

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 enrichment centers that concern the areas of professional education, dispute resolution, counseling, applied physiology, sport management, personal responsibility and wellness, and liberal studies. The mission of the school is to integrate 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, nine master's degrees and a number of graduate certification programs. Its academic departments include Teaching and Learning; Applied Physiology, Sport Management and Wellness; Education Policy and Leadership; Dispute Resolution and Counseling; and Lifelong Learning.

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

The **Department of Teaching and Learning** represents SMU's commitment to the professional development of educators through innovative and research-based undergraduate and graduate programs. The department's teaching and research practices are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist and sociocultural approaches to scholarship. All Teaching and Learning programs 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, which include master's degrees and graduate-level certifications, focus on research, literacy and language acquisition, teaching and learning, special education, giftedness, bilingual education, and mathematics. A variety of enrichment opportunities serve the continuing education needs of practicing educators. The school promotes high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses, and influences pedagogical practices in early childhood (or "EC") through grade 12 schools. The department's research efforts are supported by the Institute for Evidence-Based Education, one of the most productive literacy research centers in the nation; the institute performs research concerning reading and reading disabilities, language acquisition, and teaching and learning. The Gifted Students Institute, which also resides within the department, was founded on the premise that giftedness is a resource that should be nurtured for the benefit of all; it focuses on professional development for teachers and is an integral part of the department's work on differentiated instruction.

The **Department of Applied Physiology, Sport Management and Wellness** offers undergraduate and graduate programs. Its undergraduate programs include a major and three minors in applied physiology and sport management. Its graduate programs include an M.S. in sport management and a Ph.D. in education, with an emphasis in applied physiology. The department also offers the personal responsibility and wellness courses that are required of all undergraduate students as part of the University Curriculum, and a selection of sports and fitness activity courses are available as electives. The undergraduate and graduate programs have access to the department's two laboratories: the exercise physiology and biomechanics laboratory, which is housed within Simmons Hall, and the Locomotor Performance Laboratory, which specializes in terrestrial locomotion and in relating muscle function to metabolic energy expenditure and performance.

The **Department of Education Policy and Leadership** focuses on preparing educators for leadership roles in complex educational settings, including colleges and universities. Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow are able to develop and support effective teachers and other education service providers; to select and implement effective curricula and instructional programs; and to identify, implement and sustain effective organizational practices 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 accelerated school leadership, an M.Ed. in educational leadership with a specialization in higher education and an M.Ed. in educational leadership with a specialization in urban school leadership. 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.

The **Department of Lifelong Learning** offers the Master of Liberal Studies program, which promotes personal enrichment through a broad interdisciplinary curriculum. The program broadens students' perspectives, insights and understandings of the world by exposing them to the ideas and events that constitute the human experience. At the heart of the M.L.S. program is the belief that people can continue to grow intellectually, personally and professionally throughout their lives.

CENTERS AND INSTITUTES

The Institute for Evidence-Based Education

www.smu.edu/EvidenceBasedEducation

Patricia G. Mathes, **Director**

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

The mission of the institute is to ensure that every student in every classroom has a highly effective teacher. A clear research base indicates that teacher effectiveness is the single most important school-related factor that impacts student outcomes. This research illustrates that the most effective teachers produce as much as five times the learning gains among their students as the least effective teachers.

The institute seeks to carry out its mission following a two-pronged approach that marries cutting-edge research with improved instructional practices of teachers.

Since its founding in 2003, the institute and its collaborating faculty have received approximately \$16 million in external funding for various research studies focusing on:

- Creating and scientifically evaluating well-designed curricular materials, strategies and tools to assist teachers in delivering highly effective instruction.
- Designing valid, reliable ongoing assessment tools to help teachers determine which students are succeeding and which need additional support.
- Examining the role technology can play in supporting teachers through ongoing, job-embedded staff development, coaching and professional communities of learning.

While research is important, its true value is only realized if findings impact practice in the schools. Thus, current activities at the institute increasingly focus on translating research into daily practice in schools across the nation. Translational activities include

- Making available to the marketplace the curricular materials, assessments, strategies and tools developed and empirically validated by the institute.
- Supporting the implementation of curricular materials, assessments, strategies and tools through the institute's staff development.
- Helping schools to build human capital in the classroom through the institute's technology-based coaching services.
- Offering certification in instructional coaching.

The Institute for Evidence-Based Education resides within the Department of Teaching and Learning. Institute faculty members teach in the Simmons School's teacher education programs, which include learning therapy, the Master Reading Teacher program and the doctoral program.

Gifted Students Institute

www.smu.edu/GSI

Marilyn Swanson, **Director of Programming**

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.

Research in Mathematics Education

www.smu.edu/RME

Leanne Ketterlin Geller, **Director**

The Research in Mathematics Education center is a research and outreach unit that conducts and disseminates high-quality, evidence-based research to improve students' mathematics performance in Texas. Formed in 2011 under the direction of Dr. Leanne Ketterlin Geller, RME is focused on developing instructional systems, assessment resources and professional development programs for educators. These systems include instructional practices and assessments that lead to sound decision-making by teachers and administrative leadership at the district, campus and state levels. RME focuses on

- Creating systems of formative assessment to inform teacher decision-making.
- Designing evidence-based interventions for students struggling in mathematics.
- Designing and delivering professional development to support teachers' and administrators' implementation of best practices.
- Offering a dynamic online community where researchers and educators can collaborate and share ideas and resources.

