), 5260 (2), 5360 (3)

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; Demonstrated academic excellence when previously enrolled in the same course (No less than an A-); Instructor approval.

APSM 5261 (2), 5361 (3), 5461 (4), 5561 (5), 5661 (6)

RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY

Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5300 (3)

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. Reserved for Applied Physiology and Sports Management majors. Senior Standing Only (at least 90 credit hours required).

APSM 5351 (3)**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. *Prerequisites:* APSM 2441 or 4441, and junior-year standing.

APSM 5362 (3), 5363 (3)**DIRECTED STUDIES IN APPLIED PHYSIOLOGY**

This directed research course is necessary to be considered for departmental distinction. Students must have an APSM faculty sponsor and a written structured course plan to enroll. *Prerequisites:* Instructor invitation, APSM 5361, senior standing, 3.000 overall GPA, and 3.500 GPA within the major.

APSM 5364 (3)**DIRECTED STUDIES IN APPLIED PHYSIOLOGY AND ENTERPRISE**

This directed research course is necessary to be considered for departmental distinction. Students must have an APSM faculty sponsor and a written structured course plan to enroll. *Prerequisites:* Instructor approval; APSM 4159, 4259, or 4359; senior standing; 3.000 overall GPA; and 3.500 GPA within the major.

APSM 5371 (3)**SPORT MANAGEMENT PRACTICUM**

Experiential learning through planning, promoting, executing, and evaluating a sports-related event on campus for a total of 150 hours. *Requisite:* Junior year standing. Recommended to precede APSM 4345, APSM 3372, APSM 4371, APSM 4372.

APSM 5610 (6)**APPLIED PHYSIOLOGY AND ENTERPRISE INTERNSHIP**

Experiential learning at a local fitness or health organization as an intern for a total of 250 hours. *Prerequisites:* APSM 5351. *Requisite:* Senior year standing. Reserved for Applied Physiology and Sports Management majors.

APSM 5672 (6)**SPORTS MANAGEMENT INTERNSHIP**

Experiential learning at a local sports industry organization as an intern for a total of 250 hours. *Prerequisites:* APSM 5371 Sport Management Practicum. *Requisite:* Senior year standing. Reserved for Applied Physiology and Sports Management majors.

Personal Responsibility and Wellness

www.smu.edu/wellness

The personal responsibility and wellness courses reflect the University's philosophy that a well-rounded education enhances the physical and mental well-being of the student. PRW courses help students become more aware of the comprehensive nature of wellness; understand the importance of personal life management; provide techniques to help students respond positively to 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 PRW1 and PRW2 as part of the University Curriculum; transfer students complete a 1000-level and 2000-level Wellness course as required in the General Education Curriculum. Additional information is found in the University-Wide Requirements section of this catalog.

Concepts of Wellness. PRW1 introduces students to the University and includes topics useful for life transitions, such as stress management, personal financial planning and healthy decision-making. PRW1 is designed to be completed during the first year of SMU enrollment.

Physical Fitness. Extensive research supports that regular physical activity is essential for health and vitality. Students take PRW2 to establish personal fitness

goals and fitness plans for the term. A variety of individual and group fitness courses are available; in both cases, students work with instructors. Each course contains central core objectives and student-learning outcomes based on health-related fitness components. Topics and activities include the following: comprehensive physical fitness assessments, cardiorespiratory workshops, resistance exercise workshops, individual goals and individual or group training, post-training assessments, counseling, and a final exam under the auspices and leadership of a qualified instructor. Grades are based on attendance, understanding of training and health principles, and satisfactory improvements toward the goals that students set for themselves. The aim is to help each student achieve immediate fitness benefits and inculcate positive, lifelong fitness habits. Grading is on a letter (A, B, C) basis. PRW2 courses are offered in the fall and spring terms. All courses share a congruent syllabus with core student-learning outcomes and assessments, as well as outcomes specific to the modality through which the core objectives are met. All health-related fitness courses meet the criteria for the required PRW2 credit.

