



SIMMONS SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

GRADUATE PROGRAMS
SOUTHERN METHODIST UNIVERSITY
2012–2013 CATALOG

NOTICE OF NONDISCRIMINATION

Southern Methodist University will not discriminate in any employment practice, education program or educational activity on the basis of race, color, religion, national origin, sex, age, disability or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation. The director of Institutional Access and Equity has been designated to handle inquiries regarding the nondiscrimination policies.

BULLETIN OF SOUTHERN METHODIST UNIVERSITY

VOL. VI

2012–2013

Southern Methodist University publishes a complete bulletin every two years. The undergraduate catalog and the Cox, Dedman Law, Hart eCenter and Simmons graduate catalogs are updated annually. The Dedman College, Lyle, Meadows and Perkins graduate catalogs are updated biennially. The following catalogs constitute the General Bulletin of the University:

Undergraduate Catalog
Cox School of Business Graduate Catalog
Dedman College of Humanities and Sciences Graduate Catalog
Dedman School of Law Graduate Catalog
Hart eCenter Graduate Catalog
Lyle School of Engineering Graduate Catalog
Meadows School of the Arts Graduate Catalog
Perkins School of Theology Graduate Catalog
Simmons School of Education and Human Development Graduate Catalog

In addition, certain academic programs provide their own schedules:

Continuing Education	SMU-in-Plano
J Term	SMU-in-Taos (Fort Burgwin)
SMU Abroad	Summer Studies

Every effort has been made to include in this catalog information that, at the time of preparation for printing, most accurately represents Southern Methodist University. The provisions of the publication are not, however, to be regarded as an irrevocable contract between the student and Southern Methodist University. The University reserves the right to change, at any time and without prior notice, any provision or requirement, including, but not limited to, policies, procedures, charges, financial aid programs, refund policies and academic programs.

Catalog addenda are published online at www.smu.edu/catalogs. An addendum includes graduation, degree and transfer requirements that do not appear in a specific print or online catalog but apply in that academic year.

Additional information can be obtained by writing to the Undergraduate Office of Admission or to the appropriate school (listed above) at the following address:

Southern Methodist University
Dallas TX 75275

Information also is available at www.smu.edu.

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OFFICIAL UNIVERSITY CALENDAR

ACADEMIC YEAR 2012–2013

www.smu.edu/registrar/academic_calendar.asp

This calendar includes an addendum listing religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology and Dedman School of Law, and the Department of Dispute Resolution and Counseling within the Simmons School of Education and Human Development have different calendars.

Fall Term 2012

April 2–20, Monday–Friday: Enrollment for fall 2012 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

May, July, August – TBA: Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 18, Saturday: Residence halls officially open at 9 a.m.

August 19, Sunday: Opening Convocation, McFarlin Auditorium.

August 20, Monday: First day of classes.

August 21, Tuesday: First day of classes for SMU-in-Taos fall term; arrival 2 p.m.

August 24, Friday: Last day to enroll, add courses or drop courses without grade record or tuition billing. Last day to file for graduation in December.

September 3, Monday: Labor Day. University offices closed.

September 5, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options. Last day to request an excused absence for the observance of a religious holiday.

September 24, Monday: Early intervention grades due for first-year undergraduate students.

September 28–29, Friday–Saturday: Family Weekend.

October 3, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 15–16, Monday–Tuesday: Fall break.

October 21, Sunday: Midterm grades due for first-year and sophomore students.

October 26–27, Friday–Saturday: Homecoming Weekend.

October 29, Monday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

October 29–November 16, Monday–Friday: Enrollment for spring 2013 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

November 2, Friday: Last day to drop a course.

November 8, Thursday: Last day for December graduation candidates to change grades of Incomplete.

November 16, Friday: Students should file for May graduation. The last day to file is January 25, 2013.

November 20, Tuesday: Last day to withdraw from the University.

November 21, Wednesday: No classes.

- November 22–23, Thursday–Friday:** Thanksgiving holiday. University offices closed.
- November 28–December 3, Wednesday–Monday:** No final examinations or un-scheduled tests and papers.
- November 29, Thursday:** Last day for oral/written examinations for December graduate degree candidates.
- December 3, Monday:** Last day of instruction.
- December 4–5, Tuesday–Wednesday:** Reading days.
- December 6–12, Thursday–Wednesday:** Examinations. (No examinations scheduled for Saturday and Sunday.)
- December 10, Monday:** Examinations for SMU-in-Taos fall term students.
- December 12, Wednesday:** Departure of SMU-in-Taos fall term students.
- December 13, Thursday:** Residence halls close at 10 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).
- December 15, Saturday:** Official close of term and date for conferral of degrees. Graduation ceremony for December graduates.
- December 24–January 1, Monday–Tuesday:** University offices closed.
- December 25, Tuesday:** Christmas Day.

January Interterm 2013

Some areas of instruction offer selected courses during the January interterm, December 19, 2012–January 14, 2013.

- January 1, Tuesday:** New Year’s Day. University offices closed.

J Term at SMU-in-Plano

- January 7, Monday:** First day of classes.
- January 8, Tuesday:** Last day to declare pass/fail.
- January 15, Tuesday:** Last day to drop/withdraw from the University.
- January 16, Wednesday:** Last class, including exam.

Spring Term 2013

- October 29–January 25, Monday–Friday:** Enrollment for spring 2013 continuing students for all undergraduates and graduates in Dedman College, Lyle and Meadows.
- January – TBA:** Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. More information about AARO is available from New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.
- January 1, Tuesday:** New Year’s Day. University offices closed.
- January 13, Sunday:** Residence halls officially open at 9 a.m.
- January 18, Friday:** First day of classes.
- January 21, Monday:** Martin Luther King, Jr. Day. University offices closed.
- January 25, Friday:** Last day to enroll, add courses or drop courses without grade record or tuition billing. Last day to file for May graduation.
- February 5, Tuesday:** Last day to declare pass/fail, no credit or first-year repeated course grading options. Also, last day to request an excused absence for the observance of a religious holiday.
- February 24, Sunday:** Early intervention grades due for first-year undergraduate students.
- March 9–17, Saturday–Sunday:** Spring break.

March 26, Tuesday: Midterm grades due for first-year and sophomore students.

March 29, Friday: Good Friday. University offices closed.

March 31, Sunday: Easter Sunday.

April 2, Tuesday: 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 8, Monday: Last day for continuing undergraduate students to change their majors before April enrollment.

April 8–26, Monday–Friday: Enrollment for summer 2013 and fall 2013 continuing students for all undergraduates and for graduates in Dedman College, Lyle and Meadows.

April 10, Wednesday: Last day to drop a course.

April 12, Friday: Last day for May graduation candidates to change grades of Incomplete.

April 15, Monday: Honors Convocation, 5:30 p.m.

April 16, Tuesday: Students should file for August or December graduation. Last day to file for August graduation is June 6. Last day to file for December graduation is the last day to enroll for fall 2013.

April 26, Friday: Last day to withdraw from the University.

May 1–6, Wednesday–Monday: No final examinations or unscheduled tests and papers.

May 2, Thursday: Last day for oral/written examinations for graduate students who are May degree candidates.

May 6, Monday: Last day of instruction.

May 7, Tuesday: Reading day.

May 8–14, Wednesday–Tuesday: Examinations (No examinations scheduled for Sunday).

May 15, Wednesday: Residence halls officially close for nongraduating students.

May 17, Friday: Baccalaureate.

May 18, Saturday: Commencement.

May 19, Sunday: Residence halls officially close for graduating seniors.

SMU-in-Taos May Term 2013

Some areas of instruction may offer a limited number of selected courses during the May term, May 15–June 1. Each May term course may have unique start and end dates within the May 15–June 1 term to accommodate the particular needs of the course.

Note: The following dates are applicable only for SMU-in-Taos. Permission of SMU-in-Taos program required for all enrollments.

May 15, Wednesday: Travel day and arrival of students, 4–6 p.m.

May 16, Thursday: First day of classes.

May 27, Monday: Memorial Day. University offices closed.

May 31, Friday: Examinations.

June 1, Saturday: Departure of students.

Summer Term 2013

Summer term consists of three primary sessions: first session, second session and a full summer session. Each primary session has different deadline dates. There are also shorter and longer sessions to accommodate the particular needs of the various instructional units such as SMU Abroad, SMU-in-Taos, and Perkins School of Theology.

Full Summer Session

Note: Classes meet 2 hours, 15 minutes twice a week or 1 hour, 30 minutes three times a week.

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 6, Thursday: Last day to enroll, add courses or drop courses without grade record or tuition billing. Last day to file for August graduation.

June 12, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options.

July 4, Thursday: Independence Day. University offices closed.

July 18, Thursday: Last day for August graduation candidates to change grades of Incomplete.

July 25, Thursday: Last day to drop a course.

July 31, Wednesday: Last day to withdraw from the University.

August 5, Monday: Follows a Thursday schedule.

August 6, Tuesday: Last day of instructions and examinations. Official close of the term and date for conferral of degrees.

First Session

Note: Classes meet 2 hours a day, Monday–Friday.

May 27, Monday: Memorial Day. University offices closed.

June 3, Monday: First day of classes.

June 4, Tuesday: Last day to enroll, add courses or drop courses without grade record or tuition billing.

June 6, Thursday: Last day to declare pass/fail, no credit or first-year repeated course grading options. Last day to file for August graduation.

June 25, Tuesday: Last day to drop a course.

June 26, Wednesday: Last day to withdraw from the University.

July 2, Tuesday: Last day of instruction and examinations.

SMU-in-Taos Summer I Session

Note: The following dates are applicable only for SMU-in-Taos. Permission of SMU-in-Taos program required for all enrollments.

June 4, Tuesday: Travel day and arrival of students, 4–6 p.m.

June 5, Wednesday: First day of classes.

June 6, Thursday: Last day to enroll, add courses and drop courses without grade record or tuition billing.

July 2, Tuesday: Examinations.

July 3, Wednesday: Departure of students.

Second Session

Note: Classes meet 2 hours a day, Monday–Friday.

June 6, Thursday: Last day to file for August graduation.

July 4, Thursday: Independence Day. University offices closed.

July 5, Friday: First day of classes.

July 8, Monday: Last day to enroll, add courses or drop without grade record or tuition billing.

July 10, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options.

July 16, Tuesday: Last day for August graduation candidates to change grades of Incomplete.

July 26, Friday: Last day to drop a course.

July 30, Tuesday: Last day to withdraw from the University.

August 5, Monday: Last day of instruction and examinations.

August 6, Tuesday: Official close of the term and conferral date.

SMU-in-Taos August Term 2013

Note: The following dates are applicable only for SMU-in-Taos. Permission of SMU-in-Taos program required for all enrollments.

July 28, Sunday: Travel day and arrival of students, 4–6 p.m.

July 29, Monday: First day of classes.

July 30, Tuesday: Last day to enroll, add courses and drop courses without grade record or tuition billing.

August 13, Tuesday: Examinations.

August 14, Wednesday: Departure of students.

Major Religious Holidays (August 2012–August 2013)

Listing of religious holidays for use in requesting excused absences according to University Policy 1.9. For religious holidays not listed, the instructor or supervisor may contact the Office of the Chaplain.

Christian

Christmas: December 25, 2012

Easter Sunday: March 31, 2013

Good Friday: March 29, 2013

Easter Sunday (Orthodox): May 5, 2013

Hindu

Janmashtami: August 10, 2012

Diwali: November 13, 2012

Dasera: October 24, 2012

Jewish*

Rosh Hashanah: September 17–18, 2012

Hanukkah: December 9–16, 2012

Yom Kippur: September 25–26, 2012

Pesach (Passover): March 26–27, 2013

Sukkot: October 1–7, 2012

Shavuot: May 15–16, 2013

Muslim

Ramadan: July 20–21, 2012

Islamic New Year: November 14–15, 2012

Eid al Fitr: August 18–19, 2012

Ashura: November 23–24, 2012

Eid al Adha: October 25–26, 2012

Mawlid an Nabi: January 23–24, 2013

* All holidays begin at sundown before the first day noted and conclude at sundown on the day(s) noted.

DESCRIPTION OF THE UNIVERSITY

THE VISION OF SOUTHERN METHODIST UNIVERSITY

To create and impart knowledge that will shape citizens who contribute to their communities and lead their professions in a global society.

THE MISSION OF SOUTHERN METHODIST UNIVERSITY

Southern Methodist University will create, expand and impart knowledge through teaching, research and service, while shaping individuals to contribute to their communities and excel in their professions in an emerging global society. Among its faculty, students and staff, the University will cultivate principled thought, develop intellectual skills and promote an environment emphasizing individual dignity and worth. SMU affirms its historical commitment to academic freedom and open inquiry, to moral and ethical values, and to its United Methodist heritage.

To fulfill its mission, the University strives for quality, innovation and continuous improvement as it pursues the following goals:

- Goal one: To enhance the academic quality and stature of the University.
- Goal two: To improve teaching and learning.
- Goal three: To strengthen scholarly research and creative achievement.
- Goal four: To support and sustain student development and quality of life.
- Goal five: To broaden global perspectives.

SOUTHERN METHODIST UNIVERSITY

As a private, comprehensive university enriched by its United Methodist heritage and its partnership with the Dallas Metroplex, Southern Methodist University seeks to enhance the intellectual, cultural, technical, ethical and social development of a diverse student body. SMU offers undergraduate programs centered on the liberal arts; excellent graduate and continuing education programs; and abundant opportunities for access to faculty in small classes, research experience, international study, leadership development, and off-campus service and internships, with the goal of preparing students to be contributing citizens and leaders for our state, the nation and the world.

SMU comprises seven degree-granting schools: Dedman College of Humanities and Sciences, Meadows School of the Arts, Edwin L. Cox School of Business, Annette Caldwell Simmons School of Education and Human Development, Bobby B. Lyle School of Engineering, Dedman School of Law, and Perkins School of Theology.

Founded in 1911 by what is now the United Methodist Church, SMU is non-sectarian in its teaching and is committed to the values of academic freedom and open inquiry.

At its opening session in 1915, the University had two buildings, 706 students, a 35-member faculty and total assets of \$633,540.

Today, the University has more than 100 buildings, a total enrollment that has averaged more than 10,000 the past 10 years, a full-time faculty of 705 and assets of \$2.16 billion – including an endowment of \$1.2 billion (market value, May 31, 2011).

Offering only a handful of degree programs at its 1915 opening, the University presently awards baccalaureate degrees in more than 80 programs through five undergraduate schools and a wide variety of graduate degrees through those and professional schools.

Of the 10,982 students enrolled for the 2011 fall term, 6,221 were undergraduates and 4,761 were graduate students. The full-time equivalent enrollment was 6,093 for undergraduates and 3,253 for graduate students.

Nearly all the students in SMU's first class came from Dallas County, but now 49 percent of the University's undergraduate student body comes from outside Texas. In a typical school year, students come to SMU from every state; from more than 90 foreign countries; and from all races, religions and economic levels.

Undergraduate enrollment is 52 percent female. Graduate and professional enrollment is 43 percent female.

A majority of SMU undergraduates receive some form of financial aid. In 2011–2012, 76.9 percent of first-year students received some form of financial aid, and 32 percent of first-year students received need-based financial aid.

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

ACADEMIC ACCREDITATION

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

Individual academic programs are accredited by the appropriate national professional associations.

In Dedman College, the Department of Chemistry is accredited annually by the Committee on Professional Training of the American Chemical Society, and the Psychology Department's Ph.D. program in clinical psychology is accredited by the American Psychological Association.

The Cox School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730; telephone number 813-769-6500). The Cox School was last reaccredited by AACSB International in 2007.

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

In the Linda and Mitch Hart eCenter, The Guildhall at SMU's Master of Interactive Technology is accredited by the National Association of Schools of Art and Design for the two specializations in art creation and level design.

The Lyle School of Engineering undergraduate programs in civil engineering, computer engineering, electrical engineering, environmental engineering and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The undergraduate computer science program that awards the degree Bachelor of Science (B.S.) is accredited by the Computing Accreditation Commission of ABET. The undergraduate computer science program that awards the degree Bachelor of Arts (B.A.) is not accredited by a Commission of ABET. ABET does not provide accreditation for the discipline of management science.

In the Meadows School of the Arts, the Art and Art History programs are accredited through the National Association of Schools of Art and Design, the Dance Division is accredited by the National Association of Schools of Dance, the Music Division is accredited by the National Association of Schools of Music, the Music Therapy program is approved by the American Music Therapy Association, and the Theatre program is accredited by the National Association of Schools of Theatre.

Perkins School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110; telephone number 412-788-6505) to award M.Div., C.M.M., M.S.M., M.T.S. and D.Min. degrees.

Accredited programs in the Simmons School of Education and Human Development include the Teacher Education undergraduate and graduate certificate programs, which are accredited by the State Board of Educator Certification (SBEC) and the Texas Education Agency (TEA). The undergraduate program is approved annually by TEA. The Learning Therapist Certificate program, which is accredited by the International Multisensory Structured Language Education Council, was last reaccredited in 2011.

EDUCATIONAL FACILITIES

SMU LIBRARIES

www.smu.edu/libraries

Service to Southern Methodist University students, faculty and staff is the primary goal of all libraries at SMU. The libraries of the University contain more than three million volumes. The fully interactive Web-based library catalog system provides access to bibliographic records of materials housed in all SMU libraries and hypertext links to other databases, digitized collections and relevant websites. All SMU libraries offer wireless Internet access.

SMU libraries rank first in total volumes held among non-Association of Research Libraries universities in the United States. The SMU libraries comprise the largest private research library in Texas and rank third in the state in total volumes, after the University of Texas at Austin and Texas A&M University. SMU libraries are one of the greatest assets of the University.

The University's library system is divided into a number of different units:

1. **Central University Libraries** (reporting to the Office of the Provost).
2. **Underwood Law Library** (reporting to Dedman School of Law).
3. **Bridwell Library** (reporting to Perkins School of Theology).
4. **Business Information Center** (reporting to Cox School of Business).

LABORATORIES AND RESEARCH FACILITIES

The University provides laboratories and equipment for courses in accounting; anthropology; art; biology; chemistry; languages; earth sciences; communication arts; psychology; physics; health and physical education; dance; music; theatre; statistics; and civil, computer, electrical, environmental and mechanical engineering.

MUSEUM

The **Meadows Museum**, founded by the late philanthropist Algur H. Meadows and located at 5900 Bishop Boulevard, houses one of the finest and most comprehensive collections of Spanish art outside of Spain, as well as selected masterpieces of modern European sculpture, from Rodin and Maillol to David Smith and Claes Oldenburg. The permanent collection of 670 objects includes paintings, sculpture, decorative arts and works on paper from the Middle Ages to the present. Artists represented include El Greco, Velázquez, Ribera, Zurbarán, Murillo, Goya, Picasso and Miró. The Meadows Museum hosts a regular program of loan exhibitions each year in its temporary exhibition galleries and sponsors an active program of public lectures, tours, films, concerts and symposia, as well as children's art programs and family days throughout the year. Museum collections are often used by SMU faculty in their courses. The museum membership program includes exhibition previews, tours of private collections and opportunities for travel. Docent tours of the collection are available to school, University and adult groups. The Meadows Museum, in addition to its collection, houses a museum store and special event rooms. Additional information is available at www.meadowsmuseumdallas.org.

FINANCIAL INFORMATION

A catalog supplement, the *Financial Information Bulletin*, is issued each academic year. It provides the general authority and reference for SMU financial regulations and obligations, as well as detailed information concerning tuition, fees and living expenses. The supplement can be accessed at www.smu.edu/bursar ("Financial Brochure" link).

Continuing students registering must ensure that payment is received in the Division of Enrollment Services by the due date (published on the Bursar website). Invoice notifications are emailed to the student's SMU email address after registration for the student to view on the Web. If notification has not been received two weeks prior to the due date, the student should contact Enrollment Services. Students who pay online automatically receive an electronic confirmation of payment; students paying through other methods can also verify receipt of payment online. The registration of a student whose account remains unpaid after the due date may be canceled at the discretion of the University. Continuing students registering during Late Enrollment must pay at the time of registration. Students are individually responsible for their financial obligations to the University.

All refunds will be made to the student, with the exception of federal parent PLUS loans and the SMU monthly TuitionPay Payment Plan. If the refund is issued by check, the student may request, in writing, that the refund be sent to another party. Any outstanding debts to the University will be deducted from the credit balance prior to issuing a refund check. Students with Title IV financial aid need to sign an Authorization to Credit Account form. Students with a federal parent PLUS Loan need to have the parent sign an Authorization to Credit Account Parent form.

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

Arrangements for financial assistance from SMU must be made in advance of registration and in accordance with the application schedule of the Division of Enrollment Services, Financial Aid. A student should not expect such assistance to settle delinquent accounts.

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

REFUNDS FOR WITHDRAWAL FROM THE UNIVERSITY

Note: Students should also refer to the Academic Records, General and Enrollment Standards section of this catalog.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form, obtain approval from his/her academic dean and submit the form to the Division of Enrollment Services, University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to

withdraw does not constitute an official withdrawal. Reduction of tuition and fees is based on the schedule listed in the *Financial Information Bulletin* and is determined by the effective date of the withdrawal. The supplement can be accessed online at www.smu.edu/bursar (“Financial Brochure” link).

Note: For students receiving financial aid (scholarships, grants or loans), when the withdrawal date qualifies for reduction of tuition and fees charges, the refund typically will be used to repay the student aid programs first and go to the student/family last. Further, government regulations may require that SMU return aid funds whether or not the University must reduce its tuition and fees (based on the *Financial Information Bulletin*); hence, a student whose account was paid in full prior to withdrawal may owe a significant amount at withdrawal due to the required return of student aid. Therefore, students who receive any financial aid should discuss, prior to withdrawal, the financial implications of the withdrawal with staff of the Division of Enrollment Services.

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees. However, a medical withdrawal includes requirements that must be met prior to reenrollment at SMU. The medical director, psychiatric director, counseling and testing director, or vice president for student affairs must authorize a medical withdrawal or mandatory administrative withdrawal. Authorization and confirmation of medical necessity must be obtained from the appropriate medical authorities prior to approval of the withdrawal. As a matter of University policy, and in compliance with federal regulations, retroactive medical withdrawals cannot be granted.

Withdrawing students living in SMU housing must check out of residence halls through the Department of Residence Life and Student Housing per established procedures.

GRADUATE AND PROFESSIONAL STUDENT AID

University grants, scholarships, fellowships and assistantships are awarded in the school or department in which the graduate student will enroll. Schools and departments that offer Master’s or Ph.D. degrees offer a significant number of tuition scholarships and teaching or research assistantships each year. For more information, students should contact the appropriate school or department.

Grants and loans for Texas residents, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA may be completed online at www.fafsa.gov. A personal identification number can be obtained at www.pin.ed.gov, which can be used to electronically sign the application. SMU’s code number is 003613.

While University-based grants, scholarships, fellowships and assistantships are not available to students in Simmons School of Education and Human Development programs, the Simmons School does offer some scholarships and assistantships. In addition, SMU’s Office of Financial Aid administers federal loans for qualified students. It is worth noting, as well, that the tuition rates for all of the Master’s degree programs in the Simmons School are substantially lower than regular SMU tuition. More information is available at smu.edu/bursar. In order to qualify for financial aid, a graduate student must meet the requirements of half-time status as determined by the University. A student who is ineligible for financial aid should contact a student account specialist in the Bursar’s Office for payment plan options: smu.edu/bursar/paymentplans.asp.

ACADEMIC RECORDS, GENERAL AND ENROLLMENT STANDARDS

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog.

GENERAL POLICIES

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website. Policy 1.18 of the *University Policy Manual* also discusses this law.

In general, no personally identifiable information from a student's education record will be disclosed to any third party without written consent from the student. Several exceptions exist, including these selected examples: 1) information defined by SMU as directory information may be released unless the student requests through Access.SMU Self Service that it be withheld, 2) information authorized by the student through Access.SMU Self Service may be released to those individuals designated by the student and 3) information may be released to a parent or guardian if the student is declared financially dependent upon the parent or guardian as set forth in the Internal Revenue Code. Additional information is available at www.smu.edu/ferpa.

Student File Number

The University assigns each student an eight-digit SMU identification number. The student should furnish the SMU ID number on all forms when requested because it is the primary means the University has to identify the student's academic records and transactions related to the records.

Name Change

A student who has a change in name must provide to the University Registrar's Office his or her Social Security card or the form issued by the Social Security Administration. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All grade reports, transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Mailing Addresses, Telephone, Email Address and Emergency Contact

Each student must provide the University Registrar's Office with a current home address, telephone number and local mailing address as well as the name, address and telephone number of a designated emergency contact. Students enrolling at SMU authorize the University to notify their emergency contacts in the event of a situation affecting their health, safety, or physical or mental well-being, and to provide these contacts with information related to the situation.

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

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

Official University correspondence may be sent to students' mailing addresses or SMU email addresses on file. It is the responsibility of students to keep all their addresses current and to regularly check communications sent to them since they are responsible for complying with requests, deadlines and other requirements sent to any of their mailing addresses on file or to their SMU email.

Cell Phones

The University requests that students provide cellular telephone numbers, as they are one means of communicating with students during an emergency. Cellular telephone numbers may also be used by University officials conducting routine business. Students who do not have cellular telephones or do not wish to report the numbers should provide this information to the University through Access.SMU Self-Service. Students may be prevented from enrolling if their cellular telephone numbers are not on file or if they have not declared "no cellular telephone" or "do not wish to report cellular number" in Access.SMU.

Transcript Service*

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

Transcripts are \$12.25 per copy. Additional copies in the same request mailed to the same address are \$3.50. Additional copies mailed to different addresses are \$12.25 a copy. PDF transcripts are \$16.00 per email address and are available only for students who attended after summer 1996. **Note:** No incomplete or partial transcripts, including only certain courses or grades, are issued. Transcripts cannot be released unless the student has satisfied all financial and other obligations to the

* Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides: Section I. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document.

Section II. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than \$1,000 and/or confinement in the county jail for a period not to exceed one year.

University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar (“Transcript Requests” link). A student may request his or her official transcript through the online Access.SMU Student Center. Requests are processed through the National Student Clearing-house. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar’s Office, 101 Blanton Building. Transcripts may be delayed pending a change of grade, degree awarded or term grades.

SMU is permitted, but not required, to disclose to parents of a student information contained in the education records of the student if the student is a dependent as defined in the Internal Revenue Code.

Transcripts may be released to a third party as specified by the student on the Student’s Consent for SMU to Release Information to Student’s Specified Third Party form accessible at www.smu.edu/ferpa (“Forms” link).

Veterans

The University Registrar’s Office certifies veterans each term for their benefits under federal programs, including the Yellow Ribbon Program. Most academic programs at SMU qualify for U.S. Department of Veterans Affairs benefits, making an SMU education accessible and affordable. Veterans are required to provide specific documents before they can be certified with the VA’s Veterans Benefits Administration. Specific information regarding the certification process is available from the University Registrar’s Office at www.smu.edu/registrar (“Veterans Affairs” link).

Final Examinations

Final course examinations shall be given in all courses where they are appropriate, must be administered as specified in the official examination schedule and shall not be administered during the last week of classes. Exceptions to the examination schedule may be made only upon written recommendation of the chair of the department sponsoring the course and with the concurrence of the dean of that school, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

Academic Grievance and Appeals Procedures for Students With Disabilities

The University policy for academic grievance and appeals procedures for students with disabilities is available in the Office of Disability Accommodations and Success Strategies and the University Registrar’s Office.

Term Hour Loads

The unit of measure for the valuation of courses is the *term hour*, i.e., one lecture hour or three laboratory hours per week for a term of approximately 16 weeks (including final examinations).

Enrollment for nine hours of coursework per term is recognized as a full load for students engaged in graduate studies. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

A graduate student working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis; enrolled in an internship or co-op program; enrolled as a third-year theatre major working on the com-

pletion of required production projects; or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours; may be certified as a full-time or part-time student if the student is enrolled officially for at least one course and is recognized by his or her academic dean or the dean for the Office of Research and Graduate Studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis. In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course, is recognized by the academic dean as a full-time or part-time student, and such recognition is approved by the provost.

Cautionary Note: Federal financial aid agencies and some other agencies require 12 hours of enrollment for full-time status and do not make exceptions for co-op or student-teaching enrollments. Students on financial aid should consult a Financial Aid Office adviser regarding minimum enrollment requirements for their situation.

Minimum and Maximum Course Loads

Minimum and maximum course loads allowed are based on the school of record.

Stop Enrollment/Administrative Withdrawal

Insufficient or improper information given by the student on any admission or enrollment form – or academic deficiencies, disciplinary actions and financial obligations to the University – can constitute cause for the student to be determined ineligible to enroll or to be administratively withdrawn.

Transfer Courses From Other Institutions

Official college transcripts are required for all college-level work attempted, regardless of transferability. Military transcripts are also required for students receiving VA benefits; more information is available at www.smu.edu/registrar (“Veterans Affairs” link). Students are responsible for making sure a transcript of all transfer work attempted is sent to the University Registrar’s Office immediately following completion of the work.

Once students have matriculated at SMU, they may transfer no more than six hours to SMU from accredited colleges and universities or from other schools or programs at SMU; credit may be denied for educational reasons. Students who wish to take courses at another institution after admission to a Simmons graduate program must obtain prior approval; permission may be denied for educational reasons.

ENROLLMENT POLICIES

Course Scheduling and Enrollment Cycles

When students enter their school of record and into a specific degree program, they are assigned an academic adviser. Students should consult with the adviser for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. Advisers normally will have established office hours. The academic dean’s office or the records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with staff in the dean’s office or records office upon admission to a school and prior to their final term to ensure that they are meeting all University and graduation requirements.

Each fall, spring and summer term has an enrollment period during which the formal process of enrollment in the University is completed. Prior to each enrollment period, the University Registrar's Office will publish enrollment instructions.

Each student is personally responsible for complying with enrollment procedures and for ensuring the accuracy of his or her enrollment. Students are expected to confirm the accuracy of their enrollment each term.

Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete an Enrollment Discrepancy Petition. Petitions are to be submitted to the appropriate academic dean's office or records office within six months of the term in which the discrepancy appeared; contact information is available on the University Registrar's Office website at www.smu.edu/EnrollmentDiscrepancy. Petitions submitted later than six months after the discrepancy may not be considered.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed in the Official University Calendar (www.smu.edu/registrar). Students are encouraged to seek assistance from their advisers when considering whether to add or drop a course. A student may drop a course with a grade of *W* (Withdraw) through approximately midterm by using the student Access.SMU Self Service. The specific deadline is listed in the Official University Calendar.

Note: Some programs in the Simmons School of Education and Human Development have unique calendars and add/drop dates. Students should consult the program Web page for calendar information.

After the deadline date in the Official University Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified in the Official University Calendar. **Note:** Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office.

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, the student will review the effects the drop might have on his or her athletic participation and financial aid. After the consultation, the Athletic Compliance Office will update Access.SMU Self Service to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment. For assistance regarding scholarships or other aspects of being a student-athlete, students should contact the Office of the Assistant Athletic Director for Student-Athlete Development.

International Students. Students should consult with the International Center prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the student may drop a course through Access.SMU Self Service. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-Based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through Access.SMU Self Service. The

consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of the Associate Financial Aid Director.

Withdrawal From the University

Note: Students receiving financial aid should refer to the Financial Information section of this catalog.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines are posted each term on the Official University Calendar at www.smu.edu/registrar. A *drop* occurs when a student removes one or more courses from his or her schedule and remains enrolled in at least one credit hour for the term. A *withdrawal* occurs when removing the course or courses will result in the student being enrolled in **zero** hours for the term.