RME's externally funded research and development budget has grown beyond \$5 million. Recent efforts by RME's researchers have directly impacted many students across Texas and other states through participation in research activities, engagement with professional development courses, participation in conferences, dissemination of materials through the RME website and collaborations with other organizations and publications. Through these efforts, RME has impacted more than 25 percent of all middle school students in Texas.

RME's director actively collaborates with The Bush Institute's Middle School Matters Initiative and the Meadows Center for Preventing Educational Risk at the University of Texas in Austin.

RME faculty members teach both in the Simmons School Leadership Program in the Department of Education Policy and Leadership and in the Simmons School teacher education program, which includes the Master Math Teacher Program. Additionally, faculty members disseminate their research findings locally, nationally and globally.

Center on Research and Evaluation

www.smu.edu/CORE

Scott Baker, **Executive Director**

CORE's mission is to improve the well-being of children, adults and families through knowledge creation and dissemination and through evaluations of programs designed to enhance positive outcomes for individuals. This interaction between knowledge creation and the work of organizations and individuals is essential for these organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes the evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society.

Budd Center: Involving Communities in Education

www.smu.edu/CCE

Regina Nippert, **Executive Director**

The mission of the Budd Center: Involving Communities in 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. The Budd Center, housed on SMU's east campus in the Expressway Towers building, 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.

COMMUNITY ENRICHMENT

The Simmons School operates a number of centers and clinics open to the community. Services provided by these centers are available on a limited basis, and some services may be fee based. Additional information on the availability and costs of programs offered is found on the client service centers' Web pages.

Center for Child and Community Development

www.smu.edu/cccd

The Center for Child and Community Development is dedicated to the cognitive, affective and social, and cultural development of children in ethnically diverse communities.

Center for Family Counseling

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to members of the community, including adults, adolescents, children, groups, couples, and families struggling with personal, social or career-related issues, while providing SMU graduate counseling students with meaningful training experience via supervised therapeutic interactions.

Diagnostic Center for Dyslexia and Related Disorders

www.smu.edu/reading

The Learning Therapy Program administers the Diagnostic Center for Dyslexia and Related Disorders, established in response to a community need for services that evaluate individuals for learning disorders related to reading acquisition and comprehension. 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.

SMU Mediation and Conflict Resolution Services

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.

The Writer's Path

www.smu.edu/CreativeWriting

The Writer's Path is a creative writing program that guides individuals in the process of writing for publication. Progressive noncredit courses take students from the development of writing ideas, through the preparation of a draft, to the revisions and polish. Qualified students are eligible to participate in a trip to New York where they visit publishing houses and meet professional publishers and editors.

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor Paige Ware, **Department Chair**

Professors: Jill Allor, Stephanie Al Otaiba, David J. Chard, Patricia Mathes, Paul Yovanoff. **Associate Professors:** Deborah Diffily, Ken Springer, Paige Ware. **Assistant Professors:** Doris Baker, Karla del Rosal, Amy Gillespie, Diego Roman, Candace Walkington, Anne Wilhelm. **Clinical Professor:** Abigail Pruitt. **Clinical Associate Professor:** Nancy Montgomery. **Clinical Assistant Professors:** Ann Batenburg, Julia Bore, Sherril English, Caroline Kethley, Nancy Roberts, Dara Rossi, Robert Rouse. **Lecturer:** Karen Vickery. **Research Professors:** Charles Knibb, Hector Rivera, Moses Williams. **Research Assistant Professor:** Beverly Weiser.

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. The department's teaching and research practices are grounded in multiple perspectives that encompass behaviorist, cognitive, social constructivist and socio-cultural approaches to scholarship. All programs serve to prepare educators who are scholars and leaders in professionalism, committed to high-quality teaching and practice, leaders in translating research into practice and experts in differentiated instruction.

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 an M.Ed., an M.Ed. with certification, a Master of Bilingual Education, an M.Ed. in reading and writing, an M.Ed. in special education, or a Master of Music in music education, as well as other credentials in areas such as gifted education, special education, reading, mathematics, bilingual education, English as a second language and learning therapy.

Undergraduate Teacher Certification

Clinical Assistant Professor Nancy Roberts, **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 seven 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 Dedman College, Cox School of Business, Lyle School of Engineering or Meadows School of the Arts – or in the Simmons' APSM major with a sport performance leadership concentration – 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 post-baccalaureate program, which essentially mirrors the undergraduate program. Post-baccalaureate students seeking certification for grades seven 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 or grades four through eight 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 education 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 seven 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 through six or grades four through eight, 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 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. Students in the EC through grade six certification program must have completed MATH 1305 and EDU 5330 with a C (2.000) or better. 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 mentors 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 a

preapproved Dallas-area public, 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. 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 through six include the EC-12 Pedagogy and Professional Responsibilities Test and the EC through grade six Generalist Test. Students preparing for teaching in fourth through eighth grade middle schools must pass the EC-12 Pedagogy and Professional Responsibilities Test and the fourth through eighth grade Generalist Test. Students preparing for teaching in high schools must pass the TExES Pedagogy and Professional Responsibilities Test for grades 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 must 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; www.smu.edu/teacher.