The Courses (PRW)

PRW 1101 (1)

PRW1: CONCEPTS OF WELLNESS

The course introduces students to the University and explores three sets of issues: 1) the role of personal responsibility in coping with college and life's other transitional periods; 2) challenges and opportunities such as managing time and stress, benefiting from diversity and autonomy, dealing with pitfalls related to alcohol and drugs, and exploring resources and activities on campus; and 3) personal finance decisions while at SMU and later in life, including managing money, using credit cards and making major purchases. During this course, students work on their e-portfolios. The aim of the e-portfolio is to encourage students to record and reflect upon their activities. Grading is on a pass/fail basis. (Fall term restricted to first-year standing only.)

PRW 2101 (1)

PRW2: PHYSICAL FITNESS: BENCH AEROBICS

This class offers an intense aerobic workout using benches, along with body contouring using dumb bells, body bars, and mats. Selected activities designed to target health-related fitness components are also introduced.

PRW 2102 (1)

PRW2: PHYSICAL FITNESS: JOGGING

This class provides an excellent means for improving cardiovascular endurance by running. Introduces selected activities designed to target health-related fitness. Students are expected to increase their jogging ability and set personal running goals.

PRW 2105 (1)

PRW2: PHYSICAL FITNESS: WEIGHT TRAINING

This class accommodates all levels of weight training experience. Proper mechanics, safety, and principles of strength building with machines and free weights are presented and practiced. Additionally, students engage in selected activities designed to target health-related fitness.

PRW 2106 (1)

PRW2: PHYSICAL FITNESS: WEIGHT TRAINING FOR WOMEN

Classes accommodate all levels of weight training experience. Proper mechanics, safety, principles of strength building, and endurance training with machines and free weights are presented and practiced in a friendly setting. Additionally, students engage in selected activities to target health-related fitness.

PRW 2110 (1)

PRW2: PHYSICAL FITNESS: INDIVIDUAL FITNESS

Students develop a personal exercise program, and they test and evaluate their own strengths and weaknesses in terms of health and fitness. The class accommodates all levels of fitness. Activities aim to improve cardiovascular endurance, muscular strength and endurance, and flexibility.

PRW 2112 (1)**PRW2: PHYSICAL FITNESS: WALKING**

Walks of 2 to 2.5 miles during class time, and diet and nutrition information. Students also engage in selected activities designed to target health-related fitness.

PRW 2114 (1)**PRW2: PHYSICAL FITNESS: BEGINNING TRIATHLON**

Students train for an actual sprint distance triathlon (swim, bike, run) during the term. Additionally, students engage in selected activities designed to target health-related fitness.

PRW 2115 (1)**PRW2: PHYSICAL FITNESS: INTERMEDIATE TRIATHLON**

This course prepares the student to complete an Olympic triathlon (1.5 km swim, 40 km bike, 10 km run). Covers bicycle care, training progressions, and race strategies. Additionally, students engage in selected activities designed to target health-related fitness. *Prerequisite:* Completion of a sprint distance triathlon.

PRW 2117 (1)**PRW2: PHYSICAL FITNESS: BEGINNING MARATHON TRAINING**

This class helps students gain the skills and endurance needed to complete the local White Rock Marathon at the end of the term. Additionally, students engage in selected activities designed to target health-related fitness. Students are charged a \$75 activity fee to cover marathon entry fees.

PRW 2120 (1)**PRW2: PHYSICAL FITNESS: SPINNING**

Spinning utilizes specialized, stationary cycles in a controlled, group setting. This indoor class is uniquely tailored to suit a wide range of abilities. Training principles are inspired by road cycling, and the pace is self-directed. Additionally, students engage in selected activities designed to target health-related fitness. Special activity fee: \$10.