If a student removes all courses from his or her schedule **prior to the payment due date**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and obtain approval from his/her academic dean or director. The academic dean's office or director's office will then submit the form to the Division of Enrollment Services, University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the fifth day of regular classes as listed in the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments. A student who withdraws after the fifth class day will receive the grade of *W* in each course in which he or she enrolled.

Reduction of tuition and fees is based on the schedule listed in the *Financial Information Bulletin* supplement and is determined by the effective date of the withdrawal. The supplement is online at www.smu.edu/bursar ("Financial Brochure" link). More information is available through the Division of Enrollment Services (phone: 214-768-3417).

Medical withdrawals provide a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by a licensed physician or psychologist counselor in the SMU Memorial Health Center. The University does not grant retroactive medical withdrawals. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing.

Withdrawing students living in SMU housing must check out of the residence halls with the Department of Residence Life and Student Housing per established procedures.

Audit Enrollment (Course Visitor)

Students desiring to audit (visit) a class, whether or not concurrently enrolled for regular coursework, are required to process an Audit Enrollment Request Form. Forms are available at www.smu.edu/registrar ("Forms Library" link). Space must be available in the class. The following regulations are applicable:

1. Classroom recitation and participation are restricted; availability of course handouts, tests and other materials is restricted; no grade is assigned and no credit is recorded; no laboratory privileges are included.
2. The student's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.
5. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. The student pays the regular tuition and fees, participates in class activities, and receives the grade of *NC* upon completion of the coursework. The student must indicate in writing no later than the 12th day of classes (the fourth day during summer terms or sessions) that he or she wishes to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and the student is listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. The instructor of each class announces at the beginning of the course policies regarding the effect of class attendance on the student's standing in the course. These policies may include dropping a student from the course for nonattendance after a certain number of absences. All reasons for absence should be submitted at once to the instructor.

The satisfactory explanation of absence may release a student from disciplinary action but does not relieve a student from responsibility for the work of the course during his or her absence. A student who misses an announced test, examination or laboratory period in a regular course of study and has the permission of the instructor may be given an opportunity to make up the work at the instructor's convenience. The instructor determines in all instances the extent to which absences and tardiness affect each student's grade.

Students may be dropped by a course instructor or academic dean for nonattendance or tardiness with a grade of *W* until the calendar deadline to drop. After the deadline, students must remain enrolled in the course.

A student who has a passing grade in a course at the time of the final examination, but who misses the examination and satisfies the dean that the absence was unavoidable, may secure from the dean permission to take the examination at a time convenient for the instructor.

Absence Due to Illness

SMU's Memorial Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the Office of Student Life to decide how to deal with the interruption in their studies. To facilitate communication with their professors

about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course: 1 – first year; 2 – sophomore; 3 – junior; 4 – senior; 5 – senior or graduate; 6, 7, 8, 9 – graduate. The second digit specifies the number of credit hours (“0” for this digit denotes no credit, one-half hour of credit, or 10–15 hours of credit; for theology courses, a “1” denotes one or one and one-half hours of credit). The third and fourth digits are used to make the course number unique within the department.

GRADE POLICIES

The student’s grades are available to the student through Access.SMU Student Center.

While there are some variations between the Simmons graduate programs with respect to grading standards, the following information applies to most Simmons programs. Regardless, some exceptions exist; for example, the Master of Liberal Studies program maintains a special policy regarding the grade of C-. In addition, there are differences between the Simmons programs concerning the number of Incomplete grades a student may carry at any one time. For reasons such as these, students are encouraged to consult their academic advisers and/or graduate-program handbooks when questions arise.

Grade Scale

The grade of a student in any course is determined by the instructor of the course. The following grades are authorized for recording on the student’s official graduate academic record maintained by the University Registrar’s Office.

<i>Grades</i>	<i>Description</i>	<i>Grade Points per Term Hour</i>
A	Excellent Scholarship	4.000
A-	Excellent Scholarship	3.700
B+	Good Scholarship	3.300
B	Good Scholarship	3.000
B-	Good Scholarship	2.700
C+	Fair Scholarship	2.300
C	Fair Scholarship	2.000
C-	Fair Scholarship	1.700
D+	Poor Scholarship	1.300
D	Poor Scholarship	1.000
D-	Poor Scholarship	0.700
F	Fail	0.000
P, CR	Pass, Credit	*
I	Incomplete	*
NC	No Credit Received	*
X	No Grade Received in Registrar’s Office	*
WP/W	Withdrawal Passing/Withdraw	*

* Grades not included in GPA

Grade of F, D or W

Failing is graded *F*. If the student's work is incomplete, poor quality and not acceptable, a grade of *F* will be given. After such a grade, credit may be obtained only by repeating the course.

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course.

The grade of *W* cannot be recorded unless completion of the official drop or withdrawal process has occurred by the applicable deadline *during the term of enrollment*. Only the grade of *W* may be recorded if the student has officially dropped courses from the schedule or withdrawn (resigned) from the University. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

Grade of Incomplete

A student may temporarily receive a grade of Incomplete (*I*) if a substantial portion of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.

The grade of *I* is normally changed to a final grade within one year but no later than the time of graduation.

At the time a grade of *I* is given, the instructor must stipulate in writing to the student and to the University Registrar's Office the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

The grade of *I* in a course does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline in the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade indicated by the instructor at the time the grade of *I* was given.

A maximum of two (six hours) concurrently held Incomplete grades in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete grade total is reduced. Students who accumulate a total of three Incomplete grades in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Grade Point Average

A student's GPA is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those

hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

Grade Changes

Changes of grades, including change of the grade of *I*, are initiated by the course instructor and authorized by the academic chair and by the academic dean of the school in which the course was offered. If a student requests a grade change, the instructor may ask the student to provide the request as a written petition, which may become an official part of any further process at the instructor's discretion. Changes of grades may be made only for the following authorized reasons: to clear a grade of *I*, to correct a processing error or to reflect a re-evaluation of the student's original work. A change of grade will not be based on additional work options beyond those originally made available to the entire class.

Changes of grades of *I* should be processed within a calendar year of the original grade assignment. Other changes of grades must be processed by the end of the next regular term. No grade will be changed after 12 months or after a student's graduation, except in cases where a grade is successfully appealed – provided that written notice of appeal is given within six months following graduation – and in extenuating circumstances authorized by the academic dean and approved by the registrar.

Grades for Repeated Courses

Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic record. Both grades will be included in the calculation of the GPA and in the determination of academic probation, suspension, dismissal, honors and graduation. Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation.

Pass/Fail Option

Students should consult with their advisers before declaring the pass/fail option for any course, as some courses may not be taken pass/fail.

Grade Appeals

A student who feels that an assigned grade is other than the grade earned must first discuss the matter with the course instructor to determine if the discrepancy is caused by error or misunderstanding. At the time of the initial discussion, the student may be asked to provide a written petition requesting the change of grade.

A student who is not satisfied by the instructor's denial of a request for a grade change, and who maintains that the original grade was capriciously or unfairly determined, may appeal to the chair of the department in which the course was offered (or, in the case of a nondepartmental course, to a faculty agent designated by the dean of the school offering the course). After discussing the matter with the student, and bearing in mind that the final authority in matters of academic judgment in the determination of a grade rests with the course instructor, the chair (or faculty agent) will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal may appeal the decision to the dean of the school offering the course. The dean will take action as he or she deems appropriate. A student may appeal the dean's decision to the provost.

In their actions, the dean and the provost must respect the principle that the determination of a grade rests with the course instructor.

ACADEMIC ADVISING AND SATISFACTORY PROGRESS POLICIES

Academic Advising

Academic advising is an important process for each graduate student at SMU. Each student must meet with his or her assigned academic adviser prior to enrolling for an academic term. At this meeting, the adviser will assist the student in planning a program of study, understanding the Degree Progress Report, and scheduling courses that will count toward graduation requirements. After the initial required advising session, the student is encouraged to seek assistance from the adviser when considering whether to add or drop courses.

For an effective advising relationship, the student must be prepared when meeting with the adviser. The student must initiate the advising appointment. The adviser will give assistance to the student, but the student has the final responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and his or her academic performance.

Students are assigned an academic adviser by their academic dean's office or records office. A student who enrolls without first meeting with his or her assigned academic adviser may be subject to sanctions including, but not limited to, the following: cancellation of the term enrollment and restriction from the self-service enrollment functions.

Leave of Absence

A leave of absence is a temporary leave from the University – a kind of “time out” – that may be necessary during an academic career. Students may elect to take leaves of absence for a variety of reasons, including 1) medical reasons due to accident or illness, 2) family crises or other personal situation that requires an extended absence from school, 3) financial issues that may take time to resolve, and 4) academic difficulties that may best be handled by taking time to refocus on college work.

Typically, a leave of absence is for one term or one academic year. A student may extend a leave of absence by contacting his or her academic department representative. The process to return to SMU after a leave-of-absence period can be an easy one, especially if the student has gone through the steps to file for a leave of absence and planned ahead for the return. Following SMU's leave-of-absence guidelines helps 1) assure that the degree requirements per the catalog of record when the student initially matriculated at SMU still apply upon return, 2) assist with financial aid processing, and 3) provide the support needed to successfully return to SMU and finish the degree.

The SMU Leave of Absence Policy provides students with a formal process to “stop out” of SMU for either voluntary or involuntary reasons. Typically, a *leave of absence* is for a temporary departure from the institution; however, *intended permanent withdrawals* from SMU will also be processed under the Leave of Absence Policy.

The first step to effect a leave of absence is for the student to arrange an appointment to meet with his or her academic adviser. The adviser will then assist the student with the process.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Information regarding disciplinary action can be found under Code of Conduct in the Student Affairs section of this catalog.

Graduate students must maintain a cumulative GPA of 3.000. If in any term the student falls below this GPA, the student will be placed on probation for one term. If at the end of the term of probation the cumulative GPA is not up to 3.000, the student may be removed from the program at the discretion of the program director and/or dean.

Definitions: Academic Probation, Academic Suspension, Academic Reinstatement and Academic Dismissal

Academic Probation. Academic probation is a serious warning that the student is not making satisfactory academic progress. A student on academic probation is still eligible to enroll and is considered in good standing for enrolling in classes and for certification purposes. Academic probation is not noted on the permanent academic record; however, a student on academic probation may be subject to certain conditions during the period of probation and will be subject to academic suspension if he or she does not clear academic probation.

Academic Suspension. Academic suspension is an involuntary separation of the student from SMU. Academic suspension is for at least one regular term. The term of suspension might be for a longer period depending on the policy of the school of record or the terms of the individual student's suspension.

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any inter-session terms.

Credits earned at another college or university during a term of suspension may not be applied toward an SMU degree. A grade point deficiency must be made up through enrollment at SMU.

Academic Reinstatement. A student who has been on academic suspension once may apply for reinstatement to SMU. If reinstated, the student may enroll in classes, and he or she is considered in good academic standing for purposes of certification. A student who is reinstated remains on academic probation until the conditions of academic probation are satisfied.

Academic Dismissal. A second suspension that is final results in an academic dismissal from the University. Academic dismissal is final, with no possibility of reinstatement or readmission. Academic dismissal is recorded on the student's permanent academic record.

Academic Petitions and Waivers

Petitions and/or requests for waivers concerning University requirements, graduation requirements and the evaluation of transfer work should be submitted to the dean's office or records office of the student's school of record.

Transfer Coursework

The policy for transfer coursework is found under Transfer Courses From Other Institutions in the General Policies section of this catalog.

GRADUATION POLICIES

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their academic dean's office or records office 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. Students who file an application will be charged an application fee during the term the application is filed.

Students who file an application after the published deadline may be required to pay a nonrefundable late fee. Late applications may be denied after the start of the next term, and the Application for Candidacy to Graduate applied to the next conferral date. Students taking coursework at another institution and transferring the course(s) back to SMU are responsible for ensuring that the University Registrar's Office receives their official transcript in order for their degree to be conferred for the anticipated graduation term.

SMU has three degree conferral periods: fall (December), spring (May) and summer (August). Students who complete their degree requirements during a January intersession, May term, or August term will have their degrees conferred at the conclusion of the following conferral term. Graduation fees can be found on the bursar's website at smu.edu/bursar/adminfees.asp.

Commencement Participation

An All-University Commencement Convocation is held in May for students on schedule and enrolled to complete degree requirements during the spring term. Students on schedule and enrolled to complete all degree requirements during the following summer session may also participate in the University Commencement Convocation, although their degrees will not be conferred until August. Students may also participate in departmental or school ceremonies following the University commencement according to the policies of the departments or schools.

An All-University Graduation Ceremony is held each December for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following January intersession may also participate in the December graduation ceremony, although their degrees will not be conferred until May.

A student may participate once in either the May All-University Commencement Convocation or the December graduation ceremony for a given degree, but not both.

To participate in a ceremony, a student must file with their academic dean's office or records office an Application for Candidacy to Graduate or Intent to Participate Form.

Statute of Limitations for Degree Plans

A student who has been readmitted to the University following an absence of more than three years will be expected to meet all current requirements for graduation.

ACADEMIC PROGRAMS

ENGLISH AS A SECOND LANGUAGE PROGRAM

www.smu.edu/esl

Students whose first language is not English may encounter special challenges as they strive to function efficiently in the unfamiliar culture of an American university setting. The Office of General Education offers the following ESL resources to students from all schools and departments of SMU. Students may apply on the ESL website. Students enrolling in 2000-level Intensive English Program courses should download an application package via the IEP link on the website. **Note:** The required text for the ESL 6001, 6002 two-term sequence is *Communicate: Strategies for International Teaching Assistants*. More information about the ESL Program is available on the website or from the director, John E. Wheeler (jwheeler@smu.edu).

The Courses (ESL)

ESL 1001 (0)

ESL COMMUNICATION SKILLS

The goal of this course is to improve ESL students' oral and aural interactive skills in speaking, giving presentations, pronunciation, listening, and American idiomatic usage so that they may become more participatory in their classes and integrate more readily with their native English-speaking peers. It is designed to meet the needs of undergraduate and graduate students who may be fully competent in their field of study yet require specialized training to effectively communicate in an American classroom setting. The course is free of charge, noncredit bearing, and transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 1002 (0)

ESL COMMUNICATION SKILLS II

Building on skills developed in ESL 1001, students make use of their knowledge and practice to explore various aspects of American studies. In addition to speaking and presentation skills, reading and writing are also exploited as a means for students to gain a deeper understanding of American culture, customs, attitudes, and idiomatic use of the language. The course is noncredit and no-fee, and is transcribed as pass or fail. ESL 1001 is recommended as a precursor but is not a prerequisite. *Prerequisite:* ESL Program approval required.

ESL 20XX (0)

INTENSIVE ENGLISH PROGRAM

All 2000-level ESL courses are exclusive to the Intensive English Program. This multilevel, yearlong program is designed to prepare students and professionals for academic success at the university level. The course of study consists of English for academic purposes, TOEFL-related skills, and American culture. It is open to currently enrolled and newly incoming students, as well as to those not affiliated with SMU. On-campus housing and meals are available during the 6-week summer term. This is a noncredit, nontranscribed program, and separate tuition fees are charged. *Prerequisite:* ESL Program approval required.

ESL 3001 (0)

ADVANCED GRAMMAR FOR WRITERS

This course helps students develop their grammar and writing skills within the context of academic readings. Problem areas of English grammar and style are explored through periodic assignments, research documentation methods, and a final research project. The course is free of charge, noncredit bearing, and transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 3002 (0)

ADVANCED ACADEMIC WRITING

Building on principles of grammar and style covered in ESL 3001, this course helps students further improve the writing skills needed for their particular academic careers, using academic texts as a basis for out-of-class writing assignments and a final research project. The course is

free of charge, noncredit bearing, and transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 4001 (0)

ESL PRONUNCIATION SKILLS

Students improve their pronunciation by focusing on sentence stress, rhythm, intonation, and body language while learning to mimic American speech patterns. With the instructor's assistance and extensive individual feedback, students develop personal strategies and exercises to become more aware of their own weaknesses. The course is free of charge, noncredit bearing, and transcribed as pass or fail. *Prerequisite:* ESL Program approval required.

ESL 6001, 6002

SEMINAR FOR INTERNATIONAL TEACHING ASSISTANTS

Graduate students who speak English as a second language prepare for their teaching responsibilities with undergraduate students taking UC/GEC courses. The main components include language skills needed as international teaching assistants, ITA-related teaching methodology, cross-cultural communication within the American classroom, and presentation skills. Also, examination of case studies, microteaching demonstrations, and periodic out-of-class individual consultations on the student's language and pedagogical skills. The course is free of charge, noncredit bearing, and transcribed as pass or fail.

SMU-IN-PLANO

www.smu.edu/plano

In fall 1997, SMU opened a campus in Plano's Legacy Business Park with three well-defined goals: 1) to extend SMU's resources to meet the educational needs of residents in rapidly growing Collin County and beyond, 2) to make enrollment in graduate-level programs more convenient for working professionals, and 3) to collaborate with area businesses by offering programs to serve the training needs of their employees, as well as to provide corporate meeting space.

SMU-in-Plano serves more than 800 adult students each year (excluding enrollment in noncredit courses) through a variety of full-time, evening and weekend programs leading to Master's degrees and/or professional certificates in business administration, counseling, dispute resolution, liberal studies, education and learning therapies, engineering, and video game technology (The Guildhall at SMU). During the summer, nearly 2,000 children participate in a variety of programs designed to enhance their academic skills. The campus also provides important outreach services to the surrounding Collin County communities; these services include the Mediation and Arbitration Center, the Diagnostic Center for Dyslexia and Related Disorders, and the Center for Family Counseling.

Conveniently located about one mile south of the intersection of state Highway 121 and the Dallas North Toll Road, SMU-in-Plano sits in the shadows of the international corporate headquarters of Hewlett Packard, Frito Lay, JCPenney, Pizza Hut and several others. Originally the training facility for EDS (now HP), the campus is set on 16 landscaped acres and consists of four buildings with nearly 200,000 square feet of classroom space. An additional nine acres adjacent to the facility gives SMU-in-Plano room to grow in the future.

More information is available online or through the SMU-in-Plano office: 5236 Tennyson Parkway, Building 4, Plano TX 75024; 972-473-3400.

CONTINUING AND PROFESSIONAL EDUCATION

The Office of Continuing and Professional Education provides noncredit courses that address different cultural, scholarly, personal and professional topics, a practice that has been part of the SMU tradition since 1957. CAPE offers a selection of courses for open enrollment each fall, spring and summer term. Additional information is available at www.smu.edu/cape.

CAPE classes – historically, *Informal Courses For Adults* – are generally short sessions on topics for enjoyment and reflection. Courses offered for personal enrichment include several major areas of exploration: personal finance, communication and workplace skills, history and science, literature, food and travel, and the fine arts (e.g., studio art, music, architecture, photography and art history). CAPE also offers noncredit language conversation courses, including courses in Spanish, French, Italian, German, Arabic, Russian, Mandarin Chinese, Japanese, Korean and American Sign Language.

CAPE also specializes in the following areas:

- **Creative Writing.** Creative writing instructors, noted authors and publishers lead noncredit writing workshops. Selected participants are invited to submit manuscripts for review by New York literary agents, editors and publishing houses. Additional information is available at www.smu.edu/creativewriting.
- **Graduate Test Preparation.** Study courses for the GRE graduate school entry exam, GMAT graduate admission test and LSAT law school aptitude test are offered throughout the year. Additional information is available online at www.smu.edu/testprep.
- **Nonprofit Leadership.** Together with the Center for Nonprofit Management, SMU offers a certificate program in nonprofit leadership for executive directors and CEOs of nonprofit organizations. Additional information is available at www.edu/education/nonprofitleadership.

Certificate Programs. For those who are seeking professional achievement or a new career direction but who are not interested in a traditional undergraduate or graduate degree-granting program, CAPE currently offers noncredit certificate programs in financial planning, nonprofit leadership, paralegal studies, graphic design and Web design. Students complete certificate programs by taking a series of classes over weeks or years, depending on the specialization and the student's schedule. Cohort and independent options are available, with some classes being offered online. Upon successful completion of the program, students receive a transcript and a certificate of completion from SMU. In the financial planning certificate program, students then have the option to test for national certification.

Professional Training and Development. CAPE partners with various SMU academic departments to provide continuing education opportunities for professionals such as counselors, business leaders and pastors. The office is able to grant Continuing Education Units where appropriate.

SMU's Summer Youth Program offers one-week, special-interest enrichment workshops throughout the summer for those entering grades K–12. Workshop topics include technology, computers, gaming, digital media, LEGO learning, science, creative arts, math, reading and writing, study and social skills, test preparation, and college planning. Additional information is available online at www.smu.edu/SummerYouth.

STUDENT AFFAIRS

ACADEMIC INTEGRITY AND CODE OF CONDUCT

The Honor Code of Southern Methodist University

Intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance, and maintaining them is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all the disciplines of the University.

The faculty has the responsibility of encouraging and maintaining an atmosphere of academic honesty by being certain that students are aware of the value of it, that they understand the regulations defining it, and that they know the penalties for departing from it. The faculty should, as far as is reasonably possible, assist students in avoiding the temptation to cheat. Faculty members must be aware that permitting dishonesty is not open to personal choice. A professor or instructor who is unwilling to act upon offenses is an accessory with the student offender in deteriorating the integrity of the University.

Students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required material, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Students who are aware that others in a course are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an accusation to the Honor Council.

Students and faculty members must share the knowledge that any dishonest practices permitted will make it more difficult for the honest students to be evaluated and graded fairly and will damage the integrity of the whole University. Students should recognize that both their own interest, and their integrity as individuals, will suffer if they condone dishonesty in others.

The Honor System

All SMU students, with the exception of graduate students enrolled in the Cox School of Business, Dedman School of Law or Perkins School of Theology, are subject to the jurisdiction of the Honor Code (www.smu.edu/studentlife, "Student Handbook" link) and as such are required to demonstrate an understanding of and to uphold the Honor Code. In support of the Honor Code, the Honor Council has the responsibility to maintain and promote academic integrity. The Honor Council is composed of a minimum of 27 members selected through an application and interview process organized by the Honor Council Executive Board. Five faculty members, nominated by the Faculty Senate, also serve on the Honor Council.

Academic dishonesty includes plagiarism, cheating, academic sabotage, facilitating academic dishonesty and fabrication. Plagiarism is prohibited in all papers, projects, take-home exams or any other assignments in which the student submits another's work as being his or her own. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Academic sabotage is defined as intentionally taking any action that negatively affects the academic work of another student. Facilitating academic dishonesty is defined as intentionally or knowingly helping or attempting to help

another to violate any provision of the Honor Code. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Suspected cases of academic dishonesty may be handled administratively by the appropriate faculty member in whose class the alleged infraction occurred or referred to the Honor Council for resolution. Suspected violations reported to the Honor Council by a student or by an instructor will be investigated and, if the evidence warrants, a hearing will be held by a board composed of a quorum of four members of the Honor Council.

Any appeal of an action taken by the Honor Council shall be submitted to the University Conduct Council in writing no later than four calendar days (excluding school holidays) after notification of the Honor Council's decision.

Code of Conduct

The following are University procedures and standards with which every student must become familiar. The University considers matriculation at SMU an implicit covenant and a declaration of acceptance on the part of the student of all University regulations. As part of the Office of the Dean of Student Life, the Student Conduct and Community Standards Office (www.smu.edu/studentconduct) assists students in their personal development by providing a fair conduct process that issues consistent sanctions for behavior that is incongruent with the University's expectations for students.

Conduct. Standards of conduct are established through faculty, student and administrative efforts and are under continuous evaluation by the entire University community in order to assure reasonable and fair limits. At SMU, the student is assumed to have a high degree of loyalty and responsibility to the University and its well-being, as well as to himself or herself in personal, social and intellectual pursuits; the student's behavior both on and off campus is evidence of this.

Students at SMU will discover that they are encouraged to exercise a great amount of personal freedom as well as accompanying responsibilities. Through their personal capacities for intelligent thought and action, mature students understand that there are situations in which certain behavior must be modified for the benefit of others. The University stands firm in its commitments to the rights and freedoms of students, expecting in return the same respect and concern.

The University expects all students to be responsible citizens and to abide by all federal, state and local laws. Personal irresponsibility – including, but not limited to, that evidenced by dishonesty, gambling, hazing, irresponsible conduct and the misuse of drugs and alcohol – renders a student subject to disciplinary action. Although most specific regulations pertain to a student's behavior while on campus, a lack of personal responsibility and integrity is always considered grounds for discipline no matter where it occurs. Due respect for the entire University community, faculty, staff and one's fellow students is always expected.

Students are required to identify themselves when asked by a properly identified faculty or staff member, or by another student serving as a University staff member. Persons who are not members of the University community and without business on campus may be asked to leave.

Disciplinary Action. Clear disciplinary procedures are an important part of the mission of SMU as an educational institution. The intent of the system of due

process at SMU is to be educational and not merely punitive for students. The goal continues to be to produce quality citizens. It is pertinent to the purpose of discipline to remember that self-discipline is part of the entire educational process, whereby students become more fully aware of the importance of responsibility for themselves and others. Anytime a student displays irresponsible behavior, that student will be subject to discipline.

Depending on the degree of misconduct, a student may be subject to sanctions ranging from a conduct reprimand to expulsion from the University. Should a student be asked to leave the University, he or she should do so in an expeditious and peaceful manner. The student should remain off campus until he or she receives written permission from the Office of the Dean of Student Life to return to campus. In the event of such separation, a student is still responsible for University financial obligations.

The University believes in student representation on all disciplinary bodies. To ensure fairness and due process for all students in the conduct process, the student is granted an impartial hearing and the right to appeal to the University Conduct Council. A student who is appealing a sanction may remain in school until the decision and penalty are reviewed, unless considered harmful to the University, to any individual or to himself or herself. All actions by the council are subject to presidential review.

Having voluntarily enrolled as students at Southern Methodist University and assumed a place in the University community, all students are presumed to be knowledgeable of, and have agreed to abide by, the rules and regulations set forth in the Student Code of Conduct, as outlined in the *SMU Student Handbook*, which is available online at smu.edu/studentlife.

STUDENT CENTER

www.smu.edu/htrigg

Hughes-Trigg Student Center is the hub of student life at SMU, bringing together members of the University community with emphasis on the pursuit of educational programs, student activities and services. The center is fully accessible and features important services and resources to meet the daily needs of students, faculty, staff and visitors. These include a 500-seat theatre, a multipurpose ballroom, a 100-seat high-tech forum, 18 meeting rooms and the offices of various organizations and departments. In addition, the facility houses an art gallery, a 24-hour computer lab, a commuter lounge and several retail operations. Students may study in comfortable public lounge areas, snack or dine in the Mane Course, conduct small or large meetings, send faxes, practice the piano or get the latest information on special events. Open from early morning until late evening, the center provides cultural, social and educational programs and resources to foster personal growth and enrich cultural, social, educational and recreational experiences. More than a building, Hughes-Trigg is “the living room of the campus.”

STUDENT MEDIA

The student media experience at SMU is one that offers aspiring media professionals the opportunity to work and learn in a fully converged news operation that combines print, online and broadcast platforms. Editors, writers and photographers of *The Daily Campus*, SMU’s independent newspaper, work together with directors and

videographers of SMU-TV, the student-run broadcast journalism program, to share content and produce timely and compelling packages for a shared news website at www.smudailycampus.com. SMU student media opportunities also include the student yearbook, *Rotunda* (www.smurotunda.com), which has annually chronicled the life and times on The Hilltop since 1915.

VETERANS SERVICES

The Division of Student Affairs provides a coordinator of veteran support and services through the Office of the Dean of Student Life. The coordinator helps veterans navigate the campus community and connect with available resources. In addition, the University Registrar's Office certifies veterans each term for their benefits under federal programs. More information regarding services and benefits for veterans is available online at www.smu.edu/registrar ("Veterans Affairs" link).

WOMEN'S CENTER

The Women's Center for Gender and Pride Initiatives of Southern Methodist University empowers students within the University to increase awareness and understanding of gender equity issues. The center aims to eliminate barriers, diminish prejudices, and create a supportive climate and space for all. Through advocacy, information, referral services and leadership experiences, the Women's Center provides a safe haven for students struggling with issues of injustice and oppression. Student organizations advised here include the Women's Interest Network; Campus YWCA; Women in Science and Engineering; and Spectrum, the lesbian, gay, bisexual, transgender and ally organization. Also housed in the Women's Center is the SMU Women's Symposium (www.smu.edu/womsym), which is part of The Education of Women for Social and Political Leadership series, established in 1966. The center provides an informal, homelike atmosphere where members of the SMU community can meet.

OFFICE OF THE CHAPLAIN AND RELIGIOUS LIFE

www.smu.edu/chaplain

The Office of the Chaplain and Religious Life offers resources of pastoral care and theological reflection that nurture the spiritual maturation, moral, and ethical vision and character of students, faculty and staff. Chaplains are available for personal counseling and spiritual direction with students, faculty and staff during office hours.

HEALTH SERVICES

www.smu.edu/healthcenter

The University's health facilities are located in the SMU Memorial Health Center, 6211 Bishop Boulevard. An outpatient primary care clinic, specialty clinics, pharmacy, and lab/X-ray facilities occupy the first floor. Counseling and Psychiatric Services, and the Office for Alcohol and Drug Abuse Prevention are located on the second floor. The Health Center is accredited by the Accreditation Association for Ambulatory Health Care Inc.

Outpatient Medical Services. SMU provides a convenient, economical medical clinic for diagnosis and treatment of illness and injury, as well as for immunizations and continuation of treatment such as allergy injections. The clinic is staffed by physicians, physician's assistants, registered nurses, medical assistants, and lab and

X-ray technologists. Physicians are available by appointment from 8:30 a.m. to 4 p.m., Monday through Friday. For Saturday clinics and extended hours, see the Health Center website (www.smu.edu/healthcenter). For appointments and health information, students should call 214-768-2141. After hours and during holidays, a nurse advice line is available at 214-768-2141.

Patient Observation. When ordered by a staff physician, a student may be held in observation between 8:30 a.m. and 5 p.m., Monday through Friday. Observation is available for most types of non-major medical treatment. When necessary, students are referred to medical or surgical specialists in Dallas. The patient will be responsible for the costs of these services.

Acute/After Hours Care. For emergency care after clinic hours, it is recommended that students call 911 or go to a hospital emergency room. Students should refer to the Health Center website (www.smu.edu/healthcenter) for hospital information and location of an urgent care facility.

Costs. Undergraduate and graduate students paying the full fee (which includes a health service fee) receive fully covered primary care physician services at the Health Center for that term. Appointments with the gynecologist or dermatologist, lab, X-ray, pharmacy, and supplies will be charged at reasonable rates. Students not paying full fees have the option to pay the health center fee of \$140 per term or \$50 per visit, not to exceed \$140 per term.

Mandatory Health Insurance Policy. To ensure that students have appropriate health care coverage, SMU requires all domestic students, both undergraduate and graduate, taking nine or more credit hours to have health insurance through either an individual/family plan or the University-offered plan. All international students taking one or more credit hours must enroll in the University-offered plan unless they have a special waiver personally granted by the Health Center staff.