The Courses (EDU)

Early Childhood–Grade 6 Courses	EDU 2350, 5121–23, 5318, 5327, 5331, 5333, 5349, 5355, 5357–58, 5363–64, 5385–86
Middle (Grades 4–8) and High School (Grades 7–12) Courses and Certification Areas	EDU 2350, 5124–26, 5318, 5327, 4300, 5348–49, 5367, 5371, 5373–76
Elective Education Courses (These courses are not required by the state for teacher certification.)	EDU 2355, 3301

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 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. 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 local elementary school students and complete related assignments.

EDU 4099 (0). FULL-TIME STATUS. This course provides full-time status for students placed in an internship. Students must obtain permission to enroll in this course.

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). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is 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 5157 (1). PRACTICUM FOR TEACHING EARLY READING AND WRITING. Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires tutoring experiences in a local school. *Corequisite:* EDU 5257.

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

EDU 5257 (2). METHODS FOR TEACHING EARLY READING AND WRITING. Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. *Corequisite:* EDU 5157.

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

EDU 5318 (3). FORMATIVE/SUMMATIVE ASSESSMENT. Explanation and practice of formal and informal assessment strategies, the ways assessment outcomes should inform instruction, and the methods for sharing assessment outcomes with families. All assignments relate to putting assessment skills into practice in the classroom.

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

EDU 5330 (3). INTEGRATED STEM STUDIES. Provides elementary- and middle-grades teachers with strategies to integrate science, technology, engineering, and mathematics in their classrooms.

EDU 5331 (3). CONTENT AREA STUDIES FOR ELEMENTARY SCHOOL. Explores science, social studies, art, music, drama, and physical education content for students EC–grade six. Also, effective teaching strategies for each content area.

EDU 5348 (3). INTRO TO DIVERSE LEARNERS. A study of diversity, multicultural concepts, and inclusion. Also, explores 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. Evaluates learning materials and teaching methods focusing on knowledge and skills required for students EC–grade six.

EDU 5357 (3). EMERGENT LITERACY. This course examines principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. All literacy classes require field experiences in local schools.

EDU 5358 (3). CONVENTIONAL LITERACY. Introduces theories, practices, and materials for teaching reading and/or writing in primary grades. All literacy classes require field experiences in local schools.

EDU 5363 (3). ELEMENTARY STUDENT TEACHING. Requires a 15-week assignment in an elementary school that has a diverse student population. Includes a seminar on campus every 2 weeks.

EDU 5364 (3). ELEMENTARY STUDENT TEACHING. This course requirement is a 15-week assignment in an elementary school that has a diverse student population. The course includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5367 (3). CREATING SUCCESSFUL CLASSROOMS. Students will examine current research that promotes student-centered teaching and constructivist practices. Various teaching and learning strategies of teaching in effective classrooms will be the focus of the course.

EDU 5371 (3). CONTENT AREA METHODS. Students refine content knowledge, methods, and strategies specific to their content area and level of certification.

EDU 5373 (3). SECONDARY STUDENT TEACHING. Requires a 15-week assignment in a middle school and/or high school that has a diverse student population. Includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5374 (3). SECONDARY STUDENT TEACHING. Requires a 15-week assignment in a middle school and/or high school that has a diverse student population. Includes a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5375 (3). INTERNSHIP I: HIGH SCHOOL AND MIDDLE SCHOOL. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5376 (3). INTERNSHIP II: HIGH SCHOOL AND MIDDLE SCHOOL. This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5385 (3). INTERNSHIP I: EC–6. Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5386 (3). INTERNSHIP I: EC–6. Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

DEPARTMENT OF APPLIED PHYSIOLOGY, SPORT MANAGEMENT AND WELLNESS

www.smu.edu/apsm

Associate Professor Lynn Romejko Jacobs, **Department Chair**

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

General Information

The Department of Applied Physiology, Sport Management and Wellness offers undergraduate and graduate programs. Its undergraduate programs include a major and three minors in applied physiology, applied physiology and enterprise, and sport management. Its graduate programs include an M.S. in sport management and a Ph.D. in education, with an emphasis in applied physiology. The department also offers the personal responsibility and wellness courses that are required of all undergraduate students as part of the University Curriculum and a selection of sports and fitness activity courses. All UC students must take PRW1 and PRW2 in order to graduate from SMU.

Application for Admission Requirements

To apply for admission, students first must meet minimum GPA criteria and complete prerequisite requirements before submitting the application for admission. Admission is competitive. Students who are not accepted may reapply for admission during another term. For consideration, students must

- Have a minimum 2.000 GPA overall.
- Complete a minimum of 30 credit hours (currently enrolled hours may be included).
- Complete the introductory course for the area of concentration: APSM 2310 (sport management concentration) or APSM 2441 (applied physiology and enterprise concentration).
- Attend a required orientation meeting for prospective majors.
- Submit a completed general application form for the APSM major program.
- Declare an area of concentration.
- Complete a proctored essay and test.
- Interview with the APSM Interview Committee (by invitation only).