PRW 2125 (1)**PRW2: PHYSICAL FITNESS: GROUP FITNESS**

Introduces students to a variety of group fitness activities such as kickboxing, jogging, Pilates, calisthenics, indoor rowing, and nonmachine strength training. This is a boot camp style class.

PRW 2127 (1)**PRW2: PHYSICAL FITNESS: PILATES**

Pilates is a total-body conditioning exercise method that combines flexibility and strength activities designed to develop the mind and body uniformly by providing balance, flexibility and strength, improved posture, and strengthened core muscles. Aerobic components are included for a full, health-related fitness workout.

PRW 2130 (1)**PRW2: PHYSICAL FITNESS: POWER YOGA**

This class focuses on three main areas of Yoga practice: deep breathing, exercise (postures), and meditation. Additionally, students engage in selected activities designed to target health-related fitness.

PRW 2132 (1)**PRW2: PHYSICAL FITNESS: JUDO**

Judo (meaning "gentle way") is a safe combat sport that teaches students to apply maximum efficiency with minimum effort. These techniques allow students to better defend themselves, particularly against stronger opponents, by developing skills that yield to the attacker in order to throw the attacker off balance and gain an upper hand. This course teaches the basic skills of judo while emphasizing that judo a way of life and more than just a sport. It teaches students to relate to others in more harmonious and effective ways.

PRW 2135 (1)**PRW2: PHYSICAL FITNESS: MOUNTAIN SPORTS**

This class takes place outdoors at the SMU-in-Taos campus. Includes several hikes, a river raft trip, a mountain bike trip, and a volleyball tournament. Students also choose from other outdoor activities such as fly-fishing, rock climbing, horseback riding, and a field trip. Additionally, students engage in selected activities designed to target health-related fitness.

PRW 2140 (1)

PRW2: PHYSICAL FITNESS: INTERMEDIATE SWIMMING

This class is for the intermediate to advanced swimmer. It provides an opportunity to refine swimming stroke techniques and to gain more advanced swimming skills and aerobic fitness. Additionally, students engage in selected activities designed to target health-related fitness.

PRW 2190 (1)

PRW2: PHYSICAL FITNESS: OPTIONAL

This class acknowledges the fitness commitment being made by special groups, including athletes, cheerleaders, and pom pom and military service personnel. As part of the requirements of this class, students must demonstrate knowledge of health-related fitness concepts and produce an off-season personal fitness plan. Instructor approval required.

The Courses (WELL)

WELL 2091 (0)

CHOICES II: OPTIONAL

WELL 2109 (1)

CHOICES II: BENCH AEROBIC

This class offers an intense aerobic workout using benches along with body contouring using dumb bells, body bars and mats. The students enjoy the benefits of their hard work by the end of the semester with loss of body fat, toned muscles and more endurance. The class meets in the dance studio, second floor, Dedman Center. Updated popular CDs inspire the class to groove to the moves! Students leave each class feeling accomplished, invigorated and stress-free!

WELL 2110 (1)

CHOICES II: JOGGING

Jogging is an opportunity for those who are interested in improving their cardiovascular endurance by running. Classes vary as to the times and distances to suit personal goals. Students are expected to increase their jogging ability and to set a personal goal for their own running.

WELL 2111 (1)

CHOICES II: WEIGHT TRAINING

Classes are designed to accommodate all levels of weight training experience. Proper mechanics, safety, principles of strength building and with machines and free weights are presented and practiced.

WELL 2112 (1)

CHOICES II: WEIGHT TRAINING: WOMEN

Classes are designed to accommodate all levels of weight training experience. Proper mechanics, safety, principles of strength building and endurance training with machines and free weights are presented and practiced in a friendly setting. Women are encouraged to develop their own training program as the semester progresses.

WELL 2113 (1)

CHOICES II: INDIVIDUAL FITNESS

Students develop a personal exercise program utilizing the resources at the Dedman Center. Using some basic principles from contemporary exercise science, students test and evaluate their strengths and weaknesses in terms of health and fitness. The class is designed to accommodate all levels of fitness, and students are encouraged to attempt activities that are outside their realm of experience. Fitness Activities are an opportunity for the student to improve in the areas of cardiovascular endurance, muscular strength and endurance, and flexibility.