SMU's mandatory policy requires those students with the enrollment status mentioned above to provide documentation of current insurance coverage or to enroll in the Student Health Insurance Plan by the drop/add date each term. Students can enroll in SHIP, after they have enrolled for classes, by selecting the "Health Insurance" button on the "Student Center" component of Access.SMU. A domestic student who already has private health insurance coverage must waive SHIP coverage to avoid automatic enrollment into the plan and thereby have the premium charge applied to his/her University account. Changes will not be permitted 30 days after the first day of the term. For more information and instructions on how to waive or elect SHIP coverage, students should visit www.smu.edu/healthinsurance. Health insurance is separate from the student Health Center fees and is paid for independently.

Pharmacy. A complete pharmacy with registered pharmacists is open from 8:30 a.m. to 5 p.m., Monday through Friday. Many prescription plans are accepted.

X-ray and Laboratory Services. X-ray and laboratory tests are available for nominal fees. All X-rays are interpreted by a radiologist.

Immunizations. All students (undergraduate, graduate, part-time and full-time, to include international and IEP/ESL students) are required to have an SMU medical history form on file in the SMU Health Center before registration. To comply with SMU policy, all students must also submit to the Health Center immunization records that provide proof of immunization against measles, mumps and rubella. These MMR immunizations must be documented by a physician, public

health record, military health record or school health record. Students will not be allowed to register without immunization compliance.

Students are encouraged to check their Access.SMU account for immunization status. Immunizations are available at the Health Center. Health history forms are available on the Health Center's website.

Meningitis Vaccination. Effective January 1, 2012, Texas state law requires that all new students under the age of 30 must provide documentation demonstrating they have been vaccinated against bacterial meningitis. The documentation must show evidence that a meningitis vaccine or booster was given during the five-year period preceding and at least 10 days prior to the first day of class of the student's first term. Students should provide the documentation at least 10 days before the first day of class. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

Health Service Records. All health service records are confidential. A copy of medical records may be released to a physician only with a written release by the student. Records are not made available to parents, SMU administrators, faculty or staff without the student's written consent.

COUNSELING AND TESTING SERVICES

Counseling and Psychiatric Services. CAPS provides psychiatric evaluation, crisis intervention and group/individual/couples psychotherapy for students. All interviews are conducted on a voluntary and confidential basis. There is no charge to students who have paid the University health fee. Students can seek confidential help for concerns such as anxiety, depression, relationship issues, career/life planning, learning disabilities, sexual identity, eating/body image concerns and sexual assault/sexual harassment matters. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 between 8:30 a.m. and 5 p.m., Monday through Friday, or go to www.smu.edu/counseling.

Testing Services. Testing Services offers testing to the Dallas-area community. These services include on-campus administration of national testing programs such as the SAT, LSAT, GRE Subject and PRAXIS. Other testing offered includes CLEP tests and correspondence examinations for other universities. For additional information, students should call the center at 214-768-2269.

Office for Alcohol and Drug Abuse Prevention. This office provides a free and confidential source of help and information to the SMU community on issues related to substance abuse and addiction. Appointments for counseling or assessment can be made between 8:30 a.m. and 5 p.m., Monday through Friday by calling 214-768-4021. More information is available at www.smu.edu/liveresponsibly.

Office of Health Education and Promotion. This office serves as a resource for health information on campus. It promotes programs and activities that focus attention on health-related issues affecting college students. Students can get involved with health education on campus through the Peer Advising Network. For more information, students should visit www.smu.edu/healthcenter ("Health Education" link) or call 214-768-2393.

GRADUATE RESIDENCE ACCOMMODATIONS

The Department of Residence Life and Student Housing operates one apartment residence hall designated for graduate students.

Hawk Hall, a one-bedroom-apartment facility, houses single graduate students, married students (graduate and undergraduate) with families and some senior undergraduates. Families with no more than two children may be housed in Hawk Hall. Also located in Hawk Hall is the SMU Preschool and Child Care Center.

Special Housing Needs

Students having special housing needs because of a disability should contact RLSH and the Office of Disability Accommodations and Success Strategies prior to submitting the housing application. Whenever possible, the housing staff will work with that student in adapting the facility to meet special needs.

General Housing Information

Each apartment is equipped with a telephone, local telephone service, voice mail system and wireless Ethernet connections to the University's computer system. All residence halls are air-conditioned and some have individually climate-controlled rooms. Washing machines and dryers are located in all residence halls. Meal plans are not required in the graduate hall.

Applications for Residence

New graduate students should submit the completed application and contract to RLSH with a check or money order for \$100 made payable to Southern Methodist University for the nonrefundable housing deposit.

Priority of assignment is based on the date on which applications are received by RLSH. Notification of assignment will be made by RLSH. Rooms are contracted for the full academic year (fall and spring terms).

Rent for the fall term will be billed and is payable in advance for students who register before August 1, and rent for the spring term will be billed and is payable in advance for students who register before December 1. Students who enroll after these dates must pay at the time of enrollment.

Rent for the full academic year will be due and payable should a student move from the residence hall at any time during the school year. Accommodations for shorter periods are available only by special arrangement with the executive director of RLSH before acceptance of the housing contract.

For more information, students should visit www.smu.edu/housing or contact the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.

RECREATIONAL SPORTS

Dedman Center for Lifetime Sports

Dedman Center for Lifetime Sports (www.smu.edu/recsports) is a facility designed for recreational sports and wellness. A 170,000-square-foot expansion and renovation was completed in 2006. The center provides racquetball courts; aerobic studios; an indoor running track; basketball courts; indoor and outdoor sand volleyball courts; climbing wall; bouldering wall; 25-meter, five-lane recreational pool; 15,000 square feet of fitness and weight equipment; lobby; and café. Various fitness classes

are offered. These facilities are open to SMU students, faculty, staff and members. Services and programs available include, but are not limited to, intramural sports, sport clubs, the Outdoor Adventure program, personal training and assessments, massage therapy, swimming lessons and camps.

DISABILITY ACCOMMODATIONS AND SUCCESS STRATEGIES

Housed within the Altshuler Learning Enhancement Center, DASS offers comprehensive disability services for all SMU students with disabilities. Services include classroom accommodations and physical accessibility for all students with a learning disability and/or attention deficit hyperactivity disorder, as well as other conditions such as physical, visual, hearing, medical or psychiatric disorders. For accommodations, it is the responsibility of the undergraduate and graduate students themselves to establish eligibility through this office. Students must provide 1) appropriate current documentation in keeping with SMU's documentation guidelines, and 2) a request indicating what kind of assistance is being sought, along with contact information. More information is available at www.smu.edu/alec/dass.

RIGHT TO KNOW

Southern Methodist University is pleased to provide information regarding academic programs, enrollment, financial aid, public safety, athletics and services for persons with disabilities. Students also may obtain paper copies of this information by contacting the appropriate office listed below. Disclosure of this information is pursuant to requirements of the Higher Education Act and the Campus Security Act. More information is available at www.smu.edu/srk.

1. Academic Programs: www.smu.edu/srk/academics

Provost Office, Perkins Administration Building, Room 219
214-768-3219

- a. Current degree programs and other educational and training programs.
- b. Instructional, laboratory and other physical facilities relating to the academic program.
- c. Faculty and other instructional personnel.
- d. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed.

2. Enrollment: www.smu.edu/srk/enrollment

Registrar, Blanton Student Services Building, Room 101
214-768-3417

- a. Graduation Rates: The completion or graduation rate of the institution's certificate- or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid.
- b. Privacy of Student Education Records: The Family Educational Rights and Privacy Act governs SMU's maintenance and disclosure of a student's education records. FERPA provides students the right to inspect and review their education records and to seek amendment of those records that they believe to be inaccurate, misleading or otherwise in violation of their privacy rights. Further, FERPA prevents SMU from disclosing personally identifiable information about a student to outside third parties, except under specific circumstances outlined in SMU's Policy Manual.
- c. Withdrawal: Requirements and procedures for officially withdrawing from the institution.

3. Financial Aid: www.smu.edu/srk/finaid

Director of Financial Aid, Blanton Student Services Building, Room 212
214-768-3417

- a. Financial assistance available to students enrolled in the institution.
- b. Cost of attending the institution, including tuition and fees charged to full-time and part-time students; estimates of costs for necessary books and supplies; estimates of typical charges for room and board; estimates of transportation costs for students; and any additional cost of a program in which a student is enrolled or expresses a specific interest.
- c. Terms and conditions under which students receiving Federal Direct Loan or Federal Direct Perkins Loan assistance may obtain deferral of the repayment of the principal and interest of the loan for
 - i. Service under the Peace Corps Act;
 - ii. Service under the Domestic Volunteer Service Act of 1973; or
 - iii. Comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

- d. The requirements for return of Title IV grant or loan assistance.
- e. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for federal financial aid.

4. Student Financials/Bursar: www.smu.edu/srk; www.smu.edu/bursar

University Bursar, Blanton Student Services Building, Room 212

214-768-3417

- a. Tuition and fees.
- b. Living on campus.
- c. Optional and course fees.
- d. Financial policies.
- e. Administrative fees and deposits.
- f. Payment options.
- g. Any refund policy with which the institution is required to comply for the return of unearned tuition and fees or other refundable portions of costs paid to the institution.

5. DASS: www.smu.edu/alec/dass

Disability Accommodations and Success Strategies

Altshuler Learning Enhancement Center

214-768-1470

- a. Description of the process for establishing eligibility for services and documentation guidelines.
- b. Listings of the various on- and off-campus resources.
- c. Discussions of transitioning to postsecondary education.
- d. Tips for faculty on teaching and making accommodations.

6. Athletics: www.smu.edu/srk/athletics

Associate Athletic Director for Student-Athlete Services, 316 Loyd Center

214-768-1650

- a. Athletic program participation rates and financial aid support.
- b. Graduation or completion rates of student athletes.
- c. Athletic program operating expenses and revenues.
- d. Coaching staffs.

7. Campus Police: www.smu.edu/srk; www.smu.edu/pd

SMU Police Department, Patterson Hall

214-768-1582

Southern Methodist University's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by SMU, and on public property within or immediately adjacent to/accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

The information listed above is available in a conveniently accessible website at www.smu.edu/srk.

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

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

The professional education programs fall under the auspices of the **Department of Teaching and Learning** and represent SMU's commitment to the professional development of educators through innovative and research-based undergraduate, graduate and continuing education programs. The undergraduate curriculum prepares students for initial teacher certification. Graduate programs – which include a Ph.D., Master's degrees and graduate-level certifications – focus on research, literacy and language acquisition; teaching and learning; giftedness; mathematics; science; and technology. A variety of enrichment opportunities serves the continuing education needs of practicing educators. The school promotes high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses, and influences pedagogical practices in early childhood (or "EC") through grade-12 schools. The department's research efforts are supported by the Institute for Evidence-Based Education, 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. A second institute housed in the department, the Gifted Students Institute, was founded on the premise that giftedness is a resource that should be nurtured for the benefit of all. The Gifted Students Institute focuses on professional development for teachers and is an integral part of the department's focus on differentiated instruction.

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; select and implement effective curricula and instructional programs; and identify, implement and sustain effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers a Master of Education in educational leadership. The department is also dedicated to the preparation and continued education of education policy leaders. The department seeks to improve the quality and rigor of education policy research, development and analysis, and to encourage and facilitate the translation of research into policy and practice at 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 three community resource centers: the SMU Conflict Resolution Center and two centers for family counseling.

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

The **Department of Applied Physiology and Wellness** offers a B.S. in applied physiology and sport management; a Ph.D. in education with an emphasis in applied physiology; and the Personal Responsibility and Wellness classes, two of which must be completed to earn a baccalaureate degree at SMU. The Personal Responsibility and Wellness courses reflect the University's philosophy that a well-rounded education should enhance the holistic well-being of the student. Wellness activity elective courses are also available.

POLICIES AND PROCEDURES

Except where noted below, policies and procedures are the same for all of the graduate programs within the Simmons School.

ADMISSION REQUIREMENTS

Except in the case of the Graduate Teacher Certification programs (all of which share the same admission procedures), admission requirements differ among programs within the Simmons School. Students should refer to the individual program sections in this catalog for information regarding each program's respective admission procedures.

Transfer Policy. Ordinarily, students will not be allowed to transfer more than six credit hours from other SMU schools or from other institutions. Only courses with grades of *A* or *B* may be transferred, and all are subject to the approval of the academic department. An official record of such work must be on file in the student's department office by the end of the first term of study. All transferred work must be completed within six years prior to entering a graduate program. Any exceptions to these requirements and policies must have the approval of the dean of the Annette Caldwell Simmons School of Education and Human Development.

DEGREE REQUIREMENTS

Degree requirements differ among the Simmons School's graduate degree programs. Refer to the individual program sections for specific requirements.

INSTITUTES

THE INSTITUTE FOR EVIDENCE-BASED EDUCATION

www.smu.edu/EvidenceBasedEducation

Professor Patricia G. Mathes, Director

Established in 2002 as the Institute for Reading Research, the Institute for Evidence-Based Education supports researchers, including those within the school and those 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 they provide leadership on a local and national level through the publication of research manuscripts, curricula and coursework packages, and through the delivery of staff development workshops.

Current institute research focuses on

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

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

GIFTED STUDENTS INSTITUTE

www.smu.edu/GSI

Marilyn Swanson, Director of Programming

The Gifted Students Institute is dedicated to the support of the cognitive and affective development of gifted youth. The GSI offers a range of programs and services for educators and gifted youth and their families.

Distinguished Lecture Series

The GSI offers one-day sessions that concern learning theory and the nature of giftedness and that integrate theory and practice. Lectures are delivered by guest speakers from the SMU faculty, public and private learning institutions throughout the country, and professional educational consultants.

College Experience for Gifted High School Students

High school students seeking credit for exceptional academic efforts can take advantage of GSI's College Experience program. This unique, five-week summer program provides an opportunity for a small, carefully chosen group of highly motivated and academically able high school students to get a head start on college and an early taste of campus life. Through participation in college credit courses, students entering the 11th and 12th grades can earn up to six credit hours, which can be applied toward a Bachelor's degree.

Talented and Gifted for Gifted Middle School Students

The GSI's Talented and Gifted program offers intellectual challenges and exciting learning experiences to academically accelerated students completing the seventh, eighth or ninth grade. TAG teachers are either on the faculty of SMU, or on the faculties of outstanding public and private secondary schools, or are professionals in fields other than education, with experience and knowledge to contribute to the TAG curricula. A full-time director leads the residence hall activities. College students with strong academic backgrounds serve as residential counselors. Students are assigned to a family group led by an adviser who is trained in the social and affective needs of the gifted student.

Contact information

The Institute for Evidence-Based Education

PO Box 750381

Dallas TX 75275-0381

214-768-8477

www.smu.edu/EvidenceBasedEducation

Gifted Students Institute

PO Box 750383

Dallas TX 75275-0383

214-768-0123

www.smu.edu/GSI

DEPARTMENTS AND PROGRAMS

DOCTOR OF PHILOSOPHY IN EDUCATION

www.smu.edu/EducationPhD

The program's distinctive vision is to develop research leaders who can provide data-based recommendations to guide policy and practice for education and human development. The doctoral program in education prepares students to evaluate and conduct research in education that will contribute to the improvement of student learning, teaching practices, services to special populations and, ultimately, to the improvement of all levels of education.

The Ph.D. in education is a school-wide degree. Currently three areas of emphasis are available within this degree: teaching and learning, education policy and leadership, and applied physiology. Additional requirements for each of these content strands are detailed in the handbook available on the Ph.D. website.

Admission

Students often inquire about the program in advance of application. Inquiries should be submitted by email to the director of the doctoral program. Applicants should also consult the frequently asked questions document accessible on the Simmons School Web pages within the SMU website. Admission into the program is based on a consideration of all the materials listed in the following paragraph and does not hinge on any single item. Entry into the program is competitive, and meeting minimum requirements does not guarantee admission into the program. An applicant who does not meet one of the admissions requirements may submit a letter of explanation with his or her application, but there is no guarantee that any admissions requirement will be relaxed or waived. Applicants should submit all materials by February 15 to receive priority screening, and admissions decisions will usually be communicated by April 15. Due to delays in grant-funding announcements, some applications may be considered as late as May 1. Applicants should note that the first two years of the program require full-time study, including a research internship and coursework at SMU. Students may transfer up to 24 hours of coursework from an accredited graduate (Master's-level) program. Decisions about transfer credit involve a process of review and are made on a case-by-case basis. Additional information, application instructions and necessary forms can be found on the Ph.D. website.

The Ph.D. program is designed to augment an existing Master's degree or equivalent preparation. Admission is based on the following:

- An overall evaluation of the candidate's undergraduate and graduate transcripts.
- GRE graduate school entry exam scores (ideally 1100+).
- TOEFL English language proficiency test scores if the student's native language is not English.
- Written records demonstrating at least three years of full-time teaching or school-related experience.
- A statement of purpose and aspiration.
- Three letters of recommendation.
- Faculty interviews.

Degree Requirements

Coursework

Doctoral students must complete a minimum of 60 credit hours of coursework. A grade of *B-* or better is required for each class. If a grade lower than *B-* is obtained in a particular class, the student's adviser will work with the doctoral committee to develop a remediation plan that may include retaking the class or taking a different class. Required coursework is to be determined at the discretion of the student's adviser. Ordinarily, students must enroll in nine hours of coursework (i.e., three courses) per term for the first two years of the program. The course load in subsequent years must be approved by the adviser. The amount of time required for the dissertation – typically one to two years from beginning to completion – is flexible and determined by the pace of the student's work, the number of specialty and elective courses, grant research duties, and revision requirements of the dissertation committee. A student's course load beyond the first two years may also be influenced by the number of transfer credit hours, if any.

Exams

Qualifying Exams. The content of the qualifying examinations is determined by each department and can be viewed on the Ph.D. website.

Major Area Exam. Students will successfully complete a major area examination prior to advancement to the dissertation phase. The content of the major area examination is determined per departmental policies and can be viewed on the Ph.D. website.

Advancement to Dissertation

The phrase “advancement to dissertation” (sometimes called “admission to candidacy”) describes students who have successfully completed minimum core requirements and are eligible to begin dissertation-related work and other advanced requirements. Advancement takes place if the student has successfully completed the qualifying exams and the major area exam and has maintained a minimum GPA of 3.000. Once these prerequisites have been met, the student qualifies for advancement to the dissertation phase and must complete the necessary forms and approvals. Students should note that advancement is not guaranteed. Students who do not successfully complete all coursework, qualifying exams and the major area exam will not be admitted to candidacy and will consequently not be able to continue in the program. At the discretion of the doctoral committee, an alternative degree may be considered (the Educational Specialist Degree). Also, advancement does not guarantee the awarding of a doctorate. The student who has been advanced to the dissertation phase must successfully complete all remaining requirements.

Additional Requirements

Additional requirements for the Ph.D. program are outlined in the handbook available on the Ph.D. website.

Contact information

Doctor of Philosophy in Education

PO Box 750455

Dallas TX 75725-0455

214-768-2346

www.smu.edu/EducationPhD

Course Listings

The following courses are available but not required of each of the content strands.

EDU 7119 (1)

SYNTHESIS AND INTEGRATION OF KNOWLEDGE AND SKILLS IN EDUCATION POLICY AND LEADERSHIP

(offered each term in years one and two) This 1-hour course is designed to integrate learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7301 (3)

PROFESSIONAL SEMINAR: PARADIGMS OF EDUCATION RESEARCH

This course provides an introduction to the department, to contemporary research in education, and to the paradigms and methods of education research. Students will acquire a foundation for the coursework, independent scholarship and research they will undertake in the doctoral program.

EDU 7302 (3)

ADVANCED QUANTITATIVE RESEARCH METHODS

Doctoral professional seminar emphasizing research designs in education including experimental, quasi-experimental, single-case, evaluation, survey, and other designs. Although statistical methods are discussed for various designs, the emphasis is on concepts, procedures, and internal and external validity issues. Applications to the review of research and writing of methods sections for grants and dissertations.

EDU 7303 (3)

MIXED METHODS: QUANTITATIVE AND QUALITATIVE RESEARCH

Research designs and statistical methods for studies that combine quantitative analysis with qualitative inquiry; review of literature employing mixed methods; and computer methods of analysis.

EDU 7309 (3)

SPECIAL TOPICS

This course allows students to work independently with an instructor on a targeted topic.

EDU 7311 (3)

QUANTITATIVE STATISTICS FOR EDUCATION RESEARCH

This course introduces statistical techniques for educational research, and promotes the ability to interpret statistical concepts. Techniques covered include analysis of variance, multiple comparisons, non-parametric statistics, simple linear regression, and multiple correlation.

EDU 7312 (3)

INTERMEDIATE QUANTITATIVE STATISTICS IN EDUCATION

Doctoral seminar that continues EDU 7311 of statistical methods including analysis of variance, basic regression, and other intermediate statistical methods.

EDU 7313 (3)

ADVANCED ASSESSMENT METHODS

The course covers advanced topics in educational and psychological assessment. Topics include terminology, concepts, and methods in reliability, validity, fairness, IRT, and interpreting tests of ability, achievement, personality, and behavior.

EDU 7314 (3)

ADVANCED MULTIVARIATE STATISTICS

This course is designed to broaden and enrich the student's knowledge and understanding of statistical methodology as it pertains to the study of multivariate techniques used in the behavioral sciences with specific application to education.

EDU 7315 (3)

DESIGNING LEARNING ENVIRONMENTS

This course focuses on examining causal instruments that impact student achievement and seek explanatory mechanisms that can be affected by implementing, sustaining, scaling, and evaluating evidence-based instructional practices.

EDU 7316 (3)

ORGANIZATIONAL THEORY

This course focuses on examining people-organization relationships of the person, group, organization, and social system, and evaluate the impact this relationship has on school effectiveness and student achievement.

EDU 7317 (3)

POLICY ANALYSIS

This course focuses on examining education policy at federal, state, and local levels to articulate and evaluate essential factors that enhance or impede implementation of policy directives in complex environments.

EDU 7318 (3)

PROGRAM EVALUATION

This course focuses on developing proficiency using research design principles and integrating analytic techniques to examine and evaluate the effectiveness of programs for improving student achievement.

EDU 7320 (3)

ADVANCED ASSESSMENT METHODS II

Emphasizes statistical modeling procedures for estimating measurement reliability and scaling.
Prerequisites: EDU 7313, 7311, or equivalent.

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.

Doctor of Philosophy in Education

The Ph.D. in education is a school-wide degree. Currently three areas of emphasis are available within this degree: teaching and learning, education policy and leadership, and applied physiology. For more information on this degree, students should see the description of the Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Master of Bilingual Education

The Master of Bilingual Education program offers a broad interdisciplinary curriculum that prepares specialists in the field of bilingual education. Teachers can choose from either the Master of Bilingual Education or the Master of Bilingual Education with gifted concentration. Designed for practicing teachers, the 36-hour program offers evening classes during the academic year. The program includes coursework in literacy, second-language teaching, linguistics, cultural/multicultural education, behavioral psychology and community-based educational research. The specialization courses, in particular, help participants refine their pedagogical skills and develop both expertise in use of the methods proven effective with limited English proficient students and understanding of current research in the field of bilingual education.

Admission Requirements

Before enrolling in the M.B.E. program, all students must submit the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning. The total minimum score for the verbal reasoning section is 153, and the minimum for the quantitative reasoning section is 144. The minimum score for the analytical writing section is 4.5.
3. Proficiency in Spanish or in another language, such as Vietnamese or Chinese, used in a bilingual education program in Texas.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from those who can attest to the applicant’s academic abilities, teaching abilities and personal qualities. One recommendation should be from the principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student’s career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student’s competence in English and ability to think critically.
7. For international students applying from countries where English is not the native language, official scores (earned within the previous five years) on the TOEFL English language proficiency test or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.B.E. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

Degree Requirements

Students must complete 36 graduate-level credit hours in one of two degree plans: the Traditional Plan or the Gifted and Talented Focus Plan. The Traditional Plan requires completion of core courses (12 credit hours) and five courses in the specialization (15 credit hours). One course in English as a second language is also required. Students in the Traditional Plan must choose an additional six credit hours of electives. The Gifted and Talented Focus Plan requires completion of core courses (12 credit hours). Its specialization requires 12 credit hours in bilingual and 12 credit hours in gifted and talented.

<i>Traditional Plan</i>	<i>Credit Hours</i>
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses	15
EDU 6312 Applied Linguistics	
EDU 6317 Culture and Community in Education	
EDU 6319 Fundamentals of Bilingual Education	
EDU 6321 Bilingualism/Biliteracy	
EDU 6339 Bilingual Content and Instruction	
Other Required Courses	9
EDU 6320 Language Teaching Research, Theory and Practice or EDU 6390 Classroom Instr/Asmt for Language Learners	
Electives	
Total	36

<i>Gifted and Talented Focus Plan</i>	<i>Credit Hours</i>
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses	12
EDU 6312 Applied Linguistics	
EDU 6319 Fundamentals of Bilingual Education	
EDU 6321 Bilingualism/Biliteracy	
EDU 6339 Bilingual Content and Instruction	
Gifted and Talented Courses	12
EDU 6325 Educating the Gifted and Talented	
EDU 6347 Creativity: Theories	
EDU 6388 Classroom Instruction and Assessment for Language Learners	
EDU 6397 Growth and Development of the Gifted	
Total	36

Beginning with students who enter the program in the summer of 2008, all students will be required to pass a comprehensive written examination before graduation. Details about this examination are on the M.B.E. program website at www.smu.edu/education/teachereducation/graduate/bilingual-esl/mbe.asp.

Master of Education

The Master of Education program is designed to meet the needs of practicing teachers. The program offers maximum flexibility for the educator whose interest lies in broadening both academic preparation and classroom skills. The program can be individualized for teachers at all levels, prekindergarten through grade 12.

The M.Ed. degree is a 36-hour or 38-hour program. All students complete a 12-hour core module, which focuses on the areas of research, differentiation, diversity and psychology. An additional 24 or 26 credit hours are drawn from specialization modules and/or electives that expand or complement the core, specialization or teaching assignment. The specialization modules offer options in the following specialty areas: reading, mathematics, science, technology, bilingual education, English as a second language or gifted education. Completing all four of a specialization module's courses provides, in most cases, adequate preparation for a supplemental certification. Students choosing to specialize in reading and writing follow a prescribed sequence of courses and qualify for several national and state certifications.

Admission Requirements

Before enrolling in the M.Ed. program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.

2. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning. The total minimum score for the verbal reasoning section is 153, and the minimum for the quantitative reasoning section is 144. The minimum score for the analytical writing section is 4.5.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Degree Requirements

Students must complete 36 or 38 hours of graduate study within six years of beginning the program. All students must complete four core courses. In addition, they must complete either 1) 12 or 14 hours in one specialization area (such as reading, mathematics, bilingual education or gifted education) and 12 hours of EDU electives, or 2) two specialization areas.

Master of Education

Credit Hours

Core Courses

12

- EDU 6304** Interpreting Educational Research
- EDU 6305** Differentiated Instruction
- EDU 6315** Diverse Learners
- EDU 6322** Educational and Behavioral Psychology

Master of Education (continued)

Credit Hours

Specialization Area:

12–14

*Master Math Teacher (12 hours)***EDU 6379** Numerical Reasoning: Numbers/Operations**EDU 6380** Algebraic Reasoning and Pattern**EDU 6381** Geometry and Measurement**EDU 6382** Everyday Mathematics: Probability
and Data Analysis*Master Reading Teacher (14 hours)***EDU 6340** Literacy Acquisition**EDU 6141** Literacy Practicum I

(taken concurrently with EDU 6340)

EDU 6363 Advanced Literacy Development**EDU 6142** Literacy Practicum II

(taken concurrently with EDU 6363)

EDU 6323 Literacy Assessment**EDU 6311** Literacy Consultation*Master Science Teacher (12 hours)***EDU 6370** Physical Science: Chemistry**EDU 6371** Life Science**EDU 6372** Physical Science: Physics**EDU 6373** Earth and Space Science*Master Technology Teacher (12 hours)***EDU 6384** Teaching and Learning with Technology**EDU 6385** Technology-Related Instructional Assessment**EDU 6386** Multimedia Design/Devlp for Educators**EDU 6387** Research/Professional Development
in the Information Age*Bilingual Supplemental Certification (12 hours)***EDU 6312** Applied Linguistics**EDU 6320** Language Teaching Research, Theory, Practice**EDU 6321** Bilingualism/Biliteracy**EDU 6339** Bilingual Content Instruction*ESL Supplemental Certification (12 hours)***EDU 6312** Applied Linguistics**EDU 6315** Diverse Learners**EDU 6320** Language Teaching Research, Theory, Practice**EDU 6390** Classroom Instruction/Assessment for
Language Learners*Gifted and Talented (12 hours)***EDU 6325** Educating the Gifted and Talented**EDU 6347** Creativity: Theories, Models, Applications**EDU 6388** Curriculum Development for Gifted
and Talented Learners**EDU 6397** Growth and Development of the Gifted**Other Required Courses:**

12

Second Specialization Area (from the list above;
or Electives (must be EDU courses or approved
by Masters' Programs Committee)

Total 36–38

Beginning with students who enter the program during the summer of 2008, all students will be required to pass a comprehensive written examination before graduation. Details about this examination are on the M.Ed. program website at www.smu.edu/education/teachereducation/graduate/med/default.asp.

Master of Education in Reading and Writing

The Master of Education in Reading and Writing program is designed to meet the needs of practicing teachers and is uniquely designed to prepare teachers for leadership in the implementation of the multi-tiered model of reading instruction currently being put into effect in schools in Texas and across the country. The program specifically prepares teachers to implement this model based on the most recent scientific evidence and best practices. When the entire program is completed, teachers will have earned an M.Ed. and will be eligible* to sit for the Texas Reading Specialist exam and the International Multisensory Structured Language Education Council Teaching Level exam.** Once certified as a Texas Reading Specialist, candidates are qualified to apply for Master Reading Teacher certification without taking an examination.

In the M.Ed. in Reading and Writing program, participants enter as a member of a cohort and progress through the program in a structured manner. The program consists of 38 hours of coursework and field experiences. The program is selective and intense, offering well-qualified and motivated individuals the opportunity to develop a high level of expertise in teaching reading and writing and prepare for leadership positions in bringing evidence-based practices in reading and writing to their campuses. The structure of the program is designed to accommodate practicing teachers. New cohorts will begin in the fall term. Students based in the Dallas-Fort Worth area will take classes at the SMU main campus and Plano campus. Students based near Houston will take classes at the Neuhaus Education Center in Bellaire, Texas.

Admission Requirements

Before enrolling in the M.Ed. in Reading and Writing program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning. The total minimum score for the verbal reasoning section is 153, and the minimum for the quantitative reasoning section is 144. The minimum score for the analytical writing section is 4.5.

* Teachers must have three years of teaching experience to be eligible for the exam.

** Candidates must have completed minimum practicum hours to be eligible for exam.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Degree Requirements

Students must complete 38 hours of graduate study within six years of beginning the program. All students must take the same sequence of courses, including 12 hours of core and 26 hours of reading and writing courses.