Students approved for admission by the faculty are assigned an adviser; they may continue to take core courses and/or courses in their concentration of interest.

Degree Requirements

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; a grade below C- will not apply toward the major. The Simmons School also 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 or minor are included in determining the major or minor GPA. Majors must be officially declared (or changed) through the Office of the Dean.

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. **Note:** Each term, students are required to attend a group advising session if they want to schedule individual appointments with their assigned adviser. Detailed information concerning academic regulations and degree requirements are provided at that time. Students are individually responsible for knowing and complying with all regulations and requirements that may apply to the APSM program.

Honor Code Violations

An APSM major who commits an honor code violation while enrolled in any of the APSM courses could be expelled from the program and not allowed to continue and complete the major.

Application for a Degree

Students must submit to the Office of the Dean a formal application for graduation at the beginning of the term in which they will complete all degree requirements. Applications should be filed by the deadline date in the Official University Calendar.

Credits

A candidate for a Simmons School APSM degree must have

- A minimum total of 122 credit hours, including Universitywide requirements 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 PRW/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 the general requirements for a B.S. degree in APSM. However, a student may not be awarded more than one baccalaureate degree from the Department of Applied Physiology, Sport Management and Wellness.

A student may concurrently 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.

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

The APSM 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, coaching and fitness industries. The program leads to a B.S. degree with concentrations available in applied physiology and enterprise, sport management, or sport performance leadership. Concentrations require coursework in the physiological sciences and business.

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 sport- or fitness-related business; and familiarizes students with the legal and ethical aspects of the fitness, health, coaching 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 and wellness programming; graduate programs in the allied health professions (i.e., physical therapy, nursing, physician assistant); coaching; 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.

All students must complete 15–17 hours of core courses and 24–27 hours of concentration courses to obtain the B.S. degree in APSM. The core courses and concentrations are described below.

Applied Physiology and Enterprise Concentration

The applied physiology and enterprise concentration ensures that students are prepared to develop research-based training methods in order to advise effective lifestyle prescriptions, as well as to 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 program provides students with the solid research foundation that is necessary for leaders, educators and practitioners in the prevention of chronic diseases that plague society and affect the health care system.

Core Courses	17
APSM 3411, 3422, 3332, 3340, 5300	
Concentration Courses	27
APSM 2441, 2442, 3351, 4349, 4412, 5351, 5610	
	<hr/> 44

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 on significant 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.

Core Courses	15
APSM 3311, 3322, 3332, 3340, 5300	
Concentration Courses	24
APSM 2310, 3372, 4345, 4371, 4372, 5371, 5672	
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Sport Performance Leadership Concentration

The sport performance leadership concentration provides students with academic and experiential training pertinent to the leadership and instruction of sport. Graduates of the program are equipped with an evidence-based scientific foundation for their leadership and instructional aspirations. The program serves two objectives: 1) to enhance understanding of scientific evidence for human performance improvement in the context of sport and 2) to provide a philosophical and historical foundation for successful, safe and ethical athletic coaching.

There are several features that distinguish the program from those at other institutions. Most programs include classes on teaching the fundamentals of sport. Fewer programs apply the psychological component of dealing with motivation, confidence, intensity, focus and emotional well-being. Rarely do programs address the communicative aspect of coaching. SMU's sport performance leadership program, however, addresses all three components, equipping students with a unique and dynamic skill set to offer the coaching marketplace. Students also complete three hours of experiential learning. This type of exposure to real-world coaching helps to assure superior preparation for graduates of the program.

Departmental Distinction

A student may be awarded departmental distinction regardless of eligibility for graduation honors. This award is conferred by the Department of Applied Physiology, Sport Management and Wellness based on specific criteria established by the department.

Minors in Applied Physiology and Enterprise, Sport Management, and Applied Physiology

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 intended to apply toward a minor may not be taken pass/fail. If an APSM minor earns 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.

Credit Hours

Applied Physiology and Enterprise Minor (23 hours)

APSM 2441, 2442, 3311, 3322, 3351, 4349, 5351
(PSYC 3360 and APSM 3332 *recommended*)

Sport Management Minor (18 hours)

APSM 2310, 3332, 3340

Choice of three electives from the following:

APSM 3372, 4345, 4371, 4372

Applied Physiology Minor (23 hours)

APSM 2441, 2442, 3411, 3422, 3351, 4412
(APSM 4349 *recommended*)

18–23

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 to become more aware of the comprehensive nature of wellness; to understand the importance of personal life management; to respond positively to imbalances in their lifestyles; to become familiar with campus wellness facilities, equipment and services; to commit to a lifetime of physical activity and physical fitness; and to utilize opportunities the University provides and promotes in a variety of wellness areas. Each student must complete PRW1 and PRW2 as part of the University Curriculum. Additional information is found in the Universitywide Requirements section of this catalog.