WELL 2114 (1)

CHOICES II: WALKING

Walking is a great way to achieve physical fitness and control weight. It has become one of the most popular forms of aerobic activity because it is easy on the joints. Walks of 2 to 2.5 miles will take place during class times. Students only need to provide a good pair of walking shoes. The course also provides beneficial information on diet and nutrition.

WELL 2115 (1)

CHOICES II: BEGINNING TRIATHLON

Students learn the basics of the triathlon while training for a sprint distance triathlon.

WELL 2116 (1)**BEGINNING MARATHON TRAINING**

This course is for the runner who is looking to take their sport to the next level. The class will help participants of all levels, from beginning runners to the more experienced, to gain skill and endurance and complete the White Rock Marathon at the end of the semester. Students will be charged a \$75.00 activity fee to cover marathon entry fees.

WELL 2117 (1)**CHOICES II: SPINNING**

Cycling has long been recognized as an outstanding means for developing fitness. Spinning takes place indoors in a controlled, group setting and utilizes specialized indoor cycles. The class is uniquely tailored to suite a wide range of abilities and emphasizes road cycling-inspired training principles at self-directed paces.

WELL 2118 (1)**CHOICES II: GROUP FITNESS**

This class exposes students to variety of group fitness activities included but not limited to kick boxing, jogging, Pilates, calisthenics, indoor rowing and non-machine strength training, as well as other group fitness formats. During the Boot Camp style class participants will have a chance to enhance their endurance and overall physical fitness.

WELL 2119 (1)**CHOICES II: PILATES**

Introduces the discipline of Pilates, a total body conditioning exercise method that combines flexibility and strength activities. Pilates is designed to develop the mind and body uniformly by providing balance, flexibility and strength, improved posture, and strengthened core muscles.

WELL 2125 (1)**INTERMEDIATE TRIATHLON**

This course prepares the student to complete an Olympic triathlon – 1.5 km swim, 40 km bike, and a 10 km run. Bicycle care, training progressions and race strategies are covered. *Prerequisites:* Completion of a sprint distance triathlon.

WELL 2131 (1)**CHOICES II: MOUNTAIN SPORTS**

This class focuses on enjoying the amazing activities one can perform in the great outdoors. All the Wellness students participate in several hikes, a river raft trip, a mountain bike trip and a volleyball tournament. They will also be able to choose from other outdoor activities such as fly-fishing, rock climbing, horseback riding, and a field trip to Ojo Caliente Mineral Springs.

WELL 2141 (1)**CHOICES II: INTERMEDIATE SWIMMING**

This class is for the intermediate to advanced swimmer. It provides an opportunity to refine swimming stroke techniques and to gain more advanced swimming skills and aerobic fitness.

WELL 2147 (1)**CHOICES II: POWER YOGA**

The word Yoga means “to join or yoke together” the mind and the body. This class focuses on three main areas of Yoga practice: deep breathing, exercise (postures), and meditation. Each class begins with approximately 5 minutes of deep breathing. The aim of deep breathing is to physically and mentally slow down and ready students for the physical postures and meditation. The exercises are designed to strengthen, stretch and relax the major muscle groups of the body. Deep breathing and exercises prepare the body and mind for meditation. Meditation slows the breathing and allows the mind to focus on a sound or saying that brings peace and healing from everyday stress.

WELL 2150 (1)**CHOICES II: JUDO**

Judo (meaning “the gentle way”) is a safe combat sport that teaches students to apply maximum efficiency with minimum effort. These techniques allow students to better defend themselves, particularly against stronger opponents. This is accomplished by developing skills that yield to the attacker in order to throw the attacker off balance and gain an upper hand. This course teaches the basic skills of judo while emphasizing that judo is more than just a sport; it is a way of life. It teaches students to relate to others in more harmonious and effective ways. It a great

opportunity to make new friends, have fun and challenge yourself with new experiences in both physical and spiritual aspects.