<i>Master of Education in Reading and Writing (Dallas Cohort)</i>	<i>Credit Hours</i>
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses:	26
<i>Tier 1 and Tier 2 Reading and Writing (14 hours)</i>	
EDU 6340 Literacy Acquisition	
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)	
EDU 6363 Advanced Literacy Development	
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)	
EDU 6323 Literacy Assessment	
EDU 6311 Literacy Consultation	

<i>Master of Education in Reading and Writing (Dallas Cohort) cont.</i>	<i>Credit Hours</i>
<i>Tier 3 Reading and Writing (12 hours)</i>	
EDU 6101 Clinical Therapy Practicum I	
EDU 6231 Early Language Development	
EDU 6330 Survey of Dyslexia/Related Learning Disorders	
EDU 6331 Cognitive & Linguistic Structures of Written Language	
EDU 6332 Advanced Cognitive and Linguistic Structures of Written Language, Part I	
Total	38

<i>Master of Education in Reading and Writing (Houston Cohort)</i>	<i>Credit Hours</i>
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6305 Differentiated Instruction	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Specialization Courses:	26
<i>Tier 1 and Tier 2 Reading and Writing (14 hours)</i>	
EDU 6340 Literacy Acquisition	
EDU 6141 Literacy Practicum I (taken concurrently with EDU 6340)	
EDU 6363 Advanced Literacy Development	
EDU 6142 Literacy Practicum II (taken concurrently with EDU 6363)	
EDU 6323 Literacy Assessment	
EDU 6311 Literacy Consultation	
<i>Tier 3 Reading and Writing (12 hours)</i>	
EDU 6342 Literacy Instruction for Students With Dyslexia and Related Disorders: Introductory Course	
EDU 6343 Literacy Instruction for Students With Dyslexia and Related Disorders: Reading Comprehension	
EDU 6344 Literacy Instruction for Students With Dyslexia and Related Disorders: Written Expression	
EDU 6345 Literacy Instruction for Students With Dyslexia and Related Disorders: Advanced Course	
Total	38

Beginning with students who enter the program during the summer of 2008, all students will be required to pass a comprehensive examination before graduation. Details about this examination are on the M.Ed. program website at www.smu.edu/education/teachereducation/graduate/MEdReadWrite.asp.

Master of Education With Certification

The Master of Education with Certification program allows individuals with baccalaureate degrees to earn a Master’s degree while completing teacher certification requirements in early childhood–grade six, middle school or high school. Core courses expand participants’ understandings of the psychological, social and cultural contexts of education.

In Texas, individuals are certified to teach by the State Board for Educator Certification by passing two examinations, one that focuses on content/pedagogy and one that focuses on both pedagogy and professional responsibilities. Together, the content exam and PPR exam are called the Texas Examinations of Educator Standards. For early childhood–grade six certification, the content test is the EC–6 Generalist Examination. For middle and high school, examinations are tied to specific content disciplines. Passing scores are set by SBEC; the scores are “scaled” scores rather than percentages. The exams are offered periodically throughout the year by the SBEC. Once an individual has completed certification coursework, completed student teaching or an internship, and passed the appropriate examinations, she or he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about teacher certification in Texas is available from SBEC at www.sbec.state.tx.us.

Admission Requirements

Individuals are admitted to the Master of Education with Certification program as part of a cohort group; a new cohort begins each summer. Admission is competitive and based on the following criteria:

1. A baccalaureate degree from an accredited college or university with a minimum GPA of 3.000.
2. An official sealed transcript stating the degree and date the undergraduate degree was conferred. No copies will be accepted.
3. For those seeking secondary and middle-level certification, a minimum of 24 hours in at least one teaching field that qualifies for certification under State Board for Educator Certification rules and in an area in which SMU certifies secondary teachers. At least 12 of the 24 hours must be in upper-division courses.*
4. Official scores on the GRE graduate school entry exam (within the last five years). Scores are required for all three parts of the GRE: analytical writing, verbal reasoning and quantitative reasoning. The total minimum score for the verbal reasoning section is 153, and the minimum for the quantitative reasoning section is 144. The minimum score for the analytical writing section is 4.5.
5. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

* For those seeking EC–6 certification, a minimum of six hours of English, six hours of math, six hours of science and six hours of social studies are required by the SBEC.

6. Three letters of recommendation. (Letters should come from individuals who can attest to such qualities as professionalism, work habits, responsibility and, when possible, effective work with children and youth.)
7. A 500- to 750-word written essay on how the student’s career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student’s competence in English and ability to think critically.
8. Submission of required affidavit indicating fitness for a teaching career.
9. Attendance at required orientation session for the cohort.

Degree Requirements

Students must complete 36 hours of graduate study.

<i>Master of Education With Certification (EC–Grade 6 Generalist)</i>	<i>Credit Hours</i>
Core Courses	9
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Content Courses	18
EDU 6302 Design and Assessment of Learning	
EDU 6303 Learning Environment and Professionalism	
EDU 6329 EC–6 Math	
EDU 6327 Learning to Read and Write	
EDU 6336 Reading and Writing to Learn	
EDU 6326 Content Area Studies	
Field Experience/Student Teaching Courses	9
EDU 5121, 5122, 5123 Field Experience I, II, III	
EDU 5363, 5364 Student Teaching	
or EDU 5385, 5386 Internship I, II	
Total	36

<i>Master of Education With Certification (Middle School/High School)</i>	<i>Credit Hours</i>
Core Courses	12
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
EDU 6305 Differentiated Instruction	
Content Courses	15
EDU 6302 Design and Assessment of Learning	
EDU 6303 Learning Environment and Professionalism	
EDU 6328 Strategic Teaching	
EDU 6366 Reading and Writing in the Content Areas	
EDU 6324 Content Methods	

M.Ed. With Certification (Middle School/High School) (cont.) *Credit Hours*

Field Experience/Student Teaching Courses	9
EDU 5124, 5125, 5126 Field Experience I, II, III	
EDU 5373, 5374 Student Teaching	
or EDU 5375, 5376 Internship I, II	
Total	36

All students will be required to pass a comprehensive written examination before graduation. Details about this examination are on the M.Ed. with Certification program website at www.smu.edu/MasterEdCert.

Master of Music in Music Education

With the guidance of a faculty adviser, candidates seeking a Master of Music in music education may use elective choices to build a concentration (requiring at least six credits) in one of four areas: choral conducting, instrumental conducting, general music or piano pedagogy. In certain cases, and subject to departmental approval, up to six credit hours of the Master of Music in music education may be satisfied through involvement in the Music Educators Workshops.

Applicants traditionally enter the program with a background in teacher preparation. However, other candidates may be accepted, including those with undergraduate music degrees in performance, piano pedagogy or sacred music. The wide variety of elective choices allows the construction of individualized degree plans to fill in gaps in previous training. This may also lead to certification for teaching in public or private schools.

Admission and Degree Requirements

Students should contact the Meadows School of the Arts for more information.

Contact information

Doctor of Philosophy in Education

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/EducationPhD

Master of Bilingual Education

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/education/teacher-education/graduate/bilingual-esl/mbe.asp

Master of Education

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MEd

Master of Education With Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MasterEdCert

Master of Music in Music Education

PO Box 750356
Dallas TX 75725-0356
214-768-3765
www.smu.edu/Meadows/music

GRADUATE TEACHER CERTIFICATION PROGRAMS

Postbaccalaureate Teacher Certification

Through the Department of Teaching and Learning, postbaccalaureate students may enroll in programs that lead to teaching certification at the elementary and secondary levels. SMU offers certification in all three grade ranges: early childhood–grade six, grade four–grade eight and grade eight–grade 12. These are the official certificate ranges specified by the State Board for Educator Certification in Texas. The only all-level preparation programs offered by SMU are music, theatre and languages other than English (Spanish and French). For all certification questions, students should contact the Department of Teaching and Learning at 214-768-2346 or teacher@smu.edu.

For certification, students must pass two examinations, one that covers content and one that covers both instruction/pedagogy and professional responsibilities. The exams are offered periodically throughout the year by the SBEC. Once an individual has completed certification coursework, completed student teaching or an internship, and passed the appropriate examinations, she or he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about teacher certification in Texas is available from the SBEC at www.sbec.state.tx.us.

An individual who already has a Bachelor's degree and wants to attend SMU to become a certified teacher must satisfy most of the same curricular requirements as undergraduates and follow many of the same procedures. SMU's Teacher Preparation program requires 21 credit hours of coursework plus nine credit hours of fieldwork (three hours of early field experience and six hours of either student teaching or internship) for a total of 30 credit hours. Students meet each term with their adviser, who guides the program of study.

The classroom courses and field experiences are based on the Texas standards for beginning teachers and can be completed in three regular terms if attending full time. Throughout the course of study, students are expected to maintain high levels of performance and to develop habits of reflection, as well as acquire knowledge and skills of practice. Professors model learning experiences that are considered best practices for all learners. Within their classes, students are expected to work collaboratively in small groups, complete simulated teacher tasks, pose questions for class inquiry and use multiple resources to answer questions.

A broad range of certification areas is available; however, some of these certifications require substantial prerequisite coursework that is not available at SMU. In these cases, the postbaccalaureate student must satisfy the coursework elsewhere, presumably in his or her undergraduate program. Prospective applicants can contact the Department of Teaching and Learning to speak with an adviser about their particular circumstances and needs. For more information, students should call 214-768-2346 or email teacher@smu.edu.

Postbaccalaureate Certification Entrance Requirements

Before enrolling in the Teacher Certification Program, all postbaccalaureate students must provide the following:

1. Official transcript showing degree awarded with an overall GPA of 2.500. Transcripts from countries outside the United States must be accompanied by official evaluations by an SMU-recognized evaluation agency.
2. A letter of reference from an employer or professor.
3. One of the following: (a) passing scores on the Texas Higher Education Assessment, with a minimum reading score of 260, a minimum writing score of 220 and a minimum math score of 230; (b) an SAT score of at least 1600, with a score of 500+ for each part; or (c) an ACT score of at least 23. Scores from any of these tests are accepted if taken within the last five years.
4. Submission of the required affidavit indicating fitness for a teaching career.
5. For international students applying from countries where English is not the native language, scores on the TOEFL or IELTS English language proficiency test.
6. A written essay.
7. Official interview with advisers in the Department of Teaching and Learning.

Certification Grade Levels

Early Childhood–Grade 6

The early childhood–grade six curriculum is designed to produce teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful in solving problems. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers and productive field experiences.

Certification Requirements

To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards EC–Grade 6 Generalist exam and TExES EC–Grade 12 Pedagogy and Professional Responsibilities exam. In addition, all requirements – seven classroom-based courses, three field experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for certification. Prospective teachers must also pass a criminal-record check with the State Board for Educator Certification. Candidates must complete all of the following courses with an overall *B* average:

<i>Postbaccalaureate Certification (EC–Grade 6 Generalist)</i>	<i>Credit Hours</i>
Pedagogy and Content	21
EDU 5318 Formative and Summative Assessment	
EDU 5327 Integrating Teaching and Learning	
EDU 5331 Content Area Studies for Elementary School	
EDU 5349 Learning Environment and Professionalism (EC–12)	
EDU 5355 Teaching Mathematics in Elementary School	
EDU 5357 Emergent Literacy	
EDU 5358 Conventional Literacy	
Field Experience/Student-Teaching Courses	9
EDU 5121, 5122, 5123 Field Experience I, II, III	
EDU 5363, 5364 Student Teaching	
or EDU 5385, 5386 Internship I, II	
Total	30

**Secondary Education (Middle and High School:
Grades 4–8 and 8–12)**

The secondary-education curriculum is rich in both the practical experience and theory that are needed for teaching preadolescents and adolescents. Courses address the unique developmental needs of these students, as well as effective teaching strategies. Each course provides classroom and field experiences to prepare prospective teachers to become effective teachers and lifelong learners.

Certification Requirements

Candidates should contact the Department of Teaching and Learning advisers to determine the field(s) that their undergraduate coursework prepares them to teach. To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards Pedagogy and Professional Responsibilities exam and the TExES content (teaching field) test. In addition, all requirements – seven classroom-based courses, three field-experience courses, satisfactory student-teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Simmons School will recommend a student for certification. Prospective teachers must also pass a criminal-record (fingerprint) check with the State Board for Educator Certification. The following education courses are required:

<i>Postbaccalaureate Certification (Middle School/High School)</i>	<i>Credit Hours</i>
Pedagogy and Content	21
EDU 5318 Formative and Summative Assessment	
EDU 5327 Integrating Teaching and Learning	
EDU 5335 Adolescent Development and Cognition	
EDU 5348 Introduction to Diverse Learners	
EDU 5349 Learning Environment and Professionalism	
EDU 5367 Creating Successful Classrooms	
EDU 5371 Secondary Instruction: Content Area Methods	
Field Experience/Student Teaching Courses	9
EDU 5124, 5125, 5126 Field Experience I, II, III	
EDU 5373, 5374 Student Teaching	
or EDU 5375, 5376 Internship I, II	
Total	30

All-Level Music

In addition to meeting the requirements for a major in music, students in an all-level music certification program must complete a total of 15 hours in education courses, including six hours in student teaching. Students seeking music certification should consult with their advisers in the Meadows School of the Arts for the courses they must take.

All-Level Theatre Arts or Foreign Language

In addition to meeting the requirements for a major in theatre, students in an all-level theatre arts or foreign language certification program must complete a total of 30 hours in education courses, including six hours in student teaching. Students seeking theatre arts or foreign language certification should consult with their advisers in the Simmons School for the courses they must take.

Bilingual Education

Preparation for Supplemental Certification

SMU offers four courses (three credits each) for certified teachers interested in earning the Texas Supplemental Certification in Bilingual Education. This certification is required for teachers who work with students who do not speak English as their native language. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Students may apply part of the required 12 hours of bilingual coursework to the Master of Bilingual Education or M.Ed. program pending acceptance into the program. In accordance with Simmons School policy and procedures, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer bilingual coursework into the M.B.E. program or into the M.Ed. program should consider making application prior to taking more than six credit hours or two courses. Applications to the M.Ed. or M.B.E. program made after completion of nine or more credit hours of any supplemental certification program (three or more courses) will not be able to apply their additional credit hours to the M.B.E. program.

Admission Requirements

Before enrolling in the program for supplemental certification in bilingual education, all students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements

Candidates must complete the following courses:

<i>Supplemental Certification in Bilingual Education</i>	<i>Credit Hours</i>
EDU 6312 Applied Linguistics	3
EDU 6320 Language Teaching Research, Theory, and Practice	3
EDU 6321 Bilingualism/Biliteracy	3
EDU 6339 Bilingual Content Instruction	3
Total	12

Upon completion of the coursework, candidates must also pass the Texas Examinations of Educator Standards exam in bilingual education and the Texas Oral Proficiency Test for language proficiency.

English as a Second Language

Preparation for Supplemental Certification

The ESL program includes the four courses that are required for English as a Second Language Certification. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Students may apply part of the required 12 hours of ESL coursework to the Master of Bilingual Education or M.Ed. program pending acceptance into the program. In accordance with Simmons School policy and procedures, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer ESL coursework into the M.B.E. program or into the M.Ed. program should consider making application prior to taking more than six credit hours or two courses. Applications to the M.B.E. or M.Ed. program made after completion of nine or more credit hours (three or more courses) of any supplemental certification program will not be able to apply their additional credit hours to the M.B.E. or M.Ed. program.

Admission Requirements

Applicants must supply the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA

requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements

Candidates must complete the following courses and must also pass the ESL Certification exam.

<i>Supplemental Certification in English as a Second Language</i>	<i>Credit Hours</i>
EDU 6312 Applied Linguistics	3
EDU 6315 Diverse Learners	3
EDU 6320 Language Teaching Research, Theory, and Practice	3
EDU 6390 Classroom Instruction and Assessment for Language Learners	3
Total	12

Gifted Education

Preparation for Supplemental Certification

The Gifted Students Institute (described in this catalog) offers four graduate courses, all through the Department of Teaching and Learning, which prepare teachers for the Texas Examinations of Educator Standards gifted certification test.

Students may apply part of the required 12 hours of gifted education coursework to the Master of Bilingual Education/gifted plan or M.Ed. program pending ac-

ceptance into the plan/program. In accordance with Simmons School policy and procedures, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing to transfer gifted education coursework into the M.B.E./gifted plan or into the M.Ed. program should consider making application prior to taking more than six credit hours. Applications to the M.Ed. program or M.B.E./gifted plan made after completion of nine or more credit hours of the Gifted Education program (three or more courses) will not be able to apply their additional credit hours to the M.B.E./M.Ed. program.

The ideal sequence for the required courses is listed below:

<i>Supplemental Certification in Gifted and Talented Education</i>	<i>Credit Hours</i>
EDU 6325 Educating the Gifted and Talented	3
EDU 6397 Growth and Development of the Gifted	3
EDU 6347 Creativity: Theories, Models, and Applications	3
EDU 6388 Curriculum Development for Gifted/Talented Learners	3
Total	12

Admission Requirements

Before enrolling in the program for Gifted Education Certification, all students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.

5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Certification Requirements

Students must pass the Texas Examination of Educator Standards exam to be certified.

Learning Therapy Certificate

SMU's Learning Therapy program is a 21-hour professional certificate program for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Program participants are trained in the structures of written English, multisensory teaching methods, and sequential procedures for teaching written-language skills and learning strategies. The program requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. The first 10 credit hours of the program comprise the Practitioner Level Certificate Program. All of the courses are designed to develop the knowledge and skills prescribed by the national Academic Language Therapy Association and the International Multisensory Structured Language Education Council, which accredits courses that prepare individuals in the use of multisensory structured language education programs. The Learning Therapy program also administers the Diagnostic Center for Dyslexia and Related Disorders, which is described in the Client Services section below.

Students who would like to complete the M.Ed. degree program while earning a learning therapy certification should apply to the Master of Education in Reading and Writing program instead of the certification-only program.

Although learning therapy students primarily come from elementary and secondary education, nursing, psychology, speech-language pathology, diagnostics, and counseling, a wide variety of other educational and professional fields may be appropriate backgrounds for the profession.

Admission Requirements

Before enrolling in the Learning Therapy program, all students must provide the following:

1. A formal application with the \$75 nonrefundable application fee.
2. An official transcript from the school that awarded the applicant's baccalaureate degree; the transcript must show both degree status (such as Bachelor's completed) and an overall GPA of 3.000 or better.
3. A personal statement of goals that reflects an interest in learning and motivation for becoming an academic language therapist.
4. A written summary of work experience.

Certification Requirements

Students must successfully complete introductory coursework as well as a minimum of 120 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board. The first-year and second-year required courses include the following:

<i>Learning Therapy Certificate</i>	<i>Credit Hours</i>
First-year Required Courses	
Introductory Courses:	10
EDU 6101 Practicum Experience	
EDU 6102 Practicum Experience	
EDU 6231 Early Language Development	
EDU 6330 Survey of Dyslexia/Related Learning Disabilities	
EDU 6331 Cognitive/Linguistic Structure of Written Language	
Electives (two from the list below)	2
Second-year Required Courses	
Advanced Courses:	10
EDU 6103, 6104 Practicum Experience	
EDU 6233, 6332, 6333 Advanced Cognitive and Linguistic Structures of Written Language, I, II, III	
Electives (two from the list below)	2
Total	24

Students must take a minimum of four elective courses (four credit hours) during the program. Elective courses include the following:

- EDU 6105** Current Issues in Dyslexia
- EDU 6106** Project Read: Written Expression
- EDU 6107** Project Read: Story Form
- EDU 6109** WorkSmart
- EDU 6110** Automaticity and Rate
- EDU 6115** Early Language Development: Phonological Awareness
- EDU 6116** Procedures and Measures for Assessing Students for Dyslexia
- EDU 6117** Project Read: Report Form
- EDU 6118** Characteristics of Dyslexia
- EDU 6134** Survey of Learning Strategies, Study Skills

Master Teacher Programs

The state of Texas, through the State Board for Educator Certification, offers four Master Teacher programs for experienced teachers who are interested in serving as resource specialists and teacher leaders both to students and to other educational colleagues. The certification is offered by SBEC, not by the University, and is based on the University's recommendation and a satisfactory score on the respective master teacher Texas Examinations of Educator Standards.

Universities offering these programs must be approved by SBEC and must have programs aligned with the competencies tested on the various certification examinations. In keeping with the goal of the Annette Caldwell Simmons School of Education and Human Development to develop teacher leaders and to lead in research-based instruction, SMU applied for and received approval to offer these four programs.

The course competencies in all four programs are based on the Texas Essential Knowledge and Skills and Texas Assessment of Knowledge and Skills standards. Instruction in the courses is grounded in the latest research in mathematics, reading, science and technology. In each program, state master teacher standards are fully integrated into coursework through demonstrations and participation. Students should expect “hands-on” fieldwork in each of the programs. The graduate-level courses provide content and pedagogy at a high level for serious students who want to increase their expertise in one or more of these content areas.

SMU offers programs of study for the master mathematics teacher, master reading teacher, master science teacher and master technology teacher. Each program consists of four three-hour credit courses, with the master reading teacher requiring an additional two hours of field experience courses. Educators may choose a non-degree program for certification only, or the credit hours can be applied to the specialization requirement of the M.Ed. degree, pending the student’s acceptance into the M.Ed. program. In accordance with Simmons School policy and procedures, only six credit hours may be transferred into the M.Ed. program. Thus, students wishing to transfer all of the required 12 or 14 hours of Master Teacher program coursework into the M.Ed. program must make application prior to taking more than six credit hours. Applications to the M.Ed. program made after completion of nine or more credit hours of any of the Master Teacher program courses will not be able to apply their additional hours to their M.Ed. program. Admission to a Master Teacher program does not guarantee admission to the Master’s degree program. Alternatively, educators initially admitted to the M.Ed. program may select courses from the Master Teacher programs as electives.

The Master Teacher programs are for teachers with three or more years of experience. Individuals with fewer than three years of experience cannot be formally recommended until they meet this requirement. To register for any master teacher TExES exam, a student must have completed the coursework satisfactorily, earning a grade of *B* or better in each course, and must have the recommendation of the faculty for one of the University’s Master Teacher programs. This recommendation certifies that the student has met all the standards and satisfied the requirements of the approved programs. Students earning a passing grade on the examinations receive the appropriate certification.

Before enrolling in the master teacher courses, students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam core, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English

language proficiency test administered by the Educational Testing Service or IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the Department of Teaching and Learning as stated on their Conceptual Framework Web page at www.smu.edu/education/teachereducation/ConceptualFramework.asp. At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

Specific courses for each Master Teacher program are as follows:

Master Mathematics Teacher (12 hours)

- EDU 6379** Numerical Reasoning: Numbers and Operations
- EDU 6380** Algebraic Reasoning and Pattern
- EDU 6381** Geometry and Measurement
- EDU 6382** Everyday Mathematics: Probability and Data Analysis

Master Reading Teacher (14 hours)

- EDU 6340** Literacy Acquisition
- EDU 6141** Literacy Practicum I (taken concurrently with EDU 6340)
- EDU 6363** Advanced Literacy Development
- EDU 6142** Literacy Practicum II (taken concurrently with EDU 6363)
- EDU 6323** Literacy Assessment
- EDU 6311** Literacy Consultation

Master Science Teacher (12 hours)

- EDU 6370** Physical Science: Chemistry
- EDU 6371** Life Science
- EDU 6372** Physical Science: Physics
- EDU 6373** Earth and Space Science

Master Technology Teacher (12 hours)

- EDU 6384** Teaching and Learning with Technology
- EDU 6385** Technology-Related Instructional Assessment
- EDU 6386** Multimedia Design and Development for Educators
- EDU 6387** Research and Professional Development in the Information Age

Contact information**Postbaccalaureate Teacher Certification**

PO Box 750455
Dallas TX 75725-0455
214-768-2346; www.smu.edu/teacher_prep

Bilingual Education Supplemental Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/education/teachereducation/graduate/bilingual-esl/supplementalcert.asp

English as a Second Language Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346; www.smu.edu/ESLcertification

Gifted Education Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/education/teachereducation/graduate/gifted.asp

Learning Therapy Certification

5236 Tennyson Pkwy., Suite 108
Plano TX 75024
214-768-7323
www.smu.edu/LearningTherapy

Master Mathematics Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MMT

Master Reading Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MRT

Master Science Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MST

Master Technology Teacher Certification

PO Box 750455
Dallas TX 75725-0455
214-768-2346
www.smu.edu/MTT

Professional Development

The school has a distinguished history of offering special workshops, lectures and seminars that address issues of social and scholarly import. Most are noncredit, but some offer graduate or undergraduate credit.

Advanced Placement Summer Institute

Advanced Placement and Pre-AP teachers explore the latest methods and curriculum topics in AP education during SMU's AP Summer Institute. All of the four-day AP institute workshops are taught by master teachers endorsed by the College Board, and many are supplemented by special lectures delivered by guest speakers from the SMU faculty.

Music Educators Summer Workshop

Both noncredit and credit workshops are available. Students who elect to earn graduate credit may be able to apply that credit to either SMU's Master of Music in Music Education program or SMU's M.Ed. program.

Contact information

Advanced Placement Summer Institute

PO Box 750382

Dallas TX 75275-0382

214-768-7245

www.smu.edu/AdvancedPlacement

Music Educators Summer Workshop

PO Box 750356

Dallas TX 75725-0356

214-768-3765

www.smu.edu/Meadows/AreasOfStudy/Music/OtherPrograms/MusicEducators

Client Services

The Diagnostic Center for Dyslexia and Related Disorders

www.smu.edu/reading

The Learning Therapy program administers the Diagnostic Center for Dyslexia and Related Disorders, which was established in response to a community need for assessment services for ages 5 through adult. The center evaluates disorders related to learning (pre-reading skills, auditory processing, visual processing, phonological processing, reading and spelling acquisition, written expression, dysgraphia, and mathematics). The center is dedicated to providing comprehensive initial and follow-up evaluation services and appropriate medical, psychological, and educational referrals and recommendations to children, adolescents and adults who are at risk for dyslexia or other learning differences.

Comprehensive initial evaluation services are available to individuals who are seeking a differential diagnosis. In addition, re-evaluation services are available to individuals who have previously been diagnosed with dyslexia or other learning disabilities but require a follow-up evaluation and diagnosis to continue receiving remediation and/or accommodations. Based on evaluation results, the center helps clients secure appropriate remediation and/or accommodations (such as a time-modified SAT or ACT test) and provides medical, audiological and/or psychological

referrals if warranted. In addition, clients and/or parents are provided with explicit learning or attention strategies directly related to the area of disability.

Contact information

The Diagnostic Center for Dyslexia and Related Disorders

5236 Tennyson Pkwy., Suite 108
Plano TX 75024
214-768-7323

The Mustang Learning Center for Youth

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, mathematics and spelling. The tutoring methods and tools used the center have been designed and tested 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.

Contact information

The Mustang Learning Center for Youth

Expressway Towers
6116 N. Central Expressway, Ste. 190
Dallas TX 75206
214-768-7247

The Center for Child and Community Development

www.smu.edu/CCCD

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

Contact information

The Center for Child and Community Development

Expressway Towers
6116 N. Central Expressway, Ste. 1080
Dallas TX 75206
214-768-1379

The 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 promote students' academic success. CEE 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.

Contact information

The Center on Communities and Education

Expressway Towers
6116 N. Central Expressway, Ste. 1410
Dallas TX 75206

Education Courses

Note: ANTH 6306, 6347 and HIST 5330 are required by some of SMU's teacher education programs.

EDU 5100 (1)

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 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 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 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 5373 (3), 5374 (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 5385 (3), 5386(3)**INTERNSHIP II, 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.

EDU 6101 (1), 6102 (1), 6103 (1), 6104 (1)**CLINICAL THERAPY PRACTICUM I, II, III, IV**

This course provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning therapy only)

EDU 6105 (1)**CURRENT ISSUES IN DYSLEXIA: DYSLEXIA IDENTIFICATION PROCESS, KINDERGARTEN AND BEYOND**

This course presents an in-depth outline of steps for early identification of dyslexic students. This identification involves more than administering a battery of tests. A team approach, involving individuals with information regarding the students, is integral to the identification process. Central to the team are knowledgeable classroom teachers. The course also discusses early identification as a key to successful remediation, including current research that shows this can be accomplished for children as young as 5 years of age, before they experience real failure.

EDU 6106 (1)**WRITTEN EXPRESSION**

This course examines Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Framing Your Thoughts: The Written Expression Strand curriculum delineates a process for expressing thoughts in written form. Abstract concepts of sentence construction and word function are developed concretely with symbols.

EDU 6107 (1)**PROJECT READ: STORY FORM**

This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum, which presents the underlying structure and format of language in both expository and narrative forms, is also explored. This strand is divided into report-form (expository) and story-form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6109 (1)**WORK SMART**

This course explores WorkSmart, a strategy for increasing dyslexic students' self-esteem and advocacy competencies. Is it based on the premise that the biggest problem most people with dyslexia face is not the learning difference itself but the way they cope with it.

EDU 6110 (1)

AUTOMATICITY AND RATE

This course outlines explicit suggestions for helping students develop proficient decoding (reading) and encoding (spelling) skills to a level of automaticity that does not require conscious thought or effort. It also offers pointers on how students can be taught to understand how different kinds of texts are organized, as well as a repertoire of strategies for understanding these texts.

EDU 6115 (1)

EARLY LANGUAGE DEVELOPMENT: PHONOLOGICAL AWARENESS

This course explores current research that confirms that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even smaller units called phonemes. Since few preschoolers spontaneously attain phonemic awareness, this course teaches appropriate activities to help build these skills by engaging preschoolers in activities that draw their attention to the existence of phonemes in spoken words.

EDU 6116 (1)

PROCEDURES AND MEASURES FOR ASSESSING STUDENTS FOR DYSLEXIA

This course serves as a guide for developing a referral, assessment, and placement process for identifying the student with dyslexia. Time will be devoted to analyzing all existing information on the student, including formal test results, in order to make an educational identification of dyslexia. In addition, the course focuses on accommodations, modifications, and teaching strategies that may be used for the dyslexic student in the regular classroom.

EDU 6117 (1)

PROJECT READ: REPORT FORM

This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum presents the underlying structure and format of language in both expository and narrative forms. This strand is divided into written information in report form (expository) and story form (narrative). It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6134 (1)

SURVEY OF LEARNING STRATEGIES

This course emphasizes learning styles and processes, as well as organized patterns and cognitive development of the dyslexic student. Survey study skills and learning strategies used in the classroom or in clinical practice are discussed.

EDU 6141 (1)

LITERACY PRACTICUM I

This course gives students opportunities for applying content from EDU 6340 and using materials and strategies discussed in EDU 6340 in their own school settings. *Corequisite:* EDU 6340.

EDU 6142 (1)

LITERACY PRACTICUM II

This course gives students opportunities for applying content from EDU 6363 and using materials and strategies discussed in EDU 6363 in their own school settings. *Prerequisite:* 2.000 GPA or better in EDU 6141. *Corequisite:* EDU 6363.

EDU 6143 (1)

BASIC LINGUISTIC STRUCTURES OF ENGLISH PART 2

Building on EDU 6260 and 6330, this course presents the current understanding of decoding and word study based on recent research. Specifically, the course focuses on the theory, research base, and application of specific procedures for designing and delivering reading

instruction that targets the most frequent and reliable structures of written English for students who have dyslexia and related written-language disorders. *Prerequisite:* 2.000 GPA or better in EDU 6260. Reserved for students in the MED: Reading and Writing Program. For Dallas cohort only.

EDU 6144 (1)

ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 3

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in teaching-level and therapist-level courses, this third therapy-level course presents the most advanced linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6280. Reserved for students in the MED: Reading and Writing Program. For Dallas cohort only.

EDU 6231 (2)

INTRODUCTORY COURSE C: EARLY LANGUAGE DEVELOPMENT

This course provides a continuation of instruction in introductory levels of the curriculum. Techniques and procedures previously introduced are refined and systems of record keeping and progress reporting are discussed. (Learning therapy only)

EDU 6233 (2)

ADVANCED COGNITIVE & LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART III

This course is a continuation and completion of instruction in advanced levels of curriculum. Students acquire more sophisticated therapy techniques, including transition and closure, and review record keeping and student progress measurement. Also included is discussion of professional dyslexia-related organizations. (Learning therapy only)

EDU 6250 (2)

LEADER COACHING DEVELOPMENT

This course focuses on coaching as a professional development model to facilitate the change process and to improve performance and relationships among all levels of employees in an educational organization. *Prerequisite:* Department consent required.