Concepts of Wellness: PRW1. 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: PRW2. 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. Students may take up to four additional PRW2 courses beyond the required graded course for their own personal benefit during their college career. These additional PRW2 courses can only be taken after the student has completed the PRW2 required course. Additional courses are graded on a pass/fail basis only, do not count toward the minimum hours for the degree and must meet the criteria outlined in the Pass/Fail Option section of this catalog.

Applied Physiology and Sport Management Courses (APSM)

Elective Courses. These courses are elective courses offered to APSM students with faculty approval: APSM 4159, 4259, 4359, 5160, 5260, 5261, 5360, 5361.

APSM 2310 (3). CONTEMPORARY ISSUES IN 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 is mandatory to be invited into the program. First-year, sophomore, or junior standing only (less than 90 hours).

APSM 2340 (3). COACHING AND LEADERSHIP FOR PERFORMANCE. Examines what coaches do, the qualities of expert coaches, strategies for effective and cohesive programs, a sound coaching philosophy, and the art and science of coaching. Serves as the gateway course to the major. Students must complete this course with a C- or better to be eligible to declare sport performance leadership as a major. *Prerequisite:* First-year, sophomore, or junior standing (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 neuromusculoskeletal systems. Gateway course for applied physiology and enterprise concentration majors; successful completion is mandatory to be invited into program. Lab fee: \$30.

APSM 2442 (4). HUMAN ANATOMY AND PHYSIOLOGY II WITH LAB. Examines the gross anatomy and physiology of the endocrine, cardiovascular, respiratory, digestive, and urinary systems, and their relationship with human health and performance. Lab fee: \$30. *Prerequisite:* APSM 2441.

APSM 3300 (3). ANATOMY FOR MOVEMENT. Explores the anatomy of bones and muscles and their role in normal muscle function and common gross motor movements.

APSM 3311 (3). EXERCISE PHYSIOLOGY. 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 equally 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, and types of ownership. Also, the role of organizations in contemporary society as they relate to fitness and sport enterprises today. *Prerequisite:* APSM 2310 or 2441.

APSM 3351 (3). 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.

APSM 3372 (3). ADVANCED PUBLIC RELATIONS IN SPORT. An overview of communications specific to the sport industry, including public relations, media relations, and community relations. *Prerequisite:* APSM 2310.

APSM 3411 (4). EXERCISE PHYSIOLOGY WITH LABORATORY. Examines the physiological mechanisms underlying human movement. Topics include muscle physiology, respiration, cardiac function, circulation, energy metabolism, and their application to training. Students are expected to have a basic understanding of algebra, general chemistry, and anatomy and/or physiology prior to enrollment. Lab fee: \$30. *Prerequisites:* APSM 2441, 2442.

APSM 3422 (4). BIOMECHANICS WITH LABORATORY. Introduces the scientific basis of support and motion in humans and other vertebrate animals, drawing equally on musculo-skeletal biology and Newtonian mechanics. Lab fee: \$30. *Recommended:* PHYS 1303, MATH 1304. *Prerequisite:* APSM 2441.

APSM 4159 (1). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. 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 4259 (2). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. 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 4349 (3). HEALTH CARE: FROM POLICY TO PRACTICE. Explores the development and transformation of health care policy and the environmental factors that influence the delivery of health care services. Also, financial, economical, and operational issues related to health care.

APSM 4359 (3). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. 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 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. Introduces measurement techniques used to assess physiological responses to exercise. Students take measurements on themselves (or one another if they prefer) in structured laboratory experiences. Lab fee: \$30. *Prerequisites:* APSM 2441, 2442, 3411, 3422.

APSM 5160 (1). TEACHING PRACTICUM. Students assist the instructor in conducting a course in which they have previously excelled. Maximum of 3 credit hours allowed. *Prerequisites:* Junior or senior standing, A- or better for any previous enrollment in this course, and instructor approval.

APSM 5260 (2). TEACHING PRACTICUM. Students assist the instructor in conducting a course in which they have previously excelled. Maximum of 3 credit hours allowed. *Prerequisites:* Junior or senior standing, A- or better for any previous enrollment in this course, and instructor approval.

APSM 5261 (2). 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 invita-

tion from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5300 (3). SENIOR PROJECT. Teaches the process of formal inquiry to plan, execute, and report results regarding a scientific question of interest. *Prerequisite:* STAT 2301 or 2331. Reserved for APSM 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 5360 (3). TEACHING PRACTICUM. Students assist the instructor in conducting a course in which they have previously excelled. Maximum of 3 credit hours allowed. *Prerequisites:* Junior or senior standing, A- or better for any previous enrollment in this course, and instructor approval.

APSM 5361 (3). 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 5362 (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 5363 (3). DIRECTED STUDIES IN SPORT MANAGEMENT. 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 4359, 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. Prepares students for a career in the sport industry, including sport management. Students assess and clarify their personal skills and competencies to better align with their career goals within the sport marketplace. *Prerequisite:* Junior standing. *Recommended:* APSM 3372, 4345, 4371, 4372.

APSM 5461 (4). 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 5561 (5). 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 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 and senior standing. Reserved for APSM majors.