WELL 2191 (1)

CHOICES II: OPTIONAL

This section of CHOICES II is restricted to scholarship athletes, dance majors and veterans who are exempt from participation in Choices 2. It may also be available for last semester graduating seniors who can demonstrate, for one reason or another, an inability to register for a traditional section. In this case, departmental approval is required and students are responsible for fulfilling an independent regular physical activity contract.

WELL 3101 (1)

CHOICES II: ROCK CLIMBING

(Previously WELL 2122) This class introduces students to the recreational sport of rock climbing. Students learn safety skills and techniques necessary for successful rock climbing and have opportunities to climb outdoors and indoors. Special activity fee: \$50.

WELL 3102 (1)

CHOICES II: GOLF

(Previously WELL 2129) Three sections based on ability and experience are designed to accommodate beginner, intermediate, and advanced golfers. The class is taught by PGA professionals utilizing state-of-the-art equipment, and it provides quality instruction on the skills, rules, and etiquette of golf. If necessary, equipment is provided. Special activity fee: \$150.

WELL 3105 (1)

CHOICES II: RACQUETBALL I

(Previously WELL 2132) Racquetball classes are held in the racquetball courts of the Dedman Center and are designed to accommodate all levels of physical skill. Rules, safety, skill techniques, strategy, and competitive play are progressively introduced throughout the term. This class is a great opportunity to make friends, get a great workout, have fun, and reduce stress.

WELL 3106 (1)

CHOICES II: TABLE TENNIS

(Previously WELL 2135) This exciting and fast-moving class helps participants of all levels of expertise to learn and refine their table tennis techniques and gain a greater appreciation for this Olympic, lifetime sport.

WELL 3110 (1)

CHOICES II: TENNIS I

(Previously WELL 2136) This class provides instruction in the basic tennis skills: forehand, backhand, volley, serve, lob, and overhead smash. Emphasizes rules, code of conduct, and etiquette. Game experience is complemented by skill practice and drills. This class is a great way to have fun, get fit, learn tennis, and socialize.

WELL 3114 (1)

CHOICES II: BADMINTON

(Previously WELL 2140) This class provides instruction in the basic badminton skills: forehand, backhand, serve, lob, and overhead smash. Emphasizes rules, code of conduct, and etiquette. Game experience is complemented by skill practice and drills. This class is a great way to have fun and get fit.

WELL 3120 (1)

CHOICES II: BEGINNING SWIMMING

(Previously WELL 2145) This class is designed primarily for the beginner, but it also accommodates skilled swimmers. The class helps beginner swimmers adjust to the water and learn basic skills such as floating, bobbing, rhythmic breathing, and gliding. Instruction covers the basic swimming strokes – front crawl, backstroke, elementary backstroke, and breaststroke – and basic diving. Fun activities include water polo, aqua aerobics, and relays. More advanced swimmers work on improving the strokes they already know while building their cardiovascular conditioning.

WELL 3125 (1)

CHOICES II: SCUBA

(Previously WELL 2144) Students need only basic swimming skills to participate. The class presents basic physics and physiology (in class) and practical scuba methods and techniques (in the Perkins Natatorium pool). Students participate in open water diving at one of the in-state

area lakes, and they earn certification as open water scuba divers upon completion of the course. The class includes an introduction to animal behavior so divers can better understand their own behavior underwater. On balance, class time is divided equally among academics, pool work, and diving at area lakes. Special activity fee: \$175.