EDU 6260 (2)

BASIC LINGUISTIC STRUCTURES OF ENGLISH PART 1

Part 1 provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in EDU 6330, the course presents the most common cognitive and linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6330. Reserved for students in the MED: Reading and Writing Program. For Dallas cohort only.

EDU 6264 (2)

COLLABORATIVE LEADERSHIP IN HIGHER EDUCATION

This course focuses on strategies to engage families, communities, and other stakeholders in campus improvement. Candidates review how governmental entities and business partners can promote student achievement. *Prerequisite:* Department consent required.

EDU 6271 (2)

INSTRUCTIONAL LEADERSHIP DEVELOPMENT/PROFESSIONAL DEVELOPMENT APPRAISAL SYSTEM

This ILD/PDAS seminar is a required training for Texas Principal Certification. The seminar is conducted by certified trainers from the Region 10 Educational Service Center with SMU faculty participation.

EDU 6280 (2)

ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 2

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in

teaching-level and therapist-level courses, this second therapy-level course presents the most advanced linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6346. Reserved for students in the MED: Reading and Writing Program. For Dallas cohort only.

EDU 6302 (3)

DESIGN AND ASSESSMENT OF LEARNING

Review of research and practice in learning theory, instructional design, and assessment strategies. Students will be required to investigate studies supporting best practice in the classroom. Reserved for students in the Masters of Education with Certification Program.

EDU 6303 (3)

LEARNING ENVIRONMENT AND PROFESSIONALISM

Investigation of student needs that teachers must meet as well as different aspects of professionalism expected of classroom teachers. Students will be required to analyze studies supporting best practice in classroom management and professional development. *Prerequisite:* 2.000 GPA or better in EDU 6366 or 6326. Reserved for students in the MED: With Certification program.

EDU 6304 (3)

INTERPRETING EDUCATIONAL RESEARCH

This course is a required core course for the Master of Education degree. The primary focus is on the interpretation of educational research studies in elementary and secondary schools settings. *Prerequisite:* Enrollment in the MED: Certif program and a 2.000 or better GPA in EDU 6305 or 6329, or enrollment in the MED: RDWR program and a 2.000 or better GPA in EDU 6363, or enrollment in either the MED: UNSP or the Biling: MBE programs. Students in the MED: UNSP and Biling: MBE programs should take this course within their first two terms.

EDU 6305 (3)

DIFFERENTIATED INSTRUCTION

This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation by modifying learning processes and student products. *Prerequisite:* Enrollment in the MED: RDWR program and a 2.000 or better GPA in EDU 6304, or enrollment in the MED: Certif program, or enrollment in the MED: UNSP or the Biling: MBE programs.

EDU 6311 (3)

LITERACY CONSULTATION

This course will provide knowledge and skills for Master Reading teachers in their consultative roles in schools. *Prerequisite:* 2.0 or better GPA in EDU 6323.

EDU 6315 (3)

DIVERSE LEARNERS

This course introduces students to different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. The course will provide strategies to make teaching more effective in increasingly diverse schools. Some sections of this course require Spanish proficiency. *Prerequisite:* Enrollment in the MED: Certif program and a 2.000 or better GPA in either EDU 6326 or 6366, or enrollment in the MED: RDWR program and a 2.000 or better GPA in EDU 6305, or enrollment in either the MED: UNSP or the Biling: MBE programs.

EDU 6321 (3)

BILINGUAL/BILITERACY: CRITICAL ISSUES AND PRACTICES

This course provides an exploration of the theoretical foundations, methods, and materials for literacy instruction in bilingual instructional settings. Special emphasis is placed on language and literacy for students from diverse cultural and linguistic backgrounds.

EDU 6322 (3)

EDUCATIONAL AND BEHAVIORAL PSYCHOLOGY

This course is a required core course for the Master of Education degree. The primary focus is on psychological issues faced by teachers in the classroom setting. Content deals with instructional and behavioral concepts. Students should complete this course within their first two terms.

EDU 6323 (3)

LITERACY ASSESSMENT

Participants will study multiple reading assessments and learn to use them. *Prerequisite:* 2.000 or better GPA in EDU 6363.

EDU 6324 (3)

CONTENT METHODS

Study of teaching strategies specific to content areas and levels of certification. Includes the examination of research promoting content instruction. Requires in-depth reading assignments unique to content areas of specialty. *Prerequisite:* 2.000 GPA or better in EDU 6328. Reserved for students in the M.Ed. with Certification Program.

EDU 6326 (3)

CONTENT AREA STUDIES

Exploration of science, social studies, art, music, drama, and physical education content for prekindergarten–grade four students, and effective teaching strategies for each content area. Readings from research journals in the content areas are required, along with the development of research-based instructional strategies. *Prerequisite:* 2.000 GPA or better in EDU 6327. Reserved for students in the M.Ed. with certification program.

EDU 6327 (3)

LEARNING TO READ AND WRITE

This course introduces research, practices, and materials for teaching reading/writing in grades PK–1. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6329. Reserved for students in the MED: With Certification Program.

EDU 6328 (3)

STRATEGIC TEACHING

This course examines a variety of instructional strategies proven to engage learners in the middle and high school learning environment and gives students an opportunity to practice developing skills in communication and facilitating learning. *Prerequisite:* 2.000 GPA or better in EDU 6305. Reserved for students in the MED: With Certification Program.

EDU 6329 (3)

EC–6 MATH

This course is an evaluation of teaching methods in mathematics focusing on the knowledge and skills required for pre-kindergarten through 6th grade students. Study of the research in math concept development will be required. Reserved for students in the Masters of Education with Certification Program.

EDU 6330 (3)

INTRODUCTORY COURSE A: SURVEY OF DYSLEXIA AND RELATED LEARNING DISORDERS

This course offers an introduction to language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. It also includes a study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Practicum opportunities are included, along with an introduction to beginning portions of the dyslexia curriculum. Reserved for students in the Master of Education in Reading and Writing program. For Dallas cohort only. This is also a required course for all learning therapy students.

EDU 6331 (3)

INTRODUCTORY COURSE B: COGNITIVE AND LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE

This course provides instruction in the teaching of beginning portions of the dyslexia curriculum. It focuses on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. It also examines the historical development of English and its relevance to language disabilities. (Learning therapy only)

EDU 6332 (3)

ADVANCED COGNITIVE & LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART I

This course offers an overview of advanced dyslexia instruction. It also introduces upper levels of the curriculum and begins instruction in the more complex aspects of the English written code. (Learning Therapy only)

EDU 6333 (3)

ADVANCED COGNITIVE & LINGUISTIC STRUCTURES OF WRITTEN LANGUAGE PART II

This course is a continuation of EDU 6332. Previously developed procedures and techniques are refined, and phonetic irregularities and semantic and syntactic structures are examined. (Learning therapy only)

EDU 6336 (3)

READING AND WRITING TO LEARN

Introduces research, practices, and materials for teaching reading/writing in grades 2–6. All literacy classes require field experiences in local schools. *Prerequisite:* 2.000 GPA or better in EDU 6327. Reserved for students in the MED: With Certification Program.

EDU 6340 (3)

LITERACY ACQUISITION

This course will address reading at the primary (Pre-K–Grade 3) levels. *Corequisite:* EDU 6141.

EDU 6342 (3)

LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: INTRODUCTORY COURSE

This course is an introduction to the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. Reserved for students in the Masters of Education Reading and Writing Program. For Houston cohort only.

EDU 6343 (3)

LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: READING COMPREHENSION

Provides information about the implementation of research-based vocabulary and reading comprehension instruction for students with dyslexia and related disorders. *Prerequisite:* 2.000 GPA or better in EDU 6342. Reserved for students in the MED: Reading and Writing Program. For Houston cohort only.

EDU 6344 (3)

LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA & RELATED DISORDERS: WRITTEN EXPRESSION INSTRUCTION

EDU 6344 provides information about the implementation of research-based written expression instruction for students with dyslexia and related disorders. *Prerequisite:* 2.000 GPA or better in EDU 6343. Reserved for students in the MED: Reading and Writing Program. For Houston cohort only.

EDU 6345 (3)**LITERACY INSTRUCTION FOR STUDENTS WITH DYSLEXIA AND RELATED DISORDERS: ADVANCED COURSE**

This course is an advanced study of literacy instruction for students with dyslexia and related disorders. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of literacy instruction, and it provides practical implementation of literacy instruction for tier 3 students based on instructional needs. *Prerequisite:* 2.000 GPA or better in EDU 6344. Reserved for students in the MED: Reading and Writing Program. For Houston cohort only.

EDU 6346 (3)**ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 1**

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in the teaching-level courses of study, this therapy-level course presents advanced and complex cognitive and linguistic structures of written English related to reading and spelling. *Prerequisite:* 2.000 GPA or better in EDU 6143. Reserved for students in the MED: Reading and Writing Program. For Dallas cohort only.

EDU 6347 (3)**CREATIVITY: THEORIES, MODELS AND APPLICATIONS**

This course surveys the concept of creativity. Topics covered include instruments and techniques for identifying creativity, theories and models of creativity, techniques for creativity enhancement, and futuristics and challenges unique to creative persons. *Prerequisite:* 2.000 or better GPA in EDU 6325.

EDU 6363 (3)**ADVANCED LITERACY DEVELOPMENT**

This course will build on EDU 6340 and address reading issues in intermediate grades as well as reading instruction in middle and high schools. *Prerequisite:* 2.000 or better GPA in EDU 6340. *Corequisite:* EDU 6142.

EDU 6366 (3)**READING AND WRITING IN THE CONTENT AREAS**

The purpose of this course is to prepare content area teachers to facilitate their students' ability to gain meaning from text and to use text as tool for content area learning. Practical strategies and techniques for accommodating the academic diversity faced by today's teachers will be provided. Teachers will complete the semester with a deeper understanding of how to integrate reading and writing to enhance student learning of content area knowledge. *Prerequisite:* 2.000 GPA or better in EDU 6328. Reserved for students in the MED: With Certification Program.

EDU 6370 (3)**PHYSICAL SCIENCE: CHEMISTRY**

This course focuses on developing models of effective instructional strategies designed to promote student learning and understanding of physical concepts and processes. In addition, research is utilized to help practitioners identify misconceptions and develop practical methods to help students accurately conceptualize the physical models. Topics of study include matter and elements; chemical and physical changes; acids, bases, and solutions; atomic structure; periodic properties; interpretation of chemical formulas and equations; bonding; and behavior of gases.

EDU 6371 (3)**LIFE SCIENCES**

This course involves participants in activities designed to help them achieve an understanding of – and the decision-making process based on – current research pertaining to concepts in biological science. In addition, students learn methods for communicating and collaborating with colleagues and gain leadership, mentoring, and coaching skills. Topics of study include

levels of organization of living organisms, cell structure and function, mechanisms of genetics, evolution and classification, heredity and reproduction, and interdependence within environmental systems.

EDU 6372 (3)

PHYSICAL SCIENCES: PHYSICS

This course highlights the development of practical methods for demonstrating and using models, planning laboratory experiences, managing science equipment, and handling safety concerns. Students focus on processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge. Topics of study include force and motion, wave, light, sound, quantum phenomena, conservation of energy and momentum, and electricity and magnetism.

EDU 6373 (3)

EARTH AND SPACE SCIENCE

This course involves participants in activities surrounding the structure, function, and history of Earth systems, and the components and characteristics of the solar system and the universe. In addition, models of effective instructional strategies are developed to promote student learning and understanding of Earth/space science concepts and processes. Topics of study include Earth in space and time, Earth structures and composition, rocks, fossils, and Earth systems.

EDU 6378 (3)

SUPERVISION OF PRESERVICE TEACHER EDUCATION PROGRAMS

Theory and practice of supervision of student teachers. Designed especially for clinical faculty, students develop supervisory skills through case studies, role playing, and analysis of teaching.

EDU 6379 (3)

NUMERICAL REASONING: NUMBERS AND OPERATIONS

This course covers topics including number systems and their properties: integers, rational numbers, irrational numbers, and complex numbers; real number line; numerical base systems; significant historical developments; decimal representation; axiomatic systems and introductory group theory; set theory; cardinality; recurrence relations; prime numbers; the fundamental theorem of arithmetic; greatest common divisors; least common multiple; division algorithm; Euclidean algorithm; introductory number theory; modular arithmetic; and problem-solving. In addition to advanced mathematical content that informs elementary, middle, and secondary teaching, practical models for effectively teaching numerical reasoning, number systems, and operations for EC–12 mathematics are discussed, as will components for developing effective mentoring relationships.

EDU 6380 (3)

ALGEBRAIC REASONING AND PATTERNS

This course discusses functional relationships and their properties: patterns; variable expressions; definitions and properties of functions; graphs; one-to-one; invertibility; compositions; various linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic models; the fundamental theory of algebra; algebraic applications of functions in everyday life; modeling; significant historical developments; rates of change; calculus; introductory analysis; and problem-solving. In addition to advanced mathematical content that informs elementary, middle, and secondary teaching, practical models for effectively teaching students about patterns, variables, and functional relationships for EC–12 mathematics are discussed, as well as components for developing effective mentoring relationships. *Pre or corequisite:* EDU 6379.

EDU 6381 (3)

GEOMETRY AND MEASUREMENT

This course delves into Euclidean geometry and proof: axiomatic systems; definitions, theorems, postulates, and proofs; similarity; proportional reasoning; constructions; measurement; spatial reasoning; plane isometries, translations, rotations, and reflections; dilations; trigonometric functions; inductive/deductive reasoning; mathematical induction; symbolic logic, proofs, and invalid arguments; significant historical developments; introductory topology;

coordinate geometry; vectors; matrices; introduction to the two non-Euclidean geometries, elliptic and hyperbolic; and problem-solving. In addition to advanced mathematical content that informs elementary, middle, and secondary teaching, practical models and available technological tools for effectively teaching students about geometry, measurement and proof for EC–12 mathematics are discussed, as well as components for developing effective mentoring relationships. *Pre or corequisite:* EDU 6379.

EDU 6382 (3)

EVERYDAY MATHEMATICS: PROBABILITY AND DATA ANALYSIS

Covers advanced mathematical content that informs elementary, middle, and secondary teaching, and focuses on methods of representing and analyzing data: measures of central tendency and measures of dispersion; introductory combinatorics; discrete and continuous random variables; expected value; statistical foundations; inference; random samples; properties of binomial, geometric, and normal distributions; law of large numbers; central limit theorem; significant historical developments; stochastic matrices; regression; and problem-solving. Also, discusses practical models and available technological tools for effectively teaching probability and statistics and for overcoming common student misconceptions in EC–12 mathematics, and examines components for developing effective mentoring relationships. *Prerequisite/corequisite:* EDU 6379.

EDU 6384 (3)

TEACHING AND LEARNING WITH TECHNOLOGY

The content of this course includes models of instructional design and development; the fundamentals of technology, hardware, software, and networks; technology-based instructional tools; audio, assistive technologies; blogging and other social media; laws and issues related to equity and access; and copyright, fair use, patent, trademarks, and the use of and respect for intellectual property. Students utilize a variety of software applications to create classroom-related projects. EDU 6384 is the first in the Master Technology Teacher sequence. It is a prerequisite for the other three classes in the sequence. Education students who are not enrolled in the MTT program or who are not in the specialization are welcome to take this class.

EDU 6385 (3)

TECHNOLOGY-RELATED INSTRUCTIONAL ASSESSMENT

The content of this course includes instructional assessment models and strategies, rubrics, technology-based formative and summative assessments, portfolios, Web 2.0 assessments, gaming, performance-based graphic organizers, and instructional planning. Projects for the course include designing performance-based assessments, formative and summative assessments, rubrics, and games. Students utilize data for instructional planning and improvement, and create technology-based assessments to plan for differentiation. The course is the second/third in the Master Technology Teacher specialization, and it is a prerequisite for EDU 6387. *Prerequisite:* EDU 6384.

EDU 6386 (3)

MULTIMEDIA DESIGN AND DEVELOPMENT FOR EDUCATORS

The content of this course includes the design, development, and use of interactive media and multimedia in the classroom. Media explored includes audio, video, still images, animated GIFs, photo manipulation, photography, animation, graphics, and stop motion video. Students assume the role of instructional designers in order to create multimedia productions for use in their classrooms. The course is the second/third in the Master Technology Teacher specialization, and it is a prerequisite for EDU 6387. *Prerequisite:* EDU 6384.

EDU 6387 (3)

RESEARCH AND PROFESSIONAL DEVELOPMENT IN THE INFORMATION AGE

The content of this course includes current issues and trends in technology-related instruction; the TPACK model; and the fundamentals of mentoring, coaching, and leadership as they pertain to professional development, communication and facilitation strategies, collaborative pedagogy

in technology instruction, and new Web 2.0 technologies. Students design and present a professional development workshop, demonstrating cumulative knowledge of all of the classes in the specialization. This course is the final course in the Master Technology Teacher specialization. *Prerequisites:* EDU 6384, and 6385 or 6386.

EDU 6388 (3)

CURRICULUM DEVELOPMENT FOR THE TALENTED AND GIFTED

This course builds the foundation for development of differentiated curricula for the gifted. Students study effective teaching strategies, learn how to adapt curriculum for individual differences, study the organization of curriculum and instruction for the gifted (scope and sequence, issues related to integrated and interdisciplinary curriculum, and grouping issues.) Emphasis is placed on the teaching of higher-level cognitive skills within the disciplines. *Prerequisite:* 2.000 or better GPA in EDU 6347 and 6397.

EDU 6389 (3)

SPECIAL TOPICS

This course allows students to work independently with an instructor on a targeted topic. The course may be repeated.

EDU 6397 (3)

GROWTH AND DEVELOPMENT OF THE GIFTED

This course examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication skills with the gifted, and the assessment of affective needs. Students will develop strategies for assisting the gifted and developing social and interpersonal skills. Issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole are reviewed. *Prerequisite:* 2.000 or better GPA in EDU 6325.

DEPARTMENT OF EDUCATION POLICY AND LEADERSHIP

Clinical Associate Professor Lee Alvoid, Department Chair

Professor: Michael McLendon. **Associate Professors:** Leanne Ketterlin Geller, Michael Harris, J. Kyle Roberts. **Assistant Professor:** Dan Berebitsky. **Clinical Associate Professors:** Watt Lesley Black, Jr., Gail Hartin, Rosemary Perlmeter. **Clinical Professor:** Lori S. White.

Established in 2008, the Department of Education Policy and Leadership focuses on preparing educators for leadership roles in complex school settings for early childhood through grade 12 and for colleges and universities. Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow acquire expertise in developing and supporting effective teachers and other education service providers; selecting and implementing effective curricula and instructional programs; and identifying, implementing and sustaining effective organizational practices to ensure high levels of student learning and achievement. The department is also dedicated to the preparation and continued education of education policy leaders. The department seeks to improve the quality and rigor of education policy research, policy development and policy analysis, and to encourage and facilitate the translation of research into policy and practice at local, state, national and international levels.

Doctor of Philosophy in Education

The Ph.D. in education is a school-wide degree. Currently three areas of emphasis are available within this degree: teaching and learning, education policy and leadership, and applied physiology. For more information on this degree, students should see the description of the Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Master of Education in Educational Leadership: One-Year Principal Certification

This Master's degree in educational leadership is designed to prepare educators for leadership positions in early childhood through grade 12 schools, including public, charter, private, secular and religious schools. Through study and research in the areas of organizational leadership, academic leadership and teacher effectiveness, graduates of the program will be well prepared to develop and support effective teachers; select and implement effective curricula and instructional programs; and identify, implement and sustain effective organizational practices. The M.Ed. in educational leadership curriculum is designed in accordance with certification requirements established by the state of Texas and is consistent with national standards and empirical evidence on effective school leadership knowledge and skills.

To this end, the program will have the following unique features: a comprehensive academic leadership component that comprises five courses focused on the core domains of instruction (including mathematics, literacy, science, social studies and world languages) as well as special programs such as fine arts and special education, field-based projects (internship experiences) integrated throughout the program, courses and projects that mirror the cycle of a typical school year, a quarter system that enables students to complete the M.Ed. program in one calendar year as part of a cohort model, and attention given to ensuring that all graduates have the knowledge and skills to evaluate the effectiveness of their leadership on the schools

in which they serve. A significant emphasis is placed on preparing students to assess the evidentiary basis of different organizational and management models, education reform models, instructional programs and tools being considered for their respective schools, and implementation models and strategies to determine known or potential impact on student learning and achievement. Each course provides a context for the integration of this knowledge with the academic content being learned and applied.

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Annette Caldwell Simmons School of Education and Human Development. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
4. Valid Texas teacher certification.
5. Two years' teaching experience in an accredited public, private or charter school.
6. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.
7. Recommendations and evidence of a high degree of support from the school of employment.
8. Evidence of leadership capacity and demonstration of a leadership role in the applicant's school.

While applicants may request consideration for transfer of up to six hours of graduate credit, students should note that this is a cohort program with a tightly structured and integrated design, and it is not likely that traditional three-hour courses will be accepted for transfer. Requests for transfer credit will be evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of *B* or above can be transferred. Generally, no credit will be allowed toward the Master's degree for courses taken more than six years before acceptance into the program. Any exceptions to the requirements and policies stated above must have the approval of the dean of the Simmons School of Education and Human Development.

Program Structure

This 45-credit-hour program is designed for working professionals and can be completed within one year. Students begin the program in the fall as part of a cohort, taking courses in a prescribed sequence through two seven-week modules offered during the fall, two seven-week modules offered during the spring and two five-week

modules offered during the summer. Candidates for Principal Certification must take and pass the TExES Principal Certification Exam and required state assessments in EDU 6140.

<i>Principal Certification Program (1-year program)</i>	<i>Credit Hours</i>
EDU 6140 Instructional Leadership Development	1
EDU 6240 Legal and Ethical Aspects of Leadership	2
EDU 6241 Organizational Behavior	2
EDU 6242 Academic Leadership: Literacy and Language Arts	2
EDU 6243 Field Studies 1	2
EDU 6244 Organizational Leadership	2
EDU 6245 Leading Organizational Change	2
EDU 6246 Academic Leadership: Math and Science	2
EDU 6247 Field Studies 2	2
EDU 6248 Academic Leadership: Fine Arts/PE/CATE	2
EDU 6249 Academic Leadership: World Languages/Social Studies	2
EDU 6250 Leader Coaching Development	2
EDU 6251 Field Studies 3	2
EDU 6252 Academic Leadership: Special Populations	2
EDU 6253 Personal and Professional Development	2
EDU 6254 Student Services	2
EDU 6255 Field Studies 4	2
EDU 6391 Collaborative Leadership	3
EDU 6392 Field Studies 5	3
EDU 6393, 6394 Portfolio Seminar	6
Total	45

Master of Education in Educational Leadership: Urban School Leadership (Includes Principal Certification)

The M.Ed. in educational leadership with urban school specialization is designed to prepare candidates for leadership positions in urban schools. The program is designed to take an experiential approach to educational leadership that emphasizes the unique and complex challenges leaders face in urban schools. This highly selective program seeks candidates who are committed to increasing social equity through public education.

Benefits of the program include Texas Principal Certification, practical experience with an emphasis on action learning, a second-year residency on an urban campus, mentoring supported by a successful school principal and an emphasis on organizational leadership featuring SMU Cox Business School faculty. Substantial scholarship support for virtually all students ensures the affordability of this program. Because scholarship availability is significant, a contract of commitment to work a specified amount of time in an urban school setting is required of candidates upon acceptance into and completion of the program.

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.

3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Annette Caldwell Simmons School of Education and Human Development. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the quantitative reasoning section, 500 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the quantitative reasoning section, 153 or higher for the verbal reasoning section, and 4.5 or higher for the analytical writing section.
4. Valid Texas teacher certification.
5. Two years' teaching experience in an accredited public, private or charter school.
6. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.
7. Recommendations and evidence of a high degree of support from the school of employment.
8. Evidence of leadership capacity and demonstration of leadership role in the applicant's school.

While applicants may request consideration for transfer of up to six hours of graduate credit, students should note that this is a cohort program with a tightly structured and integrated design, and it is not likely that traditional three-hour courses will be accepted for transfer. Requests for transfer credit will be evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of *B* or above can be transferred. Generally, no credit will be allowed toward the Master's degree for courses taken more than six years before acceptance into the program. Any exceptions to the requirements and policies stated above must have the approval of the dean of the Simmons School of Education and Human Development. Finalists for the Urban Leadership program also participate in in-depth screening interviews and situational problem-solving activities prior to final admission decisions.

Program Structure

This 45-hour degree program is designed for working professionals and can be completed in two years (including two summer sessions). Students take courses in a prescribed sequence through two seven-week modules in the fall, two seven-week modules in the spring, and a four-week module during the first summer of enrollment and a two-week module during the second summer of enrollment. During the fall and spring academic terms, classes meet Wednesday evenings and Saturdays. (**Note:** During the first half of each term, some classes meet all day on Saturdays). Summer session classes meet four or five days per week, with the exception of residency, Internship 1 and field studies classes, which meet on an as-needed basis. Many courses are shared with the Master in Educational Leadership Principal Certification program, with modifications for knowledge, skills and dispositions needed in urban school settings. Candidates for Principal Certification must take and pass the TExES Principal Certification exam and required state assessments in EDU 6271.

The second year is a campus-based residency (12 credit hours) where candidates will be paired with a mentor principal and clinical faculty member. Candidates will gain experience and apply their skills in an urban setting, while receiving support, coaching and feedback that will prepare them for a principal position.

<i>Urban Leadership Program (2-year program)</i>	<i>Credit Hours</i>
EDU 6240 Legal and Ethical Aspects of Leadership	2
EDU 6241 Organizational Behavior	2
EDU 6245 Leading Organizational Change	2
EDU 6252 Special Populations	2
EDU 6254 Student Services	2
EDU 6266 Values and Performance Based Culture	2
EDU 6267 Instructional Leadership: Program Management and Evaluation	2
EDU 6268 Current Education Policy	2
EDU 6269 High Performance Operating Systems	2
EDU 6270 Instructional Leadership: Data Planning and School Improvement	2
EDU 6271 Instructional Leadership/PDAS	2
EDU 6272 Strategic Management of Human Capital	2
EDU 6375 Leading with Values	3
EDU 6376 Internship I: Campus Leadership	3
EDU 6377 Experiential Field Studies	3
EDU 6395 Urban School Residency	12
Total	45

Master of Education in Educational Leadership: Higher-Education Strand

The M.Ed. degree in educational leadership (higher-education strand) is designed to prepare candidates for leadership positions in public and private colleges and universities, as well as early childhood–grade 12 private schools that have an infrastructure similar to that of a college, in areas such as development, student affairs, admissions, human resources and residential life. The curriculum is designed in accordance with national professional standards and empirical evidence on effective educational leadership. Extensive field experience in which students immediately apply their learning is a key component of the program.

The M.Ed. in educational leadership is based on a conceptual framework developed on research-based principles of effective leadership. The foundational principles are to prepare educational leaders for positions in which they will provide support in one or more of the following areas:

- *Organizational Leadership*: Identifying, implementing and sustaining effective organizational practices.
- *Academic Leadership*: Supporting the selection and development of appropriate curriculum.
- *Information Leadership*: Interpreting and evaluating research evidence when making decisions.
- *Faculty and Staff Effectiveness*: Recruiting, developing and supporting effective educators.

To this end, the program offers the following unique features:

- Multidisciplinary, field-based projects (internship experiences) integrated throughout the program, with projects that mirror the responsibilities of leaders in higher education.
- Input from other programs that provide related essential content (e.g., Cox School of Business, Dedman School of Law).
- Quarter system enabling students to complete the M.Ed. program in 2½ years, while continuing full-time employment.
- Courses based on the competencies established by the American College Personnel Association, the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.

Through academic courses of study in leadership, instructional programming, resource management, legal and ethical issues, and student life, as well as field-based learning opportunities and internships, students prepare to serve in leadership roles in private early childhood–grade 12 schools and in public and private colleges and universities.

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative and analytical writing sections of the GRE graduate school entry exam, taken within the last five years. The institution code is 7464 for the Annette Caldwell Simmons School of Education and Human Development. For the GRE taken prior to August 1, 2011, preferred scores are 500 or higher for the Quantitative Reasoning section, 500 or higher for the Verbal Reasoning section, and 4.5 or higher for the Analytical Writing section. For the GRE taken after August 1, 2011, preferred scores are 144 or higher for the Quantitative Reasoning section, 153 or higher for the Verbal Reasoning section, and 4.5 or higher for the Analytical Writing section.
4. Two years of related experience in an educational institution or nonprofit organization.
5. For applicants from countries where the predominant language is not English, official scores on the TOEFL English language proficiency test administered by the Educational Testing Service. The minimum score for admission is an 83 on the Internet-based test.
6. Recommendation and evidence of a high degree of support from the institution of employment
7. Evidence of leadership capacity and demonstration of a leadership role in the applicant's institution.

Applicants should not expect to receive more than six hours of transfer credit from other institutions. Only courses with a grade of *B* or above can be transferred. Generally, no credit will be allowed toward the Master's degree for courses taken more than six years before acceptance into the program. Any exceptions to the

requirements and policies stated above must have the approval of the Master's Degrees Committee. Any courses accepted must exactly match courses in the program. Because of the unique structure of the M.Ed. in educational leadership courses, transfer of credits will be rare.

Program Structure

This 45-hour degree program is designed to be completed in 2½ years. Program delivery is organized into two seven-week modules per term during the regular academic year. Each module consists of two two-hour courses. One course within each term is a field studies course. Each of the academic courses will assign field-based projects to be completed in the field studies course. Clinical faculty will supervise and evaluate the field-based projects based on predesigned rubrics. Students should anticipate the possible need to take one or two personal days each term to visit other field sites. Students will begin the program in the fall of the 2011 academic year as a cohort. In fall of the third year, students will complete final coursework and portfolio development. Final transition point reviews will take place in fall prior to graduation.

Classes meet Wednesday evenings and some Saturdays during the regular academic terms. There is also a one-credit course (EDU 6148) during the summer at the conclusion of year one of the program. The portfolio seminar course in the final term will meet on an as-needed basis.

<i>Higher Education Program (2½-year program)</i>	<i>Credit Hours</i>
EDU 6148 Synthesis Seminar: Planning and Mentoring	1
EDU 6241 Organizational Behavior	2
EDU 6243 Field Studies 1	2
EDU 6244 Organizational Leadership	2
EDU 6245 Leading Organizational Change	2
EDU 6247 Field Studies 2	2
EDU 6250 Leader Coaching Development	2
EDU 6251 Field Studies 3	2
EDU 6252 Special Populations	2
EDU 6254 Student Services	2
EDU 6255 Field Studies 4	2
EDU 6256 Legal Issues in Higher Education	2
EDU 6257 Foundations and History of Higher Education	2
EDU 6258 The Politics of Difference	2
EDU 6259 Higher Education Administration	2
EDU 6261 Leadership in Student Affairs	2
EDU 6262 Emerging Issues in Student Affairs	2
EDU 6263 Academic Management and Administration	2
EDU 6264 Collaborative Leadership in Higher Education	2
EDU 6265 Field Studies 5	2
EDU 6393, 6394 Portfolio Seminar	6
Total	45

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DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

Anthony Picchioni, **Department Chair**

Clinical Associate Professors: B. Harold Barkley, Jr., Thomas Hartsell, Gay McAlister.