APSM 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 5672 (6). SPORT MANAGEMENT INTERNSHIP. Experiential learning at a local sports industry organization as an intern for a total of 250 hours. *Prerequisites:* APSM 5371 and senior standing. Reserved for APSM majors.

Personal Responsibility and Wellness Courses (PRW)

PRW 1101 (1). PRW1: CONCEPTS OF WELLNESS. PRW1 is required for graduation, and it should be taken in the first term upon entering SMU. 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. Also, introduces the e portfolio that students use 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. Offers an intense aerobic workout using benches. Also, body contouring using dumbbells, body bars, and mats. Includes selected activities designed to target health-related fitness.

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. Accommodates all levels of weight training experience. Proper mechanics, safety, and principles of strength building with machines and free weights are presented and practiced. Includes selected activities designed to target health-related fitness.

PRW 2106 (1). PRW2: PHYSICAL FITNESS: WEIGHT TRAINING FOR WOMEN. Accommodates 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. Includes selected activities designed 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. 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 2–2.5 miles during class, and diet and nutrition information. Includes selected activities designed to target health-related fitness.

PRW 2114 (1). PRW2: PHYSICAL FITNESS: BEGINNING TRIATHLON. Students train for a sprint distance triathlon (swim, bike, run) during the term. Includes selected activities designed to target health-related fitness. The \$60 activity fee covers triathlon entry.

PRW 2115 (1). PRW2: PHYSICAL FITNESS: INTERMEDIATE TRIATHLON. Prepares the student to complete an Olympic triathlon (1.5 km swim, 40 km bike ride, and 10 km run). Covers bicycle care, training progressions, and race strategies. Includes selected activities designed to target health-related fitness. The \$60 activity fee covers triathlon entry. *Prerequisite:* Completion of a sprint distance triathlon.

PRW 2117 (1). PRW2: PHYSICAL FITNESS: BEGINNING MARATHON TRAINING. Students gain the skills and endurance needed to complete the local White Rock Marathon at the end of the term. Includes selected activities designed to target health-related fitness. The \$125 activity fee covers marathon entry.

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. Includes selected activities designed to target health-related fitness. Special activity fee: \$10.

PRW 2125 (1). PRW2: PHYSICAL FITNESS: GROUP FITNESS. This boot camp style class introduces a variety of group fitness activities such as kickboxing, jogging, Pilates, calisthenics, indoor rowing, and strength training.

PRW 2127 (1). PRW2: PHYSICAL FITNESS: PILATES. Pilates is a total body conditioning exercise method designed to develop the mind and body uniformly. Combines flexibility and strength activities to improve balance, flexibility, and posture and to strengthen core muscles. Aerobic components are included for a full, health-related fitness workout.

PRW 2130 (1). PRW2: PHYSICAL FITNESS: POWER YOGA. Focuses on three main areas of yoga practice: deep breathing, exercise (postures), and meditation. Includes selected activities designed to target health-related fitness.

PRW 2132 (1). PRW2: PHYSICAL FITNESS: JUDO. Judo (“gentle way”) is a safe combat sport that applies maximum efficiency with minimum effort. Students learn the basic skills of judo and techniques for self-defense, particularly against stronger opponents. Also, presents judo’s spiritual aspect of relating to others in more harmonious and effective ways.

PRW 2135 (1). PRW2: PHYSICAL FITNESS: MOUNTAIN SPORTS. Includes several hikes, a river raft trip, a mountain bike trip, a volleyball tournament, and selected activities designed to target health-related fitness. Special activity fee: \$750 to cover rafting, rock climbing, fly-fishing, horseback riding, and other mountain sports activities. (SMU-in-Taos)

PRW 2140 (1). PRW2: PHYSICAL FITNESS: INTERMEDIATE SWIMMING. For the intermediate to advanced swimmer. Provides an opportunity to refine swimming stroke techniques and to gain more advanced swimming skills and aerobic fitness. Includes selected activities designed to target health-related fitness.

PRW 2190 (1). PRW2: PHYSICAL FITNESS: OPTIONAL. Acknowledges the fitness commitments of special groups such as athletes, cheerleaders, pompom squad members, and military service personnel. Students must demonstrate knowledge of health-related fitness concepts and produce an offseason personal fitness plan. Instructor approval required.

Wellness Courses (WELL)

WELL 2091 (0). CHOICES II: OPTIONAL.

WELL 2109 (1). CHOICES II: BENCH AEROBICS. Offers an invigorating and intense aerobic workout that helps to relieve stress. Also, body contouring using dumb bells, body bars, and mats. Benefits include loss of body fat, toned muscles, and improved endurance. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2110 (1). CHOICES II: JOGGING. 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. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2111 (1). CHOICES II: WEIGHT TRAINING. Accommodates all levels of weight training experience. Proper mechanics, safety, and principles of strength building with machines and free weights are presented and practiced. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2112 (1). CHOICES II: WEIGHT TRAINING FOR WOMEN. Accommodates all levels of weight training experience. Proper mechanics, safety, and principles of strength building and endurance training with machines and free weights are presented and practiced in a friendly setting. Students are encouraged to develop their own training program as the term progresses. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2113 (1). CHOICES II: INDIVIDUAL FITNESS. Accommodates all levels of fitness and offers activities that improve cardiovascular endurance, muscular strength and endurance, and flexibility. Students develop a personal exercise program utilizing the resources at Dedman Center, and they test and evaluate their own strengths and weaknesses in terms of health and fitness using some basic principles from contemporary exercise science. Encourages students to attempt activities that are outside their realm of experience. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