WELL 3126 (1)

CHOICES II: ADVANCED SCUBA

(Previously WELL 3144) This class covers several diving specialties: night diving, wreck diving, search and recovery, and overhead environments. The course is 1/3 academics, 1/3 pool work (Perkins Natatorium), and 1/3 open water diving at one of the in-state area lakes. Introduces the use of advanced equipment such as lift bags, diver propulsion vehicles, and full-face masks. Students earn advanced scuba certification upon completion of the class. Special activity fee: \$175. *Prerequisite:* Certification as an open water diver.

WELL 3127 (1)

CHOICES II: LIFEGUARD TRAINING

(Previously WELL 2146) This class provides the training needed to become a certified lifeguard.

WELL 3130 (1)

CHOICES II: AIKIDO

(Previously WELL 2148) Aikido, a Japanese martial art, uses circular movements to avoid clashing with an opponent's strength and energy. Students learn the basics of falling and tumbling and 10 basic techniques of self-defense that apply principles of physics to the opponent's skeletal system to lock various body joints and thus to control the attacker. Aikido techniques, when done correctly, are applied with minimal muscular force. This allows a smaller and weaker person to control a larger opponent.

WELL 3131 (1)

CHOICES II: KARATE

(Previously WELL 2149) The word "karate" means empty hands. Karate is a system of self-defense that consists of blocking or thwarting an attack and counterattacking the opponent by punching, striking, or kicking. As a physical art, karate is an excellent form of total body exercise. Karate is based on proper body mechanics in order to develop power and speed of techniques. Flexibility and strength are enhanced through stretching and calisthenics. Self-defense techniques are practiced with partners in numerous real-life situations.

WELL 3133 (1)

CHOICES II: SELF DEFENSE

(Previously WELL 2151) Course objective is to teach students how not only to prepare physically but also mentally for an attack. Based on ancient Japanese jujitsu, this course offers a mix of martial arts experience containing valuable techniques as taught in aikido, judo, kickboxing, and various schools of karate. Included are lessons in blocking, striking, joint locks, release and escape, proper method falling, and defense while lying on the ground.

WELL 3135 (1)

CHOICES II: FENCING

(Previously WELL 2153) All the basic movements of this ancient art form of combat are taught. Lessons for correct stance, movements, techniques for the foil, and combative strategies as well as training in the rules and judging are covered. Special activity fee: \$90.

WELL 3140 (1)

CHOICES II: BALLROOM AND FOLK DANCING

(Previously WELL 2142) The beginning ballroom steps of the fox-trot, waltz, rumba, cha-cha, tango, and swing/jitterbug are taught. Leading and following techniques are emphasized. Popular dance videos are viewed throughout the term to help students learn special styles and techniques. Also, international folk dances representing different countries and cultures, along with some country-western line dancing. One class is devoted to square dancing with a professional caller.

WELL 3142 (1)

CHOICES II: BASKETBALL

(Previously WELL 2161) This class teaches the fundamentals of playing basketball. Skill development is augmented with game-like conditions to teach team drills, and offensive and defensive formations and strategy.

WELL 3145 (1)**CHOICES II: VOLUNTEER ACTIVITY**

(Previously WELL 2170) Students explore the well-being that comes from serving others and develop skills and knowledge to increase individual effectiveness as a volunteer. Students perform a minimum of 45 hours of volunteer work in a community agency.

WELL 3147 (1)**CHOICES II: FLY-FISHING**

(Previously WELL 2139) Students learn the techniques and ideology behind the sport of fly-fishing, including equipment use, casting, reading a river, safety, fly selection, and the basics of fly tying. SMU-in-Taos only.

WELL 3150 (3)**ADVANCED ATHLETIC TRAINING TECHNIQUES**

(Previously WELL 3342) Advanced athletic training techniques are introduced, and students receive practical experiences in their application. Enrollment is limited to students who are seriously interested in becoming an athletic trainer. Special laboratory fee: \$15.

HUMAN DEVELOPMENT COURSES (HDEV)

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

HDEV 1110 (1)**OPTIMUM READING, ATTENTION, COMPREHENSION, LEARNING EFFICIENCY**

(formerly EDU 1110; course number modified spring 2011) A one-term, one-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.