Clinical Assistant Professors: Margaret Keeling, Heather McMinn, John Potter, Misty Solt.

Lecturers: Robert Barner, Betty Iglesias Gilmore.

The Department of Dispute Resolution and Counseling comprises programs that share a focus on the resolution of problems, from personal conflicts that could benefit from the guidance of professional counselors to interpersonal conflicts that require the intervention of professional mediators. These programs offer the education and tools that allow practitioners to resolve problems. Dispute resolution and counseling classes are delivered over 10-week terms offered during the fall and spring and a five-week term offered during the summer.

Master of Arts in Dispute Resolution

Betty Gilmore, **Director**

During the spring of 2006, SMU became the first university in the Southwest to offer an interdisciplinary Master's degree in dispute resolution. The degree emphasizes the development of skills vital to the resolution of disputes in business, domestic, education, public policy, religious, legal and healthcare settings. The program's quality and uniqueness stem, in significant measure, from its multidisciplinary approach to conflict management and its commitment to integrating ethics throughout the curriculum. Rooted in the social and behavioral sciences, the faculty and curriculum integrate such diverse fields as psychology, law, sociology, public policy and economics.

The Master's curriculum provides a greater depth of study than the certificate program in dispute resolution. It also offers additional specialization of skills and a level of professional scholarship that allow graduates to contribute to as well as practice in the profession. Students are able to practice and refine their resolution skill sets through "fieldwork" in the program's Mediation Clinic (described in the Client Services section below). Corporate internships, offered in some of the Dallas-Fort Worth area's largest companies, also provide opportunity for professional practice.

Admission Requirements

Applicants must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study dispute resolution.
5. A minimum undergraduate GPA of 2.750 (on a 4.000 scale). If the GPA is lower than 3.000, the applicant must submit acceptable GRE graduate school entry exam, LSAT law school aptitude test or Miller Analogies graduate school admission test scores and interview with the center director or associate director.
6. If applying to the Master's program after completing the certificate program, a 3.500 GPA from the certificate program and compliance *with all other admission requirements*.

Degree Requirements

The M.A. in Dispute Resolution program requires the completion of 42 credit hours in human development dispute resolution, 18 of which are required and 24 of which are electives chosen from the entire pool of HDDR courses. The required courses are HDDR 6319, 6302, 6303, 6305, 6307 and 6310.

Graduate Certificate Program in Dispute Resolution

SMU's 21-credit-hour Dispute Resolution Graduate Certificate program offers classroom instruction in the practical application of principles and techniques under the guidance of a master instructor. Through interdisciplinary study, students learn formal conflict management skills in negotiation, mediation, domestic relations and dispute resolution to achieve improved relationships among individuals and organizations.

Students gain theoretical and practical knowledge that is applicable in both social and psychological environments. They learn the art of negotiation, problem solving, mediation, arbitration, systems design, team building, executive coaching and many other applications of dispute resolution. The program incorporates active role-playing from varied aspects of human relationships in order to engage students in class participation and also provides the skill and training necessary to become adept at the art of conflict resolution.

Completion of HDDR 6303 satisfies the Texas statutory requirement for being a court-connected mediator. Some courses are also approved for continuing education unit credits. SMU provides the necessary documentation upon request.

Admission Requirements

Before enrolling in the Dispute Resolution Graduate Certificate Program, all students must provide the following:

1. A completed application.
2. Proof of the completion of a baccalaureate degree from an accredited college or university.
3. Official undergraduate transcript.

Certificate Requirements

The Certificate in Dispute Resolution requires completion of 21 graduate credit hours, nine hours of which are required and 12 of which are electives chosen from the entire pool of HDDR courses. The required courses are HDDR 6319, 6302 and 6303. The electives principally offer focused study in subspecialties of dispute resolution and include descriptive readings, observations, simulated exercises and discussion.

Professional Development

Professional Seminar Series

Designed for professionals interested in refining their conflict management and communication skills without the commitment of a full certification program, these two- to six-day seminars are available for credit or noncredit and target very specific issues in the conflict resolution, negotiation and counseling fields. The three-course series comprising the Executive Coaching Certificate is available in this format as well. Customized programs can also be designed for corporations interested in providing in-house training for employees.

Study Abroad

During the five-week summer term, students may earn credit toward the certification or Master's program by completing coursework at off-site venues such as Florence, Italy, Dublin, Ireland, or Jerusalem, Israel. The University's campus in Taos, New Mexico, is also utilized in this manner.

Client Services: SMU Plano Mediation and Conflict Resolution Services

www.smu.edu/adrservices

Mediation and arbitration services are available to parties involved in a dispute. Dispute Resolution Program alumni, faculty, current students with at least 200 hours of training, as well as ADR professionals within the community serve as volunteer mediators.

Parties may use SMU conflict resolution services whether or not a lawsuit is filed, either by contacting SMU directly or in compliance with an order from the court. Mediation is a process that helps disputants resolve a problem and reach a solution that is mutually agreeable. Those in dispute remain in control of the outcome by crafting an agreement themselves, with the help of a mediator. In arbitration, the disputants control the process by presenting their case informally under rules of procedure they determine, but the arbitrator determines the outcome. Both mediation and arbitration are confidential.

Contact information

Dispute Resolution, Master's Degree and Graduate Certificate

5228 Tennyson Pkwy., Suite 118

Plano TX 75024

972-473-3435

www.smu.edu/resolution

Dispute Resolution Professional Seminar Series

5228 Tennyson Pkwy., Suite 118

Plano TX 75024

972-473-3435

www.smu.edu/education/disputeresolution/professionalseminars.asp

SMU Plano Mediation and Conflict Resolution Services

5228 Tennyson Pkwy., Suite 213

Plano TX 75024

972-473-3486

www.smu.edu/adrservices

Dispute Resolution Courses

HDDR 6108 (1), 6109 (1)

PRACTICUM II, III

Continued exposure to actual court-annexed mediation referrals from area courts. Students will do a minimum of two mediations.

HDDR 6121 (1), 6222 (2), 6322 (3)

INDEPENDENT STUDY

HDDR 6122 (1), 6123 (1), 6124 (1)

PROFESSIONAL SEMINAR I, II, III

HDDR 6302 (3)**NEGOTIATION AND DISPUTE RESOLUTION**

Students are introduced to contemporary theories of negotiation and develop practical skills through simulation exercises.

HDDR 6303 (3)**MEDIATION AND DISPUTE RESOLUTION**

Examines mediation in which a neutral third-party facilitates in solving disputes through lecture, role play, and videotape to meet the Texas requirement for certification.

HDDR 6304 (3)**ARBITRATION AND DISPUTE RESOLUTION**

Through learning the arbitration process, students learn discipline necessary to hear and render decisions. Arbitration is intended to avoid the formalities, delay, expense, and uncertainty involved in litigation.

HDDR 6305 (3)**FOUNDATIONS OF THE AMERICAN LEGAL SYSTEM**

The structure and procedures of the United States court system will be studied with a particular emphasis on how methods of alternative dispute resolution augment, coordinate and sometimes clash with the goals of traditional litigation. Students will learn legal concepts and terminology essential to successfully working within the field of dispute resolution and will be introduced to basic legal skills. These legal skills include legal reasoning, interpreting case law, statutes and administrative codes, as well as receiving a primer on research materials and tools used by judges and lawyers to evaluate the merits of a legal dispute.

HDDR 6307 (3)**PRACTICUM I**

This course combines advanced classroom instruction in mediation with observations of courtroom proceedings and mediation, culminating with students participating in joint mediation of real conflicts. *Prerequisites:* HDDR 6302, 6303, 6305, 6310, 6319.

HDDR 6310 (3)**RESEARCH METHODS**

This course provides students with a fundamental understanding of research methods, allowing them to be discerning consumers of literature in the dispute resolution field and empowering them to judge for themselves the value, validity, and reliability of studies they read. Students learn sound research design, inference from data to conclusions, and the assumptions underlying various methods.

HDDR 6311 (3)**TECHNIQUES AND SKILLS IN MEDIATION**

Satisfies the 40 hour Texas state requirement to be a court-annexed mediator. Places particular emphasis on skills and techniques to be an effective dispute resolution professional.

HDDR 6312 (3)**ADVANCED NEGOTIATION**

This course examines the dynamics, constraints, and skills needed in the negotiation process. Theories of negotiation are studied through current literature and specific techniques are taught through simulated exercises. Participants develop the skills needed to negotiate effectively for their vital interest and how to choose among a range of procedural options. Course content is drawn from fields of law, psychology, business and communication.

HDDR 6313 (3)**ADVANCED MEDIATION**

Advanced mediation is a continuation of the basic mediation course focusing on the most prominent dispute resolution process, mediation. It assumes an understanding of the mediation process and provides in-depth examination of important issues in mediation practice such as

convening, multiparty mediation, mediator bias, mediator ethics, and mediator qualifications. Highly interactive, the course moves far beyond introductory lectures and simple role plays. Participants must have successfully completed a basic mediation course and typically have some mediation experience.

HDDR 6314 (3)

ADVANCED ARBITRATION

Builds discipline necessary to hear and render decisions and assist in honing analytical and writing skills as arbitrators through practical case studies and examples.

HDDR 6315 (3)

COMMUNICATION AND DISPUTE RESOLUTION

The course focuses on human communication in the context of conflict. It addresses the challenges of effective communication and its role in resolving conflict. Attention is paid to the most effective methods of communication used in dealing with differences particularly those used by dispute resolution professionals in the processes of negotiation and mediation.

HDDR 6317 (3)

ON-LINE DISPUTE RESOLUTION

Due to challenges of costs, speed, and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions, and the inability of traditional legal processes to deal with disputes arising over the web has created a need for redress options. ODR connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. This course examines the development of ODR, the new challenges it poses to neutrals and systems designers, and looks at all the major providers, administrative agencies, and international organizations currently involved. This is accomplished with state-of-the-art ODR technologies through a series of simulations.

HDDR 6318 (3)

FINANCE AND PROPERTY

An overview of the financial issues involved in dispute resolution. The current and historical structure of financial relationships and the financial interests among disputing parties are major issues in the dispute resolution areas. Attention will be given to preparing students in understanding various financial factors and developing skills and tools to assess, analyze, design and facilitate resolutions. The course is designed to be both a theoretical and practical course enabling the student to apply knowledge and skills directly. It is designed to be an interactive course to stretch the thinking of all students.

HDDR 6319 (3)

PSYCHOLOGY OF CONFLICT

What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups, between individuals in many different settings. The focus of this course is on the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDDR 6320 (3)

SELECTED TOPICS IN DISPUTE RESOLUTION

With variable course content, students will explore topics of interest as related to the general application of dispute resolution.

HDDR 6323 (3)

ENGAGING IN CONFLICT

A challenge for conflict specialists is to address people and situations as they are experienced realistically by the people involved and to subsequently help them deal with each other in a constructive manner. This course prepares students to identify constructive and destructive conflict, to skillfully engage conflict, and to use specific methods to work toward conflict resolution. The course offers advanced techniques and improved abilities to students who find

engagement in conflict to be intriguing and rewarding. Students who find engagement in conflict to be frightening gain insight that could help them find the strength to challenge their fears and to face conflict when it arises. Numerous case examples are used to highlight and expand on the readings.

HDDR 6324 (3)

ENGAGING IN CONFLICT: ADVANCED STUDIES USING CURRENT EVENTS

Conflict is an unavoidable and essential part of existence in this complex world. This course uses essential models of conflict applied specifically to current events that are timely and coincident with or overlapping time spent in the classroom. Students develop skills and techniques to understand and to learn how they might engage in conflict in a more meaningful manner. They also try to predict what will happen next in the conflicts studied and to learn from whatever occurs as it actually unfolds and is reported in the media. *Prerequisites:* HDDR 6302, 6303, 6319. *Recommended:* HDDR 6367.

HDDR 6330 (3)

CRIMINAL JUSTICE AND DISPUTE RESOLUTION

Covers the techniques and procedures of conflict resolution as applied to the criminal justice system.

HDDR 6331 (3)

DOMESTIC RELATIONS

Delves into the many disputes arising from divorce, child custody, and family violence. This course meets the state requirement to practice divorce mediation in Texas.

HDDR 6332 (3)

FAMILY LAW

A survey of the Texas Family Code with particular emphasis on adoption, divorce, modifications, paternity, custody, support, and child care.

HDDR 6333 (3)

ADVANCED FAMILY MEDIATION

More in depth exploration of the dispute resolution issues arising in families through case studies on domestic violence, adoption, and other court orders.

HDDR 6334 (3)

PERSONAL INJURY

The application of dispute resolution to wrongs or damages done to another, either to his/her person, rights, reputation or property is the focus of analysis for this course.

HDDR 6336 (3)

SELECTED LEGAL TOPICS

With variable course content, students will explore topics of interest as related to the legal concentration of dispute resolution.

HDDR 6340 (3)

COMMERCIAL DISPUTE RESOLUTION

Focus is on business and corporate transactions for the use of varied dispute resolution procedures. Special attention is given to multiparty negotiation, contract disputes, sexual harassment, wrongful termination, and EEOC complaints.

HDDR 6341 (3)

EMPLOYMENT LAW

The employer/employee relationship drives the economic engine of our society. In this relationship that engages so many significant interests, it is no surprise that serious conflicts occur. Through employment law, legislatures and judges attempt to regulate the complex competing interests of employers and employees. This course will cover the most significant statutes and cases that apply to the employment life cycle from recruitment through termination, with an emphasis on the rights and responsibilities of employers and individual employ-

ees. Areas covered will include, among others, at will employment, fair labor standards and pay, discrimination, work conditions, and disability and illness. Collective bargaining will not be included.

HDDR 6342 (3)

HUMAN RESOURCE MANAGEMENT

A growing specialty is the designation within organizations of a dispute resolution consultant capable of diagnosing and applying conflict resolution approaches. This course takes dispute resolution into the workplace to avoid costly and time-consuming litigation. Students will examine the major functions typically entrusted to a human resources organization within a business environment. Topics such as proper applicant sourcing, understanding EEO obligations, wage and salary administration, managing employee performance, the disciplinary process, proper investigation of complaints, involuntary terminations, post-separation activities, etc. will be examined. The focus will be on developing a course of action to identify causes of disputes and develop a cause of action through model best practices and legally compliant practices for resolution of such disputes.

HDDR 6343 (3)

INSURANCE AND DISPUTE RESOLUTION

Dispute resolution specialists learn to handle the multiple forms of insurance issues and conflicts. Students apply procedures that serve as the backdrop for role simulations and the development of specific skills.

HDDR 6344 (3)

ORGANIZATIONAL CHANGE MANAGEMENT

Students are provided with a model for organizational change and change management. Students learn the sources of conflict and disruption that accompany traumatic organizational transitions. They also discover how the facilitation skills that are employed in micro-interventions (the facilitation of single teams), must be adapted to meet the facilitation needs of large-scale organizational change projects. This course also contrasts more traditional problem-solving approaches to change management with those represented by the social constructionist perspective and the use of appreciative inquiry.

HDDR 6345 (3)

ORGANIZATIONAL COMMUNICATION

Organizational communications focuses on the central role of human communication in creating, sustaining, managing and resolving conflicts in organizational contexts. Substantial attention is on 1) examining contemporary communication theories and social scientific approaches relevant to understanding the causes, effects, and effective management of conflict in organizations and 2) specific communication strategies, tactics, skills, and methods that are the most effective in managing conflicts. The graduate-level, seminar format provides advanced opportunities to analyze case studies and to role-play appropriate behavior in conflict scenarios. The student who completes the course will be competent to analyze problems and conflict situations in a complex and in-depth way and to demonstrate communication competence in conflict situations.

HDDR 6346 (3)

ORGANIZATIONAL CONSULTING SKILLS

Students will apply dispute resolution skills as either external consultants or internal consultants and business partners. The class introduces the basic core elements of organizational consulting, including establishing trust with clients, establishing expectations of the consulting problems, planning a consulting intervention, and managing a consulting intervention.

HDDR 6347 (3)

SYSTEMS DESIGN IN DISPUTE RESOLUTION

Executives in the new millennium are facing an ever increasing number of organizational disputes in the form of customer complaints, employee grievances, charges of discrimination,

contractual disagreements, law suits, and unhealthy competition within and between work groups. Organizations are inclined to handle these conflicts on a case by case basis or use adversarial approaches that often escalate the situation and result in expensive solutions later on. An effective dispute resolution system can offer a constructive approach to managing a wide range of organizational conflicts. These systems provide an integrative and comprehensive way to minimize conflict and resolve disputes when they arise.

HDDR 6348 (3)

TEAM BUILDING AND COACHING

This course introduces students to two important specialized applications of dispute resolution skills: facilitating work teams in the identification and resolution of critical work and relationship issues, and coaching managers to resolve performance problems. Within this course, participants are introduced to facilitation skills for identifying team issues, expediting team problem solving, and addressing performance challenges within and across work teams. In addition, this course will also prepare participants to understand the roles, responsibilities, and interpersonal competencies that are critical to success in executive coaching.

HDDR 6349 (3)

ADVANCED EXECUTIVE COACHING

This course uses organizational systems theory as a framework for guiding students through advanced techniques for executive coaching. Students will also learn how to adapt coaching diagnosis and intervention to the three different coaching requirements: transitional coaching, developmental coaching, and remedial coaching. This course will also help students perform a baseline assessment of their core competencies as coaches, and engage in additional opportunities to practice and strengthen their executive coaching skills.

HDDR 6351 (3)

WORKPLACE CONFLICT

This course provides an introduction to the sources and causes of conflict within business organizations, and explains some of the implementation issues – such as working with multiple and often polarized senior stakeholders – that must be addressed when implementing mediation and conflict resolution services within business settings. Exercises and case studies are used to help students assess workplace conflicts, and to determine the most effective processes for applying dispute resolution support to business clients.

HDDR 6352 (3)

SELECTED ORGANIZATIONAL TOPICS

With variable course content, students will explore topics of interest as related to the organizational concentration of dispute resolution.

HDDR 6360 (3)

COUNSELING AND INTERVIEWING

Focus is on the necessary skills for effective interviewing with emphasis placed on methods of inquiry and fact finding. It is the study of the function and professional skills ADR professionals during the critical processes of interviewing and counseling. Substantive focus of the course is on preventive law and client-centered planning. The course draws from fields of communication and psychology as well as law. The emphasis is on learning through simulation exercises, case studies and discussions.

HDDR 6361 (3)

CROSS CULTURAL AND GENDER NEGOTIATION

Students examine the relationship of identity, gender, culture and ethnicity to conflict dynamics in the negotiation process. Individual and collective oriented cultures will be compared. The use of body language and physical spacing in negotiation will be explored. Students will discuss the use of language, narratives, and metaphors and how the concept of apology and forgiveness is a culture and gender dependent issue. The focus is to increase the student's sensitivity and

awareness to these issues and to practice skills that will make them more effective conflict resolvers.

HDDR 6362 (3)

EDUCATION AND DISPUTE RESOLUTION

This course examines the uses of dispute resolution techniques from kindergarten to college. Attention given to multi-party disputes between students, faculty, administrators and the educational community. Skills for diagnosis, management and resolution will be taught through a combination of didactic and role simulations.

HDDR 6363 (3)

HEALTH CARE AND DISPUTE RESOLUTION

A survey of situations and issues where conflict commonly develops in the health care field with its unique culture and systems. Focus includes quality review standards, malpractice, and bio-ethical disputes.

HDDR 6364 (3)

INTERNATIONAL CONFLICT MANAGEMENT

This course will discuss the provocative topic of international relations and dispute resolution. The world is rapidly changing, and these changes are opening the door for the application of negotiation and mediation as well as other dispute resolution mechanisms. Students will also probe national and international human rights in the coming global and politically re-aligned world.

HDDR 6365 (3)

PUBLIC POLICY AND DISPUTE RESOLUTION

An intensive study of the application of dispute resolution techniques to environmental disputes and the wider areas of public policy. Specific areas of study include complex multiparty litigation, multistakeholder/citizen groups' participation, adversarial negotiations with governmental entities, reparation of settlement documents, and the still new field of negotiated rule making.

HDDR 6366 (3)

RELIGION AND DISPUTE RESOLUTION

When the usually peaceful ambiance of a church becomes embroiled in conflict and controversy involving parishioners, constituent groups, employees, governing bodies or even outside organizations, conflict resolution and mediation become the focus. Particular emphasis will be placed on equipping students in skills for mediating interpersonal and group conflict in churches, employing a transformational model of mediation placed within the context of family systems theory. Active and practical in focus, the course emphasizes hands-on skills training and real-life role plays based on the types of conflict typically found in churches. Although focused primarily on the church setting, the skills learned are directly transferable to other settings. This course also satisfies the Texas State Requirement for basic mediation training.

HDDR 6367 (3)

SELECTED SOCIAL SERVICE TOPICS

With variable course content, students will explore topics of interest as related to the social service concentration of dispute resolution.

HDDR 6370 (3)

ASSESSMENT AND INTERVIEWING

This course serves as the foundation for the three-course executive coaching series and certification program in executive coaching. Students obtain a basic introduction to coaching, including its purpose, applications, and how coaching differs from counseling or mediation. Students learn how to make certain that all parties (the coachee, coachee's manager, and sponsoring organization) share the same expectations of the coaching process. Students also learn how to conduct in-depth assessment interviews with their coachees, and with other organizational stakeholders. The course also introduces students to the use of 360o tools, and

shows them how to integrate 360o and interview data into a consolidated assessment report. Finally, students learn how to develop a coaching contract and conduct an initial post-contracting interview.

HDDR 6371 (3)

TRANSITIONAL AND DEVELOPMENTAL COACHING

This is the second course in the executive coaching series and focuses on learning to provide coaching to leaders who are making transitions into new work settings (transitional coaching), or who are preparing to take on broader organizational roles (developmental coaching). Students will learn to identify underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting. Assessing the leadership style, experience and communication factors that have been shown to be associated with a leader's potential to succeed within high-level job assignments. Coursework will also involve comparing and contrasting development hurdles leaders must overcome as they prepare for different organizational levels and identifying behaviors and learning approaches that have been demonstrated by leaders who have performed well.

HDDR 6372 (3)

PERFORMANCE COACHING

This is the third course in the executive coaching track, which leads to the Certificate in Executive Coaching. Performance coaching helps managers address significant behavioral problems or leadership style issues that are adversely impacting their work performance. This course introduces students to research on interpersonal and leadership style issues that have been shown to play key roles in leadership success or failure. Students are also introduced to research related to leadership derailment, or failure patterns observed in managers who have been previously assessed as being high-potential leaders. Within this course, students learn about the most common performance coaching challenges that are likely to be encountered in performance coaching. They learn how to meet and address resistance to coaching and learn the intricacies of client contracting, with particular attention to establishing clear and detailed expectations for performance improvement. Students will also engage in practice conducting performance coaching sessions.

Master of Science in Counseling

The Master of Science in Counseling program prepares students for the counseling profession, which involves the application of the developmental and social sciences in assisting children and adults with psychological growth and social adjustment problems. Counselors and therapists work in schools, community agencies, churches, hospitals, industry and private practice.

Students acquire knowledge in the disciplines that underlie counseling – including education, psychology, human development, sociology, learning and social change. They develop basic skills in therapy and assessment and become familiar with the legal and clinical considerations confronting practitioners. Repeated practice and role-playing with feedback and strategic modification are critical to mastery of the skills and are, consequently, an essential part of the program. Successful graduates are able to pursue state licensure as marriage and family therapists, licensed professional counselors and/or certification as school counselors.

Licensed Marriage and Family Therapist Courses

(These 45 credit hours plus 15 additional elective hours meet or exceed state requirements for licensed marriage and family therapists.)

HDCN 6300 Introduction to Counseling

HDCN 6304 Counseling Diverse Communities

HDCN 6310 Family Systems

HDCN 6311 Foundations of Marriage and Family Therapy

- HDCN 6312** Family Therapy
- HDCN 6313** Family of Origin
- HDCN 6314** Sexual Counseling/Therapy
- HDCN 6320** Life Span Development
- HDCN 6330** Psychopathology: Adult
- HDCN 6340** Assessment
- HDCN 6349** Research Design and Statistics
- HDCN 6381** Ethics and Mental Health
- HDCN 6395** Supervised Clinical Practicum I
- HDCN 6398, 6399** Internship I, II

Licensed Professional Counselor Courses

(These 45 credit hours plus 15 additional elective hours meet or exceed the state requirements for licensed professional counselors.)

- HDCN 6300** Introduction to Counseling
- HDCN 6301** Counseling Theory
- HDCN 6302** Counseling Methods: Individual
- HDCN 6303** Counseling Methods: Group
- HDCN 6304** Counseling Diverse Communities
- HDCN 6305** Advanced Individual Methods
- HDCN 6320** Life Span Development
- HDCN 6321** Lifestyle and Career Development
- HDCN 6330** Psychopathology: Adult
- HDCN 6340** Assessment
- HDCN 6349** Research Design and Statistics
- HDCN 6381** Ethics and Mental Health
- HDCN 6395** Supervised Clinical Practicum I
- HDCN 6398, 6399** Internship I, II

School Counselor Certification Courses

(These 48 credit hours plus 12 additional elective credit hours meet or exceed the state requirements for school counselors.)

- HDCN 6300** Introduction to Counseling
- HDCN 6301** Counseling Theory
- HDCN 6302** Counseling Methods: Individual
- HDCN 6303** Counseling Methods: Groups
- HDCN 6304** Counseling Diverse Communities
- HDCN 6320** Life Span Development
- HDCN 6321** Lifestyle and Career Development
- HDCN 6330** Psychopathology: Adult
- HDCN 6340** Assessment
- HDCN 6342** Cognitive, Career and Educational Assessment
- HDCN 6349** Research Design and Statistics
- HDCN 6381** Ethics and Mental Health
- HDCN 6395** Supervised Clinical Practicum I
- HDCN 6398, 6399** Internship I, II
- HDCN 6308** Counseling: Elementary School
or **HDCN 6309** Counseling: Secondary School

Electives

- HDCN 6194, 6294, 6394** Independent Study (1, 2, or 3 credit hours)
- HDCN 6306** Advanced Methods: Group
- HDCN 6307** Geriatric Counseling

- HDCN 6323** Adolescent Development
- HDCN 6324** Child Counseling
- HDCN 6331** Psychopathology: Child and Adolescent
- HDCN 6341** Assessment: Cognitive
- HDCN 6343** Play Therapy
- HDCN 6345** Music Therapy
- HDCN 6346** Career Assessment
- HDCN 6350** Introduction to Neuroscience
- HDCN 6351** Psychopharmacology and Substance Abuse
- HDCN 6352** Psychology of Addictions
- HDCN 6353** Treatment Management
- HDCN 6360** Advanced Educational Psychology
- HDCN 6370** Crisis Intervention
- HDCN 6371** Counseling: Disabilities
- HDCN 6372** Gender Issues
- HDCN 6382** Psychology of Conflict
- HDCN 6383** Negotiation and Dispute Resolution
- HDCN 6384** Mediation and Dispute Resolution
- HDCN 6385** Advanced General Psychology (required for nonpsychology majors)
- HDCN 6386** Family Law
- HDCN 6387** Family Mediation
- HDCN 6391** Selected Topics: Counseling
- HDCN 6392** Selected Topics: Marriage and Family
- HDCN 6393** Selected Topics: School Counseling

Study Abroad

During the five-week summer term, students may earn credit toward the Master's degree program by completing coursework at off-site venues such as Florence, Italy, or Jerusalem, Israel. The University's campus in Taos, New Mexico, is also utilized in this manner.

Admission Requirements

Program applicants must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study counseling.
5. A minimum undergraduate GPA of 3.000 (on a 4.000 scale). If the GPA is lower than 3.000, the applicant must submit an acceptable GRE graduate school entry exam score.
6. Students applying to the Master's program must attend a short personal interview.

Degree Requirements

The M.S. in counseling degree requires the completion of 60 credit hours (20 courses plus a written comprehensive exam.) A full-time student with a flexible schedule can complete the program in three years. Courses are delivered on a modified quarter system. For specific requirements for licensed professional counselor, licensed marriage and family therapist, and school counselor tracks, students should visit www.smu.edu/mastercounseling.

**Client Services:
Center for Family Counseling**

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to individuals (e.g., geriatric/adult, adolescents and children); groups; couples; and families struggling with personal, social or career-related issues. Some of the general issues that counseling can address include (but are not limited to) grief and loss, depression, anxiety, attention deficit disorder/attention deficit hyperactivity disorder, self-concept, relationships, stress, trauma, parent education, substance abuse evaluations and career exploration. The clinic offers counseling services that are tailored to the developmental needs of clients, such as play therapy for children ages 2–8 and activity therapy for children ages 9–11. The clinic also has a satellite branch housed in the Resource Center of Dallas that offers both personal and group counseling, specializing in the lesbian, bisexual, gay and transgender community.

Contact Information

Counseling, Master's Degree Program Office

5228 Tennyson Pkwy., Suite 234

Plano TX 75024

972-473-3402; www.smu.edu/mastercounseling

Counseling, Professional Workshops

5228 Tennyson Pkwy., Suite 234

Plano TX 75024

972-473-3402; www.smu.edu/education/counseling/workshops

Center for Family Counseling

5228 Tennyson Pkwy., Suite 102

Plano TX 75024

972-473-3456; www.smu.edu/FamilyCounseling

Resource Center Dallas

2701 Reagan Street

Dallas TX 75219

214-528-0144; www.rcdallas.org

Counseling Courses

HDCN 6049 (0)

GRADUATE FULL-TIME STATUS

Allows full-time status for graduate students without credit.

HDCN 6194 (1), 6294 (2), 6394 (3)

INDEPENDENT STUDY: COUNSELING

HDCN 6300 (3)

INTRODUCTION TO COUNSELING

History of counseling, and counseling concepts applied to individuals, marriages, families, and groups as well as within schools are introduced. Requirements for licensure reviewed.

HDCN 6301 (3)

COUNSELING THEORY

The major theories of professional counseling are examined.

HDCN 6302 (3)

COUNSELING METHODS: INDIVIDUAL

Basic counseling methods used in individual interventions are examined.

HDCN 6303 (3)

COUNSELING METHODS: GROUP

Theory, dynamics, and methods of counseling practice with groups are examined.

HDCN 6304 (3)

COUNSELING DIVERSE COMMUNITIES

Social, cultural, gender, and family issues are examined with a focus on counseling within diverse communities.

HDCN 6305 (3)

ADVANCED COUNSELING METHODS: INDIVIDUAL

The focus is on polishing the skills learned in HDCN 6302 and the amplification of techniques applicable to different client needs in a variety of settings. *Prerequisite:* HDCN 6302.

HDCN 6306 (3)

ADVANCED COUNSELING METHODS: GROUP

The focus of this course will build on the foundational skills learned in HDCN 6303 Counseling Methods: Group, and expand and enhance techniques applicable to different types of groups in a variety of settings. *Prerequisite:* HDCN 6303 Counseling Methods: Group.

HDCN 6307 (3)

GERIATRIC COUNSELING

Counseling theory and practices applied to geriatric populations are presented.

HDCN 6308 (3)

COUNSELING: ELEMENTARY SCHOOL

Theory and methods of counseling in the elementary school are examined. Course required for elementary school counseling track.