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 2–2.5 miles during class times; students only need to provide a good pair of walking shoes. Provides beneficial information on diet and nutrition. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2115 (1). CHOICES II: BEGINNING TRIATHLON. Students learn the basics of the triathlon while training for a sprint distance triathlon. The \$60 activity fee covers triathlon entry. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2116 (1). BEGINNING MARATHON TRAINING. For runners looking to take their sport to the next level. Accommodates beginning runners as well as those who are more experienced. Students gain the skills and endurance needed to complete the local White Rock Marathon at the end of the term. Includes an activity fee to cover marathon entry. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

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 it emphasizes road cycling-inspired training principles at self-directed paces. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2118 (1). CHOICES II: GROUP FITNESS. Exposes students to variety of group fitness activities, including kick boxing, jogging, Pilates, calisthenics, indoor rowing, and strength training. During the boot camp style class, participants have a chance to enhance their endurance and overall physical fitness. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2119 (1). CHOICES II: PILATES. Introduces the discipline of Pilates, a total body conditioning exercise method designed to develop the mind and body uniformly. Combines flexibility and strength activities to improve balance, flexibility, and posture and to strengthen core muscles. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2122 (1). CHOICES II: ROCK CLIMBING. Introduces the recreational sport of rock climbing. Students learn safety skills and techniques necessary for successful rock climbing. Offers opportunities to climb outdoors and indoors. Special activity fee: \$50. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2125 (1). INTERMEDIATE TRIATHLON. Prepares the student to complete an Olympic triathlon: 1.5 km swim, 40 km bike ride, and 10 km run. Covers bicycle care, training progressions, and race strategies. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement. *Prerequisite:* Completion of a sprint distance triathlon.

WELL 2129 (1). CHOICES II: GOLF. Promotes golf and introduces new golfers to the game. This class, taught by PGA professionals utilizing state-of-the-art equipment, provides quality instruction to help students learn the skills, rules, and etiquette of golf. Equipment is provided, if necessary. Special activity fee: \$150. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2131 (1). CHOICES II: MOUNTAIN SPORTS. Focuses on enjoying various outdoor activities: several hikes, a river raft trip, a mountain bike trip, a volleyball tournament, and a field trip to Ojo Caliente Mineral Springs. Special activity fee: \$750 to cover rafting, rock climbing, fly-fishing, horseback riding, and other mountain sports activities. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2132 (1). CHOICES II: RACQUETBALL I. 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. Activities include workouts and stress reduction activities. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2135 (1). CHOICES II: TABLE TENNIS. Accommodates all levels of expertise. Students learn new table tennis techniques, refine known techniques, and gain a greater appreciation for this Olympic, lifetime sport. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2136 (1). CHOICES II: TENNIS I. Provides instruction in the basic tennis skills of the forehand, backhand, volley, serve, lob, and overhead smash. Rules, code of conduct, and etiquette are also emphasized. Game experience is complemented by skill practice and drills. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2139 (1). CHOICES II: FLY-FISHING. 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. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement. (SMU-in-Taos)

WELL 2140 (1). CHOICES II: BADMINTON. Provides instruction in basic badminton skills, including the forehand, backhand, serve, lob, and overhead smash. Rules, code of conduct, and etiquette are also emphasized. Game experience is complemented by skill practice and drills. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2141 (1). CHOICES II: INTERMEDIATE SWIMMING. For the intermediate to advanced swimmer. Provides an opportunity to refine swimming stroke techniques and to gain more advanced swimming skills and aerobic fitness. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2142 (1). CHOICES II: BALLROOM AND FOLK DANCING. Teaches the beginning ballroom steps of the fox trot, waltz, rumba, cha-cha, tango, and swing/jitterbug, emphasizing leading and following techniques. Also, country-western line dancing and international folk dances representing different countries and cultures. One class is devoted to square dancing with a professional caller. Students view popular dance videos to learn special styles and techniques. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2144 (1). CHOICES II: SCUBA. Students need only basic swimming skills to participate. Presents basic physics and physiology (in class) and practical scuba methods and techniques (in the Perkins Natatorium pool). 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 open water diving at area lakes. Students earn certification as open water scuba divers upon completion of the course. Special activity fee: \$175. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2145 (1). CHOICES II: BEGINNING SWIMMING. Designed primarily for the beginner but also accommodates skilled swimmers. Begins with adjusting to and overcoming a fear of water and basic skills such as floating, bobbing, rhythmic breathing, and gliding. Covers the front crawl, backstroke, elementary backstroke, and breaststroke, and introduces basic diving, water polo, aqua aerobics, and relays. Students who are not beginners participate in workouts designed to improve known strokes and build cardiovascular conditioning. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2146 (1). CHOICES II: LIFEGUARD TRAINING. Provides the training needed to become a certified lifeguard. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2147 (1). CHOICES II: POWER YOGA. The practice of yoga (“yoking”) joins the mind and body by focusing on three main areas: deep breathing (to physically and mentally slow down), exercise (postures), and meditation. The exercises are designed to strengthen, stretch, and relax the major muscle groups of the body. Meditation slows the breathing and allows the mind to focus on a sound or saying that brings peace and healing from everyday stress. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2148 (1). CHOICES II: AIKIDO. Students learn the basics of falling and tumbling, Aikido’s 10 basic techniques of self-defense, and ways to apply principles of physics to an opponent’s skeletal system in order to lock various joints of the body and thus control the attacker. Based on circular movements to avoid clashing with the opponent’s strength and energy, Aikido techniques, when done correctly, are applied with minimal muscular force, allowing a smaller