HDEV 1111 (1)**SUCCESS STRATEGIES**

Students will learn strategies for creating success in their academic, professional, and personal lives. Students will engage in self-assessment and journal writing to identify academic strengths and challenges. Students will also learn study skills and have the opportunity to explore campus resources to succeed at SMU.

HDEV 1306 (3)**DEVELOPMENTAL MATHEMATICS**

This course refreshes and strengthens algebraic skills, especially those needed for success in precalculus. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 1307 (3)**ESSENTIALS OF COLLEGE WRITING**

This course emphasis is placed on reading comprehension, grammar, and punctuation mastery appropriate to university-level thinking. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 1308 (3)**PSYCHOLOGY OF LEARNING**

This course is a theoretical overview of how human learning occurs. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 2101 (1)**PRACTICUM: GROUP LEADERSHIP**

This course is 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.

HDEV 2102 (1)**PRACTICUM: GROUP LEADERSHIP**

This course is a one-hour credit for a minimum of 15 clock hours practicum either on campus or in the community. *Prerequisite:* Must have completed HDEV (EDU) 2101.

HDEV 2201 (2)**DIVERSITY: FITTING INTO A WORLD OF DIFFERENCE**

This course is a study of human diversity and identity development. Students learn about their own identities and about fitting into the communities of which they are a part. Topics include elements of oppression, cycle of socialization, identity development models, privilege, race, sex, gender, sexuality, ability, ethnicity, class, and faith.

HDEV 2308 (3)**CAREER DEVELOPMENT THEORY AND PRACTICE**

A study of the history of theories and practice in career development. Topics include leaders in vocational education, legislative initiatives, social issues and organizations involved in and impacting career development. Also, the study and application of career development and choice, and traditional and emerging career development theories, models, and strategies. Students develop the ability to work constructively to build individualized career plans. The format includes lecture, discussion, demonstration, and experiential components.

HDEV 2310 (3)**LEADERSHIP DYNAMICS: THEORY, PRACTICE, AND INNOVATION**

This course is 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**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.

Mustang Learning Center for Youth

www.smu.edu/MustangLearning

The Mustang Learning Center for Youth offers tutoring services for school-age children who are experiencing difficulty with reading, vocabulary development, writing, 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 and Arbitration Center

www.smu.edu/MediationClinic

Mediation and arbitration services are available to parties involved in a dispute. 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.

Parties may use SMU's mediation services either before or after a lawsuit is filed. Parties may contact SMU directly to arrange for services, or if a lawsuit has been filed, a judge may order mediation and appoint the 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; if no agreement is reached, the lawsuit continues or is filed. 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 to communicate clearly and appropriately.

Arbitration is an alternative to litigation that allows parties to have more control over their case but still leaves the ultimate decision about how to resolve the dispute to a neutral third party. The process is similar to a trial but with fewer procedural restrictions. If parties have an arbitration clause in a contract, or just wish to utilize arbitration to settle their dispute, they may contact SMU directly.

Most mediated settlements are completed in one meeting, saving time and money. Legal or other representation is permitted but is not required. A mediated settlement or arbitrated award can be binding upon both parties. Mediation is a confidential process, and communications and settlement discussions cannot be used as evidence in any future court proceedings, except in very limited circumstances. In arbitration, the parties and the arbitrator may choose to restrict or prohibit disclosure of information and evidence presented during the arbitration outside the arbitration process. The parties pay only a minimal administrative fee to SMU for mediation or arbitration.

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.

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.

Center on Communities and Education

www.smu.edu/cce

The mission of the Center on Communities and Education is to close the education gap in low-income communities by providing coordinated resources to support schools and teaching and by using data to drive students' academic success. CCE has four core strategies:

- Hands-on work in low-income communities.
- Research and evaluation by faculty and students.
- Collaboration with local and regional education reform efforts.
- Contributions nationwide to the practice of education transformation.