HDCN 6309 (3)

COUNSELING: SECONDARY SCHOOL

Theory and methods of counseling in secondary schools are examined. Course required for secondary school counseling track.

HDCN 6310 (3)

FAMILY SYSTEMS

Major family system theories are examined.

HDCN 6311 (3)

FOUNDATIONS OF MARRIAGE AND FAMILY THERAPY

The major approaches to marriage and family therapy are examined.

HDCN 6312 (3)

FAMILY THERAPY

Theory and practice in family therapy are examined.

HDCN 6313 (3)

FAMILY OF ORIGIN

Variations in family of origin are examined with a focus on therapy implications.

HDCN 6314 (3)

SEXUAL COUNSELING/THERAPY

Various problems and practices in sexual counseling and therapy are examined.

HDCN 6315 (3)

DIVORCE AND FAMILY CHANGE

Contemporary issues with divorce and the implications for the family structure are examined.

HDCN 6320 (3)

LIFE SPAN DEVELOPMENT

Normal physical, intellectual, and social and emotional development is examined from birth to old age.

HDCN 6321 (3)

LIFESTYLE AND CAREER DEVELOPMENT

The major theories of vocational choice, career decision making, and life style development are examined.

HDCN 6323 (3)

ADOLESCENT COUNSELING

Theoretical and practical approaches specifically for adolescents are presented.

HDCN 6324 (3)

CHILD COUNSELING

Theoretical and practical approaches specifically for children are presented.

HDCN 6330 (3)

PSYCHOPATHOLOGY: ADULT

Abnormal adult behavior is examined.

HDCN 6331 (3)

PSYCHOPATHOLOGY: CHILD AND ADOLESCENT

Abnormal behavior in children and adolescents is examined.

HDCN 6340 (3)

ASSESSMENT

The principles, concepts, and techniques of human testing and assessment are examined with a focus on the uses in counseling.

HDCN 6341 (3)

ASSESSMENT: COGNITIVE

Intelligence testing of children, adolescents and adults is examined.

HDCN 6342 (3)

COGNITIVE, CAREER AND EDUCATIONAL ASSESSMENT

Interpretations of career and educational assessments are presented with a focus on their use in counseling.

HDCN 6343 (3)

PLAY THERAPY

The theories and practices of play therapies used in counseling children are presented.

HDCN 6346 (3)

CAREER ASSESSMENT

The implications and use of career interest and aptitude assessments in career counseling are presented.

HDCN 6349 (3)

RESEARCH DESIGN AND STATISTICS

Research design and statistics commonly used in human development, education, and counseling research are examined.

HDCN 6350 (3)

INTRODUCTION TO NEUROSCIENCE

A basic introduction to neuroscience focusing on behavior, emotion, and cognition is presented.

HDCN 6351 (3)

PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE

The psychological and behavioral effects of drugs are examined with a focus on substance abuse.

HDCN 6352 (3)**PSYCHOLOGY OF ADDICTIONS**

The origins and trends of addictive behavior will be covered including substances, gambling, internet, relationship addiction, and others. Understanding the origins of addictions, treatment options, and barriers to treatment will be explored. Students will also learn about addiction comorbidity with mental health issues as well as addictive patterns in minority and culturally diverse communities.

HDCN 6353 (3)**TREATMENT MANAGEMENT**

This course prepares the counseling student to take the state licensing exam as an alcohol and drug abuse counselor. Substance abuse assessment, case management, documentation, legal concerns, practice management, and treatment options will be addressed.

HDCN 6370 (3)**CRISIS INTERVENTION**

Crisis intervention for individuals, marriages, families, and groups are emphasized.

HDCN 6371 (3)**COUNSELING: DISABILITIES**

Counseling theories and practices with disabled individuals are presented with emphases on their needs within familial and societal contexts.

HDCN 6372 (3)**GENDER ISSUES**

Gender and sexual identity issues are presented within the contexts of individual, marriage, and family counseling.

HDCN 6381 (3)**ETHICS AND MENTAL HEALTH**

Examines ethical codes and mental health law, as well as the legal issues of counseling practice.

HDCN 6382 (3)**PSYCHOLOGY OF CONFLICT**

The focus is on the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDCN 6383 (3)**NEGOTIATION AND DISPUTE RESOLUTION**

Students are introduced to contemporary theories of negotiation and develop practical skills through simulated exercises.

HDCN 6384 (3)**MEDIATION AND DISPUTE RESOLUTION**

Examines mediation in which a neutral third-party facilitates in solving disputes through lecture, role play, and videotape to meet the state of Texas requirement for mediators.

HDCN 6385 (3)**ADVANCED GENERAL PSYCHOLOGY**

Overview of basic Psychology for counseling students.

HDCN 6386 (3)**FAMILY LAW**

The Texas family code and other legal issues pertaining to family relations are presented.

HDCN 6387 (3)**DOMESTIC RELATIONS**

Mediation techniques for divorcing couples are presented.

HDCN 6391 (3)

SELECTED TOPICS: COUNSELING

Various topics in counseling for advanced study.

HDCN 6392 (3)

SELECTED TOPICS: MARRIAGE AND FAMILY

Various topics in marriage and family therapy are selected for advanced study.

HDCN 6393 (3)

SELECTED TOPICS: SCHOOL COUNSELING

Various topics in school psychology are selected for advanced study.

HDCN 6395 (3)

SUPERVISED CLINICAL PRACTICUM

A supervised practicum in counseling is required.

HDCN 6398 (3), 6399 (3)

INTERNSHIP I, II

An internship in counseling is required.

DEPARTMENT OF LIFELONG LEARNING

www.smu.edu/education/departments/lifelonglearning.asp

David Chard, **Dean and Chair**

Master of Liberal Studies

Michele Mrak, **Director**

Liberal Studies Academic Council, 2010–2011 Professor: John Mears (History). **Associate Professors:** Melissa Barden-Dowling (History), Dennis Simon (Political Science). **Adjunct Professors:** Rick Halperin (History), Janet Harris (English). **Emeritus Professor:** John Lewis (English).

The Master of Liberal Studies program is a unique interdisciplinary program designed to offer freedom and flexibility to participants in planning a course of study. Its coursework encourages critical and imaginative thinking on intellectual, social, political, historical, literary and artistic issues within a broad humanistic perspective. Seminar-style courses are taught by professors noted for teaching excellence.

The MLS program requires 36 term credit hours of graduate study to be completed within six years, although most students complete their study in three to four years. The course of study is very flexible and allows students to design individual programs that best reflect their needs and interests. MLS program classes meet in the evenings. Spring and fall classes meet one night a week; summer session courses meet three times weekly.

The curriculum includes courses in the behavioral sciences, fine arts, humanities, science and culture, and social sciences. With 18 credit hours or six classes in a specific curricular field, students can concentrate in the following areas: humanities; human rights and social justice; the arts and cultural traditions; global studies; gender studies; American studies; creative writing; organizational dynamics; environmental sustainability; and communication, media and technology.

Curriculum

Behavioral Sciences. Behavioral sciences courses examine the individual and his or her behavior in various environmental settings such as family and the workplace. Courses blend psychology, sociology, organizational behavior and anthropology to introduce students to issues in human behavior as it is influenced by cultural values and expectations.

Fine Arts. Fine arts courses offer a variety of perspectives on artistic expression throughout history and across cultures. The variety of courses encourages students to study Western and non-Western visual arts, dramatic arts, and music within a broad socio-historical context.

Humanities. Humanities courses offer the broadest possible treatments of literature, philosophy, religion and communications. By connecting the history of human ideas as presented and disseminated through poetry and imaginative literature and the development of religious and philosophical thought, humanities courses provide insight into the nature and development of humankind.

Science and Culture. Science and culture courses present issues pertaining to health, the environment, the understanding of the natural world and the implications of technological advancement as approached by professors of chemistry, geology, physics and biology. Students find the historical and philosophical approach to these subjects accessible and challenging.

Social Science. Social science courses provide a blend of history, economics and political science in the study of wealth, power and status. These courses enable the student to step away from the headlines and slogans of the day and take a long look at what it means – and has meant – to be a thoughtful citizen of the world.

Admission Requirements

The MLS program seeks to enroll motivated and enthusiastic students prepared for and interested in graduate-level study. All applicants must have a Bachelor's degree (or equivalent) from an accredited college or university. An official transcript from the school that awarded the degree is required, along with a completed application form, application fee, critical analysis essay and two letters of recommendation (preferably one academic and one professional). Personal interviews and resumes are recommended but not required.

Applications will be considered on a rolling basis for the fall, summer and spring terms. Applications for MLS program admission must be completed and on file in the MLS Office at least two weeks before the beginning of the term. A student must receive official acceptance into the program before enrolling in classes. In some cases, a provisional acceptance may be tendered for one term while awaiting the arrival of an official transcript or in other situations in which it is deemed appropriate by the director of the program and/or the dean of the Annette Caldwell Simmons School of Education and Human Development.

The GRE graduate school entry exam is not required for admission. Admission decisions are based on the applicant's previous academic record, the level of writing ability demonstrated in the essay and, upon request, an interview with the MLS program director and/or the dean regarding the applicant's academic goals and expectations.

Degree Requirements

Thirty-six credit hours of approved graduate study normally are completed within six years after beginning the program.

1. Students must take two foundational courses within the first 12 hours of their coursework: HUMN 6316 (three credits) and a designated three-credit writing-intensive course. It is highly recommended that students take these as their initial courses in the program. These courses may not be waived.
2. Students must complete their coursework with at least a *B* (3.000 GPA) average. All courses attempted for credit on a student's graduate program must average *B* (3.000) or better, with no grade less than *C* (2.000) applying toward the degree.
3. Within the 36 hours, students may include up to six hours of transfer graduate credit from another accredited institution or another academic department at SMU. (See below.)
4. Within the 36 hours, students may also include up to six hours of independent study. (See below.)
5. Students may not take more than three one-credit-hour classes unless special permission is given by the director and/or dean.
6. Students must conclude their degree program with a capstone course or thesis during the last year of the program.
7. Students may elect to specialize or concentrate in a particular curricular area through the course of the degree. If a student elects to concentrate or specialize in

a specific curricular area, she or he must complete the following requirements: (a) three credit hours for the required introductory course, HUMN 6316; (b) three credit hours for a designated writing-intensive course; (c) 18 credit hours of approved courses from the chosen area of concentration (see director for academic advisement.); (d) three credit hours for the required capstone course/experience; and (e) nine elective credit hours. Once the student satisfies the requirements for a given concentration, the concentration area will appear on the student's final transcripts. Double concentrations may be possible upon consultation with the director and/or dean.

In addition to a "self-designed" concentration, the curricular concentrations include the humanities, the arts and cultural traditions, global studies, human rights and social justice, gender studies, creative writing, American studies, organizational dynamics, communication, media and technology, and environmental sustainability.

Transfer Credit. The student must file with the MLS Office a Petition for Transfer Credit, accompanied by a course description and official transcript. Transfer credit will be accepted by the dean under the following regulations:

1. The course must be compatible with the overall curriculum of liberal studies.
2. The course must be graduate level (6000 or above).
3. The student must have earned a grade of *A* or *B* in the course.
4. The course may not have been used in attaining a previous degree.
5. The course must have been taken within the past six years.

Courses taken prior to matriculation must be approved within one year of beginning the MLS program. Transfer credit will be considered for study by correspondence or online study on a case-by-case basis.

Independent Study. Students may earn up to six credit hours through independent study in a subject area relevant to the MLS program curriculum. Students must first complete the two required courses and must be in good academic standing to be eligible to undertake an independent study. To enroll in an independent study, students must work with an MLS program faculty member to define specific course requirements and complete an Independent Study Contract subject to the approval of the director and/or dean. Independent study courses may be taken for one, two or three credit hours. The deadline to submit proposals to the MLS Office is at least two weeks before the beginning of the term for which the study is requested. The form is available online in the MLS Forms Library.

Certificate of Advanced Graduate Study

The purpose of the Certificate of Advanced Graduate Study program is to provide adults the opportunity to pursue advanced studies in the liberal arts in a focused and disciplined manner. The certificate program encourages in-depth study of a core topic while drawing upon various disciplines to provide a broad understanding of the subject.

The certificate program is an 18-hour course of study beyond the Master's degree. With the guidance of a faculty mentor, students select a topic and design a program of study consisting of courses from the MLS program curriculum, departmentally based graduate courses and independent study under the guidance of the faculty mentor. A student's course of study will conclude with a research paper or creative project.

Academic Requirements

The course of study as detailed in this catalog must be completed within four years, and students must maintain a 3.500 GPA throughout the program.

A core curriculum of 15 credit hours is drawn from

- The MLS program course offerings.
- A maximum of six credit hours in approved departmentally based graduate courses.
- Three credit hours of independent study.
- A capstone seminar (three credit hours) in which students will complete and present their final paper, project or creative work.

Admission Requirements

This program is designed primarily for MLS program graduates who wish to pursue advanced graduate work. Other applicants must have a Master's degree in the arts or fine arts, humanities, or social sciences, with a GPA of 3.500. The completed application for admission must be accompanied by

1. A 750-word draft proposal that identifies the student's interest area, purposes for advanced study, previous study or background knowledge of the topic, and a tentative course of study. This document will be used by the dean to determine whether the student's study proposal is appropriate for the program.
2. Official transcripts from SMU's MLS program or another graduate program.
3. A \$75 nonrefundable application fee.

Contact information

Master of Liberal Studies

PO Box 750253

Dallas TX 75275-0253

214-768-4273

www.smu.edu/MLS

Liberal Studies Courses

Behavioral Sciences

BHSC 6100 (1), 6200 (2), 6300 (3)

INDEPENDENT STUDY

Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6110 (1)

THE ARTICULATE VOICE

This short course is designed to help the student understand and practice the vocal skills that contribute to an effective and pleasant speaking voice, focusing on the processes underlying speech production: projection, articulation, and resonance. The emphasis is not on what is said, but on how it is said. Students are graded on individual performances, development, class participation, and improvement. This course may be applied to the following curricular field concentration: Communication, media, and technology.

BHSC 6115 (1)

SPECIAL TOPICS SEMINAR

This seminar focuses on a single topic in the behavioral sciences through directed reading, seminar discussion, and a final paper.

BHSC 6302 (3)**THE ART OF PUBLIC SPEAKING**

Training in speech performance and speech evaluation skills so students become more effective public speakers and more discerning consumers of public communication. Covers historical speeches and theory and practical applications related to the formulation, presentation, and evaluation of public speeches. This course may be applied to the following curricular field concentration: Communication, media, and technology.

BHSC 6303 (3)**MARRIAGE AND FAMILY**

Marital and family relationships today are changing rapidly and dramatically. As a consequence, debates about family values permeate Western society's economic, political, and religious arenas. The course equips students to enter these discussions and debates knowledgeably, with an eye toward influencing their quality and outcome. This course may be applied to the following curricular field concentration: Organizational dynamics.

BHSC 6304 (3)**THE TRANSFORMATIVE POWER OF NARRATIVES**

Explores the concepts of identity within the organization/collective change process and the importance of conversations/narratives as mediums for change. A major theme is that while organizations can shape identity, individuals have the ability to exercise voice and redefine their collective and individual identities through transformative dialogue and personal reflection (e.g., changing the conversation). Using a powerful memoir as the foundation, students are introduced to interdisciplinary views from Western literature, culture, human development, organizational change, and psychology. Students learn how to apply key concepts to form personal opinions and to develop awareness, analytical abilities, and understanding of individual and collective life narratives in the context of change. This course may be applied to the following curricular field concentrations: Organizational dynamics; communication, media, and technology.

BHSC 6308 (3)**INTRODUCTION TO ORGANIZATIONAL DYNAMICS**

Focuses on the problematic behaviors, challenges, and/or concerns pertaining to change, conflict, communication, and team dynamics. Also, the leadership and staff issues that interfere with individual productivity and work goals. A fundamental understanding of leadership, power, communication, and the dynamics of one's employee base can help the student 1) develop and apply strategies that prevent dysfunctional behavior and generational collisions in an organization and 2) reach his/her full potential as a communicator and leader. This course may apply to the following curricular field concentration: Organizational dynamics.

BHSC 6310 (3)**UNDERSTANDING THE MIND AND BEHAVIOR**

Through an in-depth study of depression, students gain insight into their perceptions of the environment and the world around them. Students also examine the development of the "authentic self" as a product of biological and environmental influences; the examination of "self" is informed by psychological and physiological perspectives, including psychoanalytical, biological, cognitive, behavioral, socialistic, and humanistic theories.

BHSC 6311 (3)**EXPLORING HUMAN POTENTIAL**

Broadens the student's understanding of how basic assumptions and perceived limitations about learning and development are influenced by perceptions, experiences, collectives and organizations, and culture. Introduces cutting-edge perspectives and research from the fields of brain science, cognitive and social psychology, and cultural anthropology. Students apply the knowledge and experience from this course to their personal learning and development journey within the program, their organizations, and beyond. This course may apply to the following curricular field concentration: Organizational dynamics.

BHSC 6314 (3)

NATIVE AMERICAN HERITAGE OF NORTH AMERICA

Provides an anthropological consideration of the historical and cultural background of the native peoples of North America. Emphasis on the nine major native culture areas of the continent and the role native heritage plays in modern American life. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; global studies; American studies.

BHSC 6319 (3)

PROFESSIONAL ETHICS AND ORGANIZATIONAL RESPONSIBILITY

Students study ethical issues connected with organizational management to develop their capacity to recognize and reason through ethical dilemmas. Cases and readings integrate ethical reflection and decision-making. Materials are selected based on topical relevance to contemporary managers, curricular relevance to liberal studies, and conceptual relevance to applied ethics. This course may be applied to the following curricular field concentration: Organizational dynamics.

BHSC 6324 (3)

LANGUAGE, CULTURE, AND BELIEFS

Humans have an innate, biological ability to acquire language, and they often take that ability for granted and overlook its true power. The course examines assumptions about the relationships among language, culture, and belief; how language is manipulated to maintain and manufacture status; and disparities in gender, class, race, power, and ideology in the information age. This course may be applied to the following curricular field concentrations: Global studies; gender studies.

BHSC 6325 (3)

THE ANTHROPOLOGY OF SPEECH AND BODY LANGUAGE

Closely examines the two major types of communication upon which human interactions are based (language and nonverbal communication) and explores their uses in daily life. This course may be applied to the following curricular field concentration: Communication, media, and technology.

BHSC 6326 (3)

COMMUNICATION AND PERSUASION

Analyzes nonverbal communication's role in structuring experiences and shaping interactions with, and the understanding of, others. Topics include the effects of space, time, body movements, environment, objects, and voice quality on human communication. Persuasive communication ideas and issues are discussed, including modern mass media, classical foundations of persuasive communication theories, and the ethics of persuasion. This course may be applied to the following curricular field concentration: Communication, media, and technology.

BHSC 6329 (3)

THE PSYCHOLOGY OF RELIGIOUS BELIEF

An exploration of the origins and development of people's religious beliefs about the ultimate source (s) of power, meaning, and value in and beyond the cosmos. Particular attention is given to the appraisal of several classical and contemporary psychological interpretations of the functions that such beliefs serve in the quest for mental, emotional and spiritual well-being. The course focuses especially on psychoanalytic thought, both Freudian and post-Freudian. This course may be applied to the following curricular field concentration: Humanities.

BHSC 6331 (3)

THE PSYCHOLOGY OF HATE

This course reviews and specifically details the leading and most recent theories of hate, and examines the depth of hate-related utility and its futility. It covers topics such as in-group/out-group bias, aggression and its origins, physiology of aggression, history of hate groups and hate crimes, hate on the Internet and in the media, pop culture's representations of hate, hate

speech, implications for victims of hate crimes, and motivations of perpetrators of hate-motivated crimes. Also, the relationship among aggression, hate, and violence; the pros and cons of group distinctions; the distinctions in hate crime and hate speech; the pros and cons of enhanced penalty legislation for hate crimes; the justifications for “isms;” and the brain chemistry and physiology behind aggression and anger. Students debate controversial topics in the areas of race, sexual orientation, gender, identity or expression, and religion. In addition, students develop personal ways to combat hate and violence. This course may be applied to the following concentrations: Humanities; human rights and social justice; gender studies.

BHSC 6355 (3)

PSYCHOLOGY: THE DISCOVERY OF SELF

This course examines the nature of personality development and explores the contributing factors of heredity vs. environment relative to birth order, intelligence, family, and cultural forces. Students have the opportunity to learn and reflect on their own personalities using the Keirsey-Bates Temperament Sorter and Survey. The course explores the many aspects of the personality through learning, behavioral changes, human interactions, and personal growth. The course also offers multiple perspectives with which to view and understand the characteristic changes in personality that make life so interesting. This course may be applied to the following curricular field concentration: Humanities.

BHSC 6363 (3)

THE IMMIGRANT EXPERIENCE

An interdisciplinary approach to immigration in the U.S. that explores the historical, ethical, social, cultural, legal, and political dimensions of the immigrant experience, as well as America’s ambivalent and changing attitudes toward the immigrant. Topics include the peopling of America before the Civil War, current waves of immigration, the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration, and America as a multicultural society. This course may be applied to the following curricular field concentrations: Global studies; American studies; human rights and social justice.

BHSC 6374 (3)

THE PSYCHOLOGY OF CREATIVITY

Explores creativity as one of those human abilities that most see as a highly valuable yet mysterious, uncontrollable force. Examines the wealth of knowledge generated by psychologists and educators with respect to creativity and offers clear definitions of creativity while illustrating its complexities. Also, the roles that personality, cognition, biology, and development play in creative abilities as well as the social, historical, and cultural contexts in which one creates. This course reviews contemporary research (including multiple perspectives, methods, and answers), and how the research helps to debunk some myths about creativity.

BHSC 7351 (3)

RELIGION AND DISPUTE RESOLUTION: FLORENCE, ITALY

Study tour focusing on religion and conflict against the backdrop of the artistic and ecclesiastical history of the Italian Renaissance. This course educates students in a powerful transformative mediation model, interspersed with on-site tours that highlight the spirit of the artistic rivalry and revival, conflict, and creativity that blossomed in the Italian Renaissance. This interactive course is designed to prepare leaders to deal effectively with interpersonal, congregational, and other forms of group conflict. Although primarily focused on the religious environment, the skills learned are directly transferable to other settings and are invaluable to business managers, attorneys, mediators, and other professionals who manage conflict. The class satisfies the state of Texas mediation requirements and the mediation course requirements for the Dispute Resolution program. This course may be applied to the following curricular field concentrations: Humanities; organizational dynamics.

BHSC 7352 (3)

INTERNATIONAL ORGANIZATIONAL CONSULTING AND COLLABORATION AT TRINITY COLLEGE: DUBLIN, IRELAND

This course is presented in the 16th-century halls of Trinity College in Dublin. The class focuses on the processes and approaches that have been successfully used by numerous organizations to build and sustain functional international relationships. The course incorporates a unique design format that includes one weekend at the SMU-in-Plano campus followed by a week of activities in Dublin. The format allows students ample time to explore Dublin and integrate a full cross-cultural experience with classroom learning. The course also makes use of a variety of guest speakers to offer students multiple perspectives on the field of international collaboration and consulting. This course may be applied to the following curricular field concentrations: Humanities; organizational dynamics.

BHSC 7353 (3)

CONFLICT AND TRAUMA IN ISRAEL AND THE PALESTINIAN AUTHORITY

This course examines the nexus between trauma and ongoing conflict through interaction with local experts and site visits. Students interact with conflict resolution/management and counseling professionals from Israel and the Palestinian Authority, investigating the dynamic created by ongoing trauma in conflict and postconflict societies. The course focuses on second-track conflict resolution and management projects affecting Israeli and Palestinian communities and families. Students must attend all of the lectures and demonstrations. The 7-day program combines a traditional lecture and discussion approach with an intense experiential component. This course may be applied to the following curricular field concentrations: Humanities; global studies; gender studies.

Fine Arts

FNAR 6100 (1), 6200 (2), 6300 (3)

INDEPENDENT STUDY

Directed study.

FNAR 6101 (1)

ART IN HISPANIC NEW MEXICO

Research and writing about the artistic and cultural legacies of colonial New Mexico. Required 1-hour research companion credit for FNAR 6201. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; global studies; American studies.

FNAR 6115 (1)

CLASSIC WORKS AND TEXTS IN THE FINE ARTS

This course focuses on a single, seminal text or work of art in music, drama, or the visual arts through close, directed reading and seminar discussion. Topics can vary each term. One study begins with the premise that there is more than one way to read a painting by considering a variety of different scholarly interpretations of Manet's last major painting, "Bar at the Folies-Bergere." Critical readings are supplemented by background lectures on Manet's significant place in the movements of realism and impressionism. This course may be applied to the following curricular field concentrations: Arts and cultural traditions, and others based on the topic chosen.

FNAR 6201 (2)

ART IN HISPANIC NEW MEXICO

Students are given a unique opportunity to study the artistic and cultural legacies of colonial New Mexico: pueblo life and architecture, Spanish town planning, and church design; *retablos*, *santos*, and their role in traditional religious experience; and art in the secular life of towns and haciendas of colonial and republican New Mexico. Students take field trips to galleries, collections, and historical sites in northern New Mexico. They become familiar with the

important architectural monuments and church of Taos Pueblo, and the churches of Chimayo and Santa Cruz de la Canada. They also sharpen their ability to see and read visual objects and build-spaces as artworks and works of architecture. Note: This course takes place on SMU's campus near Taos, NM. FNAR 6101 is the writing component of FNAR 6201, which involves a paper that is submitted after the trip. Students enrolling in this course for credit must enroll in FNAR 6201 and 6101, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; global studies; American studies.

FNAR 6301 (3)

ACTION! DRAMATIC WRITING IN PRACTICE

Students participate in a hands-on writing course that focuses on basic requirements for dramatic writing (film, theatre, and solo performance): action, dialogue, and narrative. Geared for both beginners and those already writing screenplays or plays, students learn through a series of in-class exercises and writing assignments how to create a new work or rewrite a work in progress. Scenes from classic plays are studied and emulated. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; creative writing.

FNAR 6302 (3)

THE BLACK AESTHETIC IN THE VISUAL ARTS

This course explores the tenets of the black aesthetic as defined by the black arts movement of the 1960s and how this movement influenced African-American contemporary and postmodern visual art. It contextualizes the development of the black visual arts aesthetic within the African-American cultural revolution throughout the United States from 1966 through 1979. Students discover the roots of the black arts movement through the visual art of the Harlem Renaissance/New Negro period and delineate the ideological differences held by artists working during these two eras. They also investigate the role that artists from other creative disciplines such as literature, music, and theatre played in shaping the development of a black aesthetic in the visual arts. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; human rights and social justice; humanities; and American studies.

FNAR 6305 (3)

FROM SUNRISE TO PSYCHO: FORM AND MEANING IN THE CINEMA

This course examines the evolution of cinematic methods of expression, from the end of the silent era, through the transition to sound and the subsequent development of the movie industry, to 1960. Students screen and closely examine sequences from 14 masterpieces of world cinema, beginning with F.W. Murnau's great silent film *Sunrise* (1927) and concluding with Jean-Luc Godard's *A Bout de Souffle* (*Breathless*) and Alfred Hitchcock's *Psycho* (1960). Selected readings and screenings of short sequences from other relevant films explore the economic, social, and cultural context for these major artistic achievements. This course may be applied to the following curricular field concentrations: Humanities; communication, media, and technology; and arts and cultural traditions.

FNAR 6306 (3)

READING TO WRITE

Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Faulkner, or Munro, or the latest best-seller, writers of fiction and nonfiction benefit from the study of others' storytelling. Through literary analysis and application of techniques studied, writers enhance their creative projects. This course is a combination of close reading and creative writing. This course may be applied to the following curricular field concentration: Creative writing.

FNAR 6307 (3)

CHEMISTRY AND TECHNOLOGY IN ART: FROM ANTIQUITY TO THE INDUSTRIAL REVOLUTION

Students become acquainted with the major developments in science and technology through the ages and learn how these developments influenced materials and techniques used in art.

Includes discussions on various artists' materials such as dyes and pigments, clays, metals and alloys, glasses, and coatings and adhesives. The major art forms that employ these materials include painting, dyeing of textiles, manuscript illumination, glass and metalwork, and ceramics. Original sources from antiquity, the Middle Ages, the Renaissance, and more modern periods are used to learn how various materials were prepared and applied in art. This course may be applied to the following curricular field concentrations: Communication, media, and technology; arts and cultural traditions.

FNAR 6308 (3)

CREATING TRUTHS

Narratives may be a way of giving flesh to the desire to know more about what it means to be human. Clearly, they are means of expressing, celebrating, and instructing others. But, stories can explore the margins of humanity as well. This course explores factual and fictional stories and how they work, how people read and appropriate what they read, and how narratives are important to everyday life. Conducted in a workshop setting, the course focuses on the analysis and the creation of stories, with in-seminar writing exercises. Interchanges between two genres (short fiction and creative nonfiction) assist in the crafting of stories in either/both genres. This course may be applied to the following curricular field concentration: Creative writing.

FNAR 6309 (3)

ART OF THE RENAISSANCE IN ITALY

This course explores painting, architecture, and sculpture during the Italian Renaissance, from its beginning in the early 14th century through the high renaissance in the 16th century. Major artists and their works are discussed within their cultural contexts, and focus is given to technique, stylistic influence, and iconographical developments. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6310(3)

ART OF THE ANCIENT MAYA

This course introduces the art and history of the ancient Maya of Central America. It addresses the principal sites and monuments of Mayan civilization, Maya hieroglyphic writing systems, and the history of Maya lowland cities. The course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6312 (3)

THE ART AND ARCHITECTURE OF ANCIENT POMPEII

This course surveys the history, monuments, and society of ancient Rome from about 300 B.C.E. to A.D. 79, as reconstructed from the excavations of Pompeii, Herculaneum, and other cities and sites of ancient Camoania. The course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6313 (3)

APPROACHING CONTEMPORARY ART, FACING THE MILLENNIUM: 1980–2010

This course encompasses the 30 years of contemporary art straddling the turn of the century, 1980–2010. The art combines materials, methods, concepts, and subjects that challenge traditional boundaries and defy easy definition. Students witness ever-growing, new ideas developed by adventurous, mostly young artists worldwide. Contemporary art is the art of today produced by artists living in the 21st century. It is a window on contemporary society that helps people understand the world and themselves. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6314 (3)

ARTHUR MILLER: ART, ACTIVISM, AND LIFE

Arthur Miller was, arguably, one of the greatest playwrights of the 20th century. In addition, he was a prolific essayist, often addressing political and social issues, as he did in his collection *On Politics and the Art of Acting*. The course examines Miller's art through a variety of plays, including *All My Sons*, *Death of a Salesman*, and *The Crucible*, and it examines his activism and social

conscience through his writing and life experiences. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; and American studies.

FNAR 6315 (3)

CREATING THE MEMOIR

The memoir, a subgenre of creative nonfiction, explores the methodologies for writing about the self. Through the analysis of existing memoirs, suggested strategies for such writing, and a hands-on workshop setting, this seminar enables students to tell their stories. This course may be applied to the following curricular field concentration: Creative writing. Repeatable for credit.