and weaker person to control a larger opponent. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2149 (1). CHOICES II: KARATE. Karate (“empty hands”) 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. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2150 (1). CHOICES II: JUDO. Judo (“gentle way”) is a safe combat sport that applies maximum efficiency with minimum effort. Students learn the basic skills of judo and techniques for self-defense, particularly against stronger opponents. Also, presents judo’s spiritual aspect of relating to others in more harmonious and effective ways. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2151 (1). CHOICES II: SELF-DEFENSE. Teaches ways to prepare physically and mentally for an attack using the ancient Japanese martial art jujitsu and a mix of other martial arts techniques (aikido, judo, kickboxing, and various schools of karate). Includes lessons in blocking, striking, joint locks, release and escape, the proper method of falling, and defense while lying on the ground. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2153 (1). CHOICES II: FENCING. Covers the basic movements of this ancient art form of combat: correct stance, movements, techniques for the foil, and combative strategies, as well as training in the rules and judging. Appropriate for beginners or those wanting to brush up their rusty skills. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2161 (1). CHOICES II: BASKETBALL. Teaches the fundamentals of basketball using team drills and offensive and defensive formations and strategy. Augments skill development with gamelike conditions. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2170/HDEV 2170 (1). CHOICES II: VOLUNTEER ACTIVITY. Students explore the well-being that comes from serving others and develop the skills and knowledge necessary to increase their individual effectiveness as a volunteer. Covers placement, communication with project personnel, and problem-solving. Students perform a minimum of 30 hours of volunteer work in a community agency, reflect on issues raised by the volunteer experience, submit weekly journals, and complete a project evaluation at the end of the term. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 2191 (1). CHOICES II: OPTIONAL. Restricted to scholarship athletes, dance majors, and veterans who are exempt from participation in Choices II. May also be available for last term, 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. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

WELL 3144 (1). CHOICES II: ADVANCED SCUBA. Introduces several diving specialties: night diving, wreck diving, search and recovery, and overhead environments. The course is one-third academics, one-third pool work at Perkins Natatorium, and one-third open water diving at one of the in-state, area lakes. Also, introduces the use of advanced equipment such as lift bags, diver propulsion vehicles, and full-face masks. Students meet experienced and accomplished divers, and earn advanced scuba certification upon completion of the class. Special activity fee: \$175. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

Human Development Courses (HDEV)

The Simmons School offers a selection of HDEV courses that address learning and career development skills. These courses are largely available as electives.

HDEV 1110 (1). OPTIMUM READING, ATTENTION, COMPREHENSION, LEARNING EFFICIENCY. (formerly EDU 1110; course number modified spring 2011) A one-term 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 learn study skills and other strategies for creating success in their academic, professional, and personal lives. Includes self-assessment and journal writing to identify academic strengths and challenges. Provides an opportunity to explore the 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 1401 (4). AMERICAN SIGN LANGUAGE I. An introductory study of grammar and language, with an emphasis on developing question-and-answer skills. The student learns conversational strategies to help maintain a conversation.

HDEV 1402 (4). AMERICAN SIGN LANGUAGE II. Examines the development of receptive and expressive language skills. The student learns to express, negotiate, and interpret meaning in American Sign Language.

HDEV 2101 (1). PRACTICUM: GROUP LEADERSHIP. Unique leadership experience that gives students a laboratory for assessing learned concepts and skills about leadership. Includes discussions on empowerment, public speaking, ethics, and citizenship.

HDEV 2102 (1). PRACTICUM: GROUP LEADERSHIP. A practicum either on campus or in the community for a minimum of 15 clock hours. *Prerequisite:* HDEV/EDU 2101.

HDEV 2170/WELL 2170 (1). VOLUNTEER ACTIVITY. Students explore the well-being that comes from serving others and develop the skills and knowledge necessary to increase their individual effectiveness as a volunteer. Covers placement, communication with project personnel, and problem-solving. Students perform a minimum of 30 hours of volunteer work in a community agency, reflect on issues raised by the volunteer experience, submit weekly journals, and complete a project evaluation at the end of the term. Satisfies the GEC Wellness II requirement, but does not satisfy the UC Personal Responsibility and Wellness II requirement.

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. Using these models and strategies, students develop abilities 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. An examination of the theories and skills necessary for the development of effective leadership.