FNAR 6316 (3)

ON BEING FUNNY: PHYSICAL COMEDY AND BEYOND

This course explores the roots of comedy and asks what it is – historically as well as currently – that makes people laugh. Using commedia dell’arte and the European clown as a basis, the class researches and recreates physical comedy from its classical expressions to modern versions in film and television. Individual performance assignments complement the research and scholarship of the course. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6317 (3)

THE ART OF THE BAROQUE

This course examines European painting, sculpture, and architecture of the 17th century, beginning with the foundation of the Baroque in Italy and traveling to France, Spain, and the Netherlands. Students study masterpieces by Bernini, Caravaggio, Poussin, Velazquez, Rubens, Rembrandt, and their contemporaries, explaining their significant contributions in terms of style and subject matter. For full interpretation, the works are discussed within their historical context, paying particular attention to patronage, the religious milieu, and the social position of the artist. Topics include the Counter-Reformation and Protestantism; the status of women artists; the emergence of the art market; and the increase in genre painting, the still life, and the landscape. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6318 (3)

WOMEN IN AMERICAN THEATRE: ACTRESSES, PLAYWRIGHTS, AND DIRECTORS

Throughout the history of American theatre, women have made significant contributions as actresses, playwrights, directors, and managers. Despite this, most of this history has been invisible or defined as exceptional. This course examines the influence and impact of women artists in the development of American theatre as aesthetic, cultural, and economic phenomena. Students attend live productions and view filmed plays from female theatre artists as available; in-class visits from local or national female artists are arranged when possible. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

FNAR 6321 (3)

GREAT BOOKS OF ART HISTORY

This course provides an introduction to the profound, humane, and entertaining scholarship of art history through the principal movements, methods, and writings of the 20th century. Emphasis falls on theory and practice of the discipline, but the course is tailored for students who love to read. It showcases a selection of influential, topical, and elegantly written books and articles. Through such topics and the biography of the artist; philosophies of art; connoisseurship and historicism; and modernist, feminist, and other current critical modes, the student is encouraged to formulate his or her individual place and voice in this evolving humanistic discipline. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6322 (3)

MODERN MOVEMENTS IN EUROPEAN AND AMERICAN PAINTING

Beginning with realism and impressionism, this course traces the development of the avant-garde through such modern styles as expressionism, cubism, futurism, Dadaism, surrealism, abstract expressionism, pop and op art, and photo realism. Readings about the works of representative artists and critics are stressed. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6323 (3)

MODERN EUROPEAN PAINTINGS IN FRANCE

(held off-campus) This course takes students in an art history tour to France. The tour explores modern French painting and the significant contributions of realism, impressionism, post-impressionism, fauvism, cubism, and the nonobjective. All lectures are delivered on-site, explaining the works of Courbet, Manet, Renoir, Degas, Pissaro, Cezanne, Ganguin, van Gogh, Matisse, Picasso, Kandinsky, Mondrian, and other artists. Highlights include special visits to artists' studios and residences. A research paper is required to receive credit for the course. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

FNAR 6326 (3)

SHAKESPEARE THROUGH THE EYES OF HIS CLOWNS

Present in most of Shakespeare's plays, the fool or clown character is one of the most intriguing and integral figures in Shakespeare's story telling. This course looks at the plays of Shakespeare – primarily the comedies – through the lens of the clown/fool role. Beginning with his roots in ancient Greece and England's Saxon and medieval periods, the class defines and then investigates the importance of the clown in history. Moving to specific clown/fool characters in Shakespeare's tales, the class looks at how the clowns pointed, low humor mirrors the high characters, advances and explicates Shakespeare's plots, and gives insight into the politics of the polite world in Elizabethan England. Students mine Shakespeare's texts for the embedded physical comedy in specific scenes, and hypothesize on how that comedy might have been played to support Shakespeare's intent and the world of the play as well as bring his textual storytelling to life. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6333 (3)

APPROACHING CONTEMPORARY ART: POST-WORLD WAR II, 1950–1980

This course presents art from the end of World War II to the close of the 20th century and sets the stage for students to explore new art. Students become familiar with fascinating artists, their signature styles, and their effect on the course of art history. Students also develop confidence looking at new art, enhancing their own aesthetic judgment, and enriching their lives culturally. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6336 (3)

RENAISSANCE AND BAROQUE ART IN ITALY

(held off-campus) This course presents a special opportunity to study in person many of the world's most important works of art, those produced in Italy during the Renaissance and Baroque periods, circa 1300–1700. The class explores the works of the Early Renaissance in Pisa, Padua, and Siena; the full flowering of the Renaissance in Florence and Venice; and the grandeur of the Baroque era in Rome. Students study masterpieces in painting, sculpture, and architecture by such creative geniuses as Giotto, Masaccio, Brunelleschi, Donatello, Michelangelo, Raphael, Leonardo, Titian, Bernini, Caravaggio, and Borromini. The course defines the significant contributions made by these artists in terms of style and subject matter and, for full interpretation, discusses the works within their historical context, paying particular attention to patronage, the religious milieu, and the social position of the artist. This course may be applied

to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

FNAR 6387 (3)

INSPIRING CREATIVE MINDS THROUGH ORIGINAL ART

Most encounters with works of art are limited to learning objective information about them – when, where, why, and by whom they were created. Seldom are visitors invited to spend thoughtful time with the works and explore their complexities, and rarely are they encouraged to discover personal connections and construct their own meanings. This course invites students to consider works of art in a variety of contexts, to learn through them, and to be inspired to think and respond creatively to them. The course may be applied to the following curricular field concentration: Arts and cultural traditions.

FNAR 6394 (3)

CREATING POETRY

In this workshop, students read and interpret a wide variety of poems, craft poetry using different poetic forms, and critique and evaluate their classmates' poems. Repeatable for credit. This course may be applied to the following curricular field concentrations: Creative writing; arts and cultural traditions; humanities.

FNAR 6395 (3)

THE SPECTACLE OF THEATRE

The origins, developments, and purpose of theatre. The playwright, director, actors, and designers all collaborate to shape how the audience interprets the performed word. Supporting the spoken word is an elaborate environment created by the design team in the areas of costume, scenery, sound, and lighting design. Whether the ancient Greek gore wagon or the flying rig in Spiderman, design though the eras shares many of the same traits and approaches. The course traces the origins of theatre from Greece to modern time, focusing on key moments in history to analyze the development of design and spectacle. Students get a sense of how theatre is made through the use of lecture, video, and interaction with local theatre performances. This course may be applied to the following curricular field concentration: Arts and cultural traditions.

FNAR 6396 (3)

TIME PAST, TIME PRESENT: STORYTELLING WITH A BACKDROP OF HISTORY

All writing reflects a backdrop of history, whether the immediate past, the personal past, or the distant past. Storytelling in fiction and nonfiction becomes richer, more dramatic, and closer to the truth when a writer researches, explores, and incorporates historical context. By mining the past for stories waiting to be told, writers spark their creativity and enhance the richness of their creations. This course combines creative writing with literary analysis and historical research to reflect the benefits of close reading, learning from the masters, exploring the presentness of the past, and enhancing the creative process.

FNAR 6397 (3)

DEVELOPING THE WRITER'S VOICE: INTERMEDIATE SKILLS

This course explores 1) developing and writing longer works (short stories and scripts, for example), 2) giving and receiving feedback on work in progress and 3) using revision and editing techniques. These three areas of writing are interwoven throughout the term, culminating in a final assignment of at least 60 pages. Follows FNAR 6301 (not a prerequisite) and requires some skills in writing and developing projects. This course may be applied to the following curricular field concentration: Creative writing.

FNAR 7350 (3)

WRITING IN NATURE

This course provides students with the opportunity to explore the writing of either short fiction or poetry. The evocative natural setting of Taos serves as a reminder that nature, as setting, is at the very foundation of literature, frequently becoming a significant character itself. This

reading, observing, and writing workshop includes site visits and presents students with opportunities for creating settings and characters of interest for their writing. This course may be applied to the following curricular field concentrations: Creative writing; environmental sustainability.

FNAR 7352 (3)

CREATING THE SHORT STORY

Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: Creative writing; arts and cultural traditions; humanities.

FNAR 7360 (3)

CREATING THE SHORT STORY

Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: Creative writing; arts and cultural traditions; humanities. (This course may be repeated for credit.)

Humanities

HUMN 6100 (1), 6200 (2), 6300 (3)

INDEPENDENT STUDY

Directed study.

HUMN 6104 (1)

SACRED PLACES AND SPIRITUAL PRACTICES: RESEARCH

This course represents the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. Students enrolling in this course must enroll in HUMN 6204 and 6104, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions. (SMU-in-Taos)

HUMN 6105 (1)

WOMEN IN THE SOUTHWEST: RESEARCH

This course is the writing component of HUMN 6205. A 20-page research paper is submitted after the trip. Students enrolling in HUMN 6105 for credit must also enroll in HUMN 6205, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies; gender studies; American studies. (SMU-in-Taos)

HUMN 6106 (1)

READING DARWIN

In this classic texts course, students read the essential chapters of *On the Origin of Species* and its sequel, *The Descent of Man* (1871), examining the care with which Darwin builds his case for speciation through natural selection, and exploring his profound and moving vision of the world of living beings. This course may be applied to the following curricular field concentrations: Humanities; environmental sustainability.

HUMN 6115 (1)

CLASSIC TEXTS SEMINAR

This 1-hour course focuses the student's attention on a single, seminal text in the humanities through close and directed reading, seminar discussion, and a final paper. Texts and topics change each term; examples include Woolf's *Mrs. Dalloway*, Dostoevsky's *The Brothers Karamozov*, Whitman's *Leaves of Grass*, Melville's *Billy Budd*, Proust's *Swann's Way*, Aristotle's *Nicomachian Ethics*, Twain's *The Adventures of Huckleberry Finn*, Ellison's *The Invisible Man*,

Erdrich's *Love Medicine*, Shakespeare's sonnets, and the short fiction of Poe and Welty. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6204 (2)

SACRED PLACES AND SPIRITUAL PRACTICES

Students get a first-hand glimpse into several aesthetically beautiful, and spiritually potent, sacred places in the area around Taos – places where the spiritual disciplines of numerous traditions flourish. They travel to, and participate in, the religious/spiritual life of the following: the Monastery of Christ in the desert in Abiquiu, the Neem Karoli Baba Ashram in Taos, the Hacienda de Guru Ram Das in Espanola, the Haidakhandi Universal Ashram in Crestone, and the Crestone Mountain Zen Center. They also have the opportunity to participate in an authentic sweat lodge ceremony, led by Herman Quinones, a traditional Native American healer. Note: HUMN 6104 is the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. Students enrolling for this course for credit must enroll in both HUMN 6204 and 6104, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Humanities; American studies. (SMU-in-Taos)

HUMN 6205 (2)

WOMEN AND THE SOUTHWEST

When female artists such as Georgia O'Keeffe and writers such as Mabel Dodge Luhan, Willa Cather, and Mary Austen arrived in the Taos area, they declared that this was the place where they as women, the intellectual artistic community, and even civilization could begin again. The environment becomes the classroom as students explore what, for example, inspired Luhan to lure to New Mexico the New York intellectual community, including such notables such as D.H. Lawrence and Ansel Adams. Students tour the Taos pueblo and the house Luhan constructed with her husband Tony Luhan, a Pueblo Indian. She dreamed their marriage would unite the two civilizations. Students also explore Indian ruins that resemble those in which Cather claims to have been reborn. Students visit the Georgia O'Keeffe Museum and explore the country that so enthralled O'Keeffe. Students enrolling in HUMN 6205 for credit must also enroll in HUMN 6105, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies; gender studies; American studies. (SMU-in-Taos)

HUMN 6304 (3)

TECHNOLOGY, HUMANITY, AND CONCEPTS OF IDENTITY

This course explores how the use of Internet technology affects an individual's concept of identity at both personal and societal levels. Using presentations, current events, cases, and online articles, students study topics such as exploring the digital person, digital surveillance and personal freedom, and issues of privacy in a wired world. This course may be applied to the following curricular field concentrations: Humanities; communication, media, and technology.

HUMN 6305 (3)

GREAT TRIALS IN HISTORY, THEATRE, AND FILM

Trials have inspired dramatists and intrigued audiences from ancient to present times. In this course, eight trials in history are discussed, as well as the plays or films inspired by them, examining the social, political, religious, and other forces behind the actual events and the artists' responses. This course may be applied to the following curricular field concentrations: American studies; arts and cultural traditions; gender studies; global studies.

HUMN 6306 (3)

MAJOR PHILOSOPHERS OF THE 19TH CENTURY

This course studies the life, thought, and significance of major philosophers of the 19th century, including Hegel, Schopenhauer, Kierkegaard, Nietzsche, and Marx in Europe; Bentham and Mill in Britain; and Peirce and James in America. The course aims to develop the student's critical assessment of these philosophers' arguments and influence. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6307 (3)

THE ART AND SOCIETY OF THE ETRUSCANS

This course surveys the art and society of the Etruscans and other peoples of ancient Italy from the beginning of the Iron Age to the Roman conquest. Topics including Etruscan cities and cemeteries, architecture, tomb painting, sculpture, and metalworking are studied in their geographical and cultural context. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

HUMN 6308 (3)

WOMEN'S LIVES AND WOMEN'S LITERARY TRADITION

This course examines classic texts in the American and British women's literary tradition. Students focus on how texts reflect the ideals and conflicts in the portrayal of women's lives. The course is organized in stages from childhood to old age. Students are introduced to selected modes of literary theory as a context for reading women's literature. Authors include Alcott, Morrison, Austen, Bronte, and Eliot. This course fulfills the writing intensive requirement and may be applied to the following curricular field concentrations: Humanities; gender studies; arts and cultural traditions; American studies.

HUMN 6309 (3)

READING POETRY

This course develops the skills of analytical thinking and reading to make students informed readers of poetry, able to take emotional and intellectual pleasure in one of the most primal art forms in the world: the patterned words, sounds, sensations, and feelings of poetry. It also develops students' skills in writing the clear, concise, evidence-based, focused, and analytical arguments necessary for graduate study. This course fulfills the writing intensive requirement.

HUMN 6310 (3)

TELL ABOUT THE SOUTH: VOICES IN FAULKNER'S NOVELS

William Faulkner's novels belong to the tradition of Southern gothic, but their material is typically presented through the multiple voices of conflicting narrators. This course confronts Faulkner's divergence from most modernist writers through the exploration of several novels, focusing on their value for students as readers and citizens. Works include *The Unvanquished*, *As I Lay Dying*, *The Sound and the Fury*, and *Light in August*. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; American studies.

HUMN 6311 (3)

OBJECTIVITY AND BIAS IN THE NEWS

This course identifies the various forces that critics say bias the news media and looks for evidence of these biases in media products. Students explicate the terms "bias" and "objectivity" and examine the different forms of alleged media bias, from the frequently cited partisan or ideological bias to the structural bias that often occurs as a result of the way newsrooms operate. This course may be applied to the following curricular field concentrations: Communication, media, and technology; humanities; American studies.

HUMN 6312 (3)

ODYSSEYS, ANCIENT AND MODERN

Odyssey, a journey of exploration and discovery, is coined from the Greek hero Odysseus and his adventurous travel homeward to Ithaca after the Trojan War. Earlier, the word described more generally the search for meaning through trials and enlightenment in the great Mesopotamian epic *Gilgamesh*. Students read selections from a number of works from this earliest epic through the modern era, and attempt to understand each within the context of its own cultural and compositional settings, as well as its larger significance in humanity's eternal quest for meaning. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6314 (3)**HISTORY OF PHILOSOPHY: IDEALISM PAST AND PRESENT**

In the history of philosophy, idealism is a concept used to describe the nature of reality and how life should be lived by human beings. Thus, idealism in philosophy means both metaphysics and ethics. This course focuses on the work of four notable advocates of both types of idealism: Plato (427–347 B.C.), George Berkeley (1685–1753), Georg Wilhelm Friederich Hegel (1770–1831), and Edgar Sheffield Brightman (1884–1953). This course may be applied to the following curricular field concentration: Humanities.

HUMN 6315 (3)**GENDER AND SEX IN PREHISTORY**

Sex and gender in past societies have been seriously studied by archeologists only in the last few decades. This course explores how and why archeologists studied gender and sexual identities in the past and uncovers the diversity in these institutions across cultures through time. The course may be applied to the following curricular field concentrations: Humanities, gender studies, and global studies.

HUMN 6316 (3)**THE HUMAN EXPERIENCE: AN INTRODUCTION TO GRADUATE LIBERAL STUDIES**

In this required introductory course for the MLS program, students examine issues of human existence using interdisciplinary perspectives, primary readings, large-group presentations, and discussion groups. They learn the various disciplines of human thought and problems, and they contribute to the overall knowledge of the many ways in which humans try to understand themselves and the world around them. They study what it means to be human, including a consideration of the nature of products of human activity and the world in which humans find themselves. They also take a close look at the human condition and human creations such as social institutions, art, literature, and science. This course is required of all degree-seeking MLS students.

HUMN 6317 (3)**HEROES AND HEROISM**

The hero (male or female) is a mythical construct through which a society embodies its values, transmits them to the young, and celebrates what it wishes to believe about itself. The course begins with the classical or Greek conception of the hero and the Hebraic-Christian ideal. It then examines how these traditional views of the hero were modified in the Middle Ages by the writers of tales of chivalry and romance. Shakespeare's *Hamlet* is read as the embodiment of the Renaissance idea of the hero. Works by Shaw, Woolf, and Camus grapple with the modern and contemporary question of heroism. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

HUMN 6318 (3)**AMERICANS IN PARIS: THE LIVES AND LITERATURE OF THE LOST GENERATION**

After World War I, American artists and writers poured into Paris, and the friction between the two cultures sparked some of the great arts and letters of the 20th century. This course examines works by these expatriates, their influential precursors, and their European contemporaries. In the process, the course examines modernism and its major works in painting, science, philosophy, and music. This course may be applied to the following curricular field concentrations: Humanities; American studies.

HUMN 6319 (3)**ETHICS AND LITERATURE**

Because of their complexity and density, literary works are fruitful texts for the study of moral philosophy. The works studied in this course evoke questions about individual responsibility, free will, the nature of evil, and the resolution of conflicting moral claims. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies; global studies.

HUMN 6321 (3)

INTERNATIONAL HUMANITARIAN AID IN A POST-COLD WAR WORLD

Examines modern day international responses to the emergency needs of people damaged by major natural disasters and by the multitude of inter- and intra-state conflicts that have arisen in much of the world since the end of the Cold War. This course may be applied to the following curricular field concentrations: Global studies; American studies; human rights and social justice; humanities.

HUMN 6323 (3)

THE PSYCHOLOGICAL AND RELIGIOUS SIGNIFICANCE OF DREAMS

Dreams may or may not contain important insights, and even messages, about human life and destiny. Or, perhaps they are merely accidental byproducts of brain activity, of no real importance to the psyche and to human development. This course explores the meaning of dreams in human experience, with particular attention to the integration of psychological and religious understanding of dream material. Includes a close look at what several orientations in psychology, and one ancient religious tradition, have to say about the significance of dreams in human experience. Opportunities are provided for students to learn basic principles of dream interpretation, which they can apply to their own dreams. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6324 (3)

EVIL AND THE CONCEPT OF GOD

This course offers in-depth scrutiny of both classical and contemporary discussions of evil, a central issue in the philosophy of religion and in theology. Attention is also paid to thinkers who sought to deny or evade the problems of evil. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6325 (3)

WOMEN IN MODERN LITERATURE AND FILM

This course examines the representation of women in modern literature and film from the turn of the 20th century to the present. The course begins with late 19th-century works by Chekhov and Ibsen and discusses how these works present a crisis in the cultural context of women's traditional roles. It also examines how women writers from Europe and the United States have struggled against narrow gender definitions in their writings and have tried to define women as active, autonomous, and intelligent beings. The course also looks at how women are represented in more recent European films that deal with the legacy of national socialism and that pose the question of women's historical agency. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6326 (3)

INDIGENOUS PEOPLES' RIGHTS IN A GLOBAL ECONOMY

Provides a critical overview of present-day issues facing indigenous peoples and how they have been categorized in relation to ethnic groups, colonization, and the international system of states. Examines the current debates within the United Nations about indigenous peoples and human rights, and looks at the law and economics of colonization and emerging issues of international trade and globalization. Also, explores the relationship between jurisprudence and tribal customs in literature, history, and anthropology. This course may be applied to the following curricular field concentrations: Human rights and social justice; global studies; humanities; gender studies.

HUMN 6327 (3)

WOMEN IN MODERN LITERATURE

This course considers the role of women, both as characters and very creative writers, in modern short fiction, poetry, and stage plays. Works considered begin with the 19th century and

conclude with the present era. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6328 (3)

LOVE AND TRANSFORMATION

The transforming and transformative power of love has generated great literature throughout history. In this course, students study a number of works, including plays, poetry, novels, and philosophical texts from the ancient Greek world to modern American literature. The goal is to analyze and understand how authors in different times, cultures, and places use the concept of love to inspire, motivate, and reconfigure their characters' lives and the worlds they live in. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6330 (3)

WIT AND HUMOR IN AFRICAN-AMERICAN LITERATURE

The goals of this course are to reach a better understanding of the aesthetics, cultural/historical experiences, and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper, and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings/performances. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; American studies.

HUMN 6335 (3)

THE BIBLE AND LITERARY CREATION

This study approaches the Bible from the standpoint that it is, among other things, a literary anthology, providing its readers with a cosmic vision and models of literary forms. In that sense, it is both a product of, and a means of stimulating, the imagination. The course aims to raise biblical literacy and awareness of the presence of the Bible in English and other Western literature. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6338 (3)

THE FIRE OF TRANSFORMATION: EXPLORING THE MYSTICAL LIFE

This course explores how certain individuals throughout the world and during different periods of history came to have powerful and transformative spiritual experiences. Students carefully examine the ways in which different religious traditions understand mysticism. They investigate a variety of spiritual techniques designed to catalyze, deepen, and stabilize these alternate levels of consciousness. Students delve into philosophical and social-scientific analyses of the dynamics of mystical states of awareness, and they probe the metaphysical, ethical, and psychological implications of mysticism in the modern world. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6341 (3)

THE ETHICAL IMPLICATIONS OF CHILDREN'S LITERATURE

The course examines a wide range of children's literature, both historical and current, with an emphasis on building an adult understanding of the moral and cultural themes in these works. Issues of colonialism, race, ethnicity, gender, and class are confronted. Students become acquainted with different approaches to children's literature by reviewing a variety of literary criticism. This course may be applied to the following curricular field concentrations: Humanities; gender studies.

HUMN 6350 (3)

THE ART OF AFRICAN-AMERICAN STORYTELLING

This course is designed to establish the traditional roots of African-American storytelling. In tracing the roots of African-American storytelling from Africa through the diaspora, students examine the survival, uses, and importance of verbal arts in the African-American culture. The course also allows examination of cultural clashes between descendants whose experiences are disparate: one group dominated by respect for the oral tradition and the other dominated by

reliance on authorized written texts. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; American studies.

HUMN 6351 (3)

INTERPRETATION AND PERFORMANCE OF AFRICAN-AMERICAN POETRY

This course is designed to extend the student's knowledge and awareness of the African-American literary, aesthetic, and folk traditions. Historical, political, and sociological factors are strong influences in African-American poetry. Therefore, selected poets are chosen from early to contemporary periods. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; American studies.

HUMN 6352 (3)

INTERPRETATION OF FOLKLORE IN AFRICAN-AMERICAN FICTION

This course examines selected African-American novelists whose works are strongly influenced by the legacy of the African oral tradition. Students utilize selected readings to engage in lively discourse and demonstrate basic performance skills. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; American studies.

HUMN 6354 (3)

REMEMBERING THE '60S: CULTURE AND CHANGE

This course examines eyewitness accounts, participants' recollections, and fictional and film representations from one of the nation's most controversial decades to discover how mass media influenced cultural perceptions and how later commentators on this era have constructed nostalgic or demonized versions (e.g., it was the decade that America came unraveled or it was the dawning of the Age of Aquarius) as ammunition in continuing contests over values. This course may be applied to the following curricular field concentrations: Humanities; communication, media, and technology; arts and cultural traditions; global studies; American studies.

HUMN 6356 (3)

ORAL INTERPRETATION OF LITERATURE

This course introduces the student to the study of literature through performance. Based on the assumption that performance is a method of understanding and enjoying literature, the student participates in performance readings of prose, poetry, and dramatic literature. Written work is assigned, but the focus of this course is on the discovery and exploration of literature through the medium of vocal and physical performance. This course may be applied to the following curricular field concentration: Communication, media, and technology.

HUMN 6358 (3)

TRANCES AND DANCES: INVESTIGATIONS INTO ABORIGINAL RELIGIOUS LIFE

This course is designed to introduce students to the religious beliefs and practices of several non-Western (or pre-Western) cultures such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through readings, videos, lectures, classroom discussion, and in-class activities, students examine such phenomena as spirit possession, sacrifice, masks, shamanism, out-of-body experiences, spiritual healing, visions, and pilgrimage. Students delve into the psychological and social functions of trance, exorcism, and magic, and they explore the problems and possibilities of cross-cultural religious contact. They also seek out the hidden meanings of myths and dreams. This course may be applied to the following curricular field concentrations: Humanities; global studies; American studies.

HUMN 6359 (3)

ETRUSCAN ART AND ARCHAEOLOGY IN ITALY

(held off-campus) Students learn about art, conservation, archaeology, and cultural history in one of the most beautiful regions of Tuscany. They spend 2 weeks with archaeologists, art historians, conservators, and other professionals at an ongoing archaeological research project in Italy, the largest of its kind in the Mediterranean. This course may be applied to the following curricular field concentrations: Humanities; global studies; arts and cultural traditions.

HUMN 6360 (3)**PHILOSOPHERS EXAMINE RELIGION I**

From antiquity to the present, philosophers have studied religion seriously. Doing so has produced a significant body of literature worthy of careful reading and reflection. This study of the viewpoints of notable philosophers regarding religion and its claims begins with an in-depth look at the four classical arguments for the existence of God and moves to a careful consideration of such key topics in the philosophy of religion as religious experience, revelation, miracle, and faith. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6361 (3)**THE LITERATURE OF RELIGIOUS REFLECTION**

This course explores how writers from the Middle Ages to the present have used poetry and prose to express their spiritual emotions and concerns. Concentrating on poetry and fiction, students look at how English and American writers have expressed their concerns with good and evil, with their relationship with God, with the shape of a Christian life in the world, and with the problems of human suffering and the mysteriousness of God's justice. This course fulfills the writing intensive requirement.

HUMN 6363 (3)**PHILOSOPHERS EXAMINE RELIGION II**

This course builds on the foundation of HUMN 6360, continuing the study of notable philosophers on religion and its claims, and focusing on problems of evil and human destiny. HUMN 6360 is not a prerequisite for HUMN 6363; it is not necessary to take the courses in sequence. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6370 (3)**THE LITERATE MIND AT WORK**

This course ensures that beginning Master of Liberal Studies students have mastered the critical academic skills (reading, discussion, and writing the researched argumentative essay) required to succeed in graduate liberal studies. The course is writing intensive and includes drafting, rewriting, and editing as part of the writing process. Students learn basic research techniques and styles of annotation, and review academic integrity and issues of plagiarism. This course fulfills the writing intensive requirement.

HUMN 6373 (3)**AMERICAN REGIONAL LITERATURE**

This course explores the regional literary voices that form the roots of American literature. Out of the unique development of each region comes the diversity and richness of ethnic influence, literary genres, and thematic focus that constitute the foundations of American literature. Texts and topics vary from term to term. Topics include, but are not limited to, literature of the Southwest, Southern literature, and New England literature. This course is repeatable for credit based on topic and may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; American studies.

HUMN 6374 (3)**WRITING AND THE SEARCH FOR SELF**

What are the defining moments of student's lives, and how do students incorporate the insights gained from these critical experiences into the stories they tell about themselves? Examining memoirs and autobiographies, and offering practical advice on journal keeping and overcoming writer's block, this course is for students interested in developing a strong individual voice, one that can address issues of personal concern with the authority that comes from experience. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; creative writing.

HUMN 6376 (3)

OUR STORIES, OURSELVES

How people see themselves and how others see them are not just a matter of looking in the mirror. For better or for worse, self-image is embedded in the stories people tell about themselves, both internally and in their dealings with others. Students use journal writing as a means of bringing their life stories into focus and as a tool for change, growth, and understanding, with the goal of living a more effective and happier life. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; creative writing.

HUMN 6378 (3)

LITERATURE OF THE GREAT PLAINS

Authors from Capote to Cather have been fascinated by the Great Plains. Indeed, one could argue that the Plains almost rise to the level of a character for some authors, a character complicated by the realities of a harsh and forbidding environment on the one hand, and the multi-layered ambiguities of the region's myths on the other. To help students explore the environment-myth nexus, the class examines major authors from (or who have written about) the Great Plains through two lenses: environmental history and mythology. This course may be applied to the following curricular field concentrations: Humanities; environmental sustainability; American studies.

HUMN 6387 (3)

STORY: FACT, FICTION, AND TRUTH

Narratives may be a way of giving flesh to people's desire to know more about what it means to be human. They are a means to express, to celebrate, and to instruct others about that which people wish to be true about themselves; they can explore the margins of humanity as well. The course explores the ways stories work, how students read and appropriate what they read, and the importance of narratives to their lives. Authors include Ovid, Chekhov, Welty, Joyce, Tolstoy, O'Connor, Faulkner, and Hemingway. This course may be applied to the following curricular field concentrations: Creative writing; humanities.

HUMN 6395 (3)

NEWS IN THE DIGITAL AGE: FROM TRADITIONAL MEDIA TO CITIZEN MEDIA

Students examine the impact of digital technology on news and the free flow of information in a democratic society. The course covers the evolution of American journalism from its founding to its current-day forms. The standards and practices of journalism for traditional media (print, radio, and television) and new media (online reporting, blogging, video/audio podcasts, live streaming, and Web-feed formats such as RSS feeds) are closely reviewed. Students discover how the different technological methods of news distribution affect who does the coverage, what is covered, who is reached, and why these are important. This course may be applied to the following curricular field concentrations: Communication, media, and technology; humanities; American studies.

HUMN 6396 (3)

LITERATURE AND THE CULTURE OF DISABILITY

Students examine issues of disability from literary, cultural, and philosophical perspectives. They grapple with current debates in disability studies within a variety of contexts. This course may be applied to the following curricular field concentration: Humanities.

HUMN 7212 (2)

MONASTIC SPIRITUALITY

(held off-campus) For 5 days, students experience the life of the Benedictine Order and consider ways in which that experience might inform their own spiritual practice. The schedule consists of meditation and prayer five times daily, following the practice of the monastery, and includes lectures and guidance provided by monastery brothers and a member of the SMU faculty. The purpose of the course is to experience disciplined thought and personal contemplation by placing oneself outside the daily routine of the secular world. This course may be applied to the following curricular field concentration: Humanities.

HUMN 7301 (3)**GREEK MYTHOLOGY AND LITERATURE**

This course examines the myths and legends of Ancient Greece through ancient poetry and plays. It is through myth that ancient societies examined their most complex questions about the relationships between gods and men, the nature of mortality, war and peace, glory and ignominy, and suffering and happiness. Ancient myths changed over time, manipulated by each generation and by innovative artists, to address new questions and to answer old questions in new ways. Students read the most important literary sources for Greek myth and discuss the roles of these works in ancient Greek cultures and their legacies across time. May be applied to the following curricular field concentration: Humanities.

HUMN 7302 (3)**TRANSNATIONAL TRADITIONS**

This comparative course, which focuses on the 20th- and 21st-century novel in the United States and Latin America, offers students the opportunity to think about the literary traditions of the Americas from a transnational, rather than national, perspective. Each of the novels chosen for this course addresses issues or themes central to the experiences of many different nations in the Americas and highlights the movements of their protagonists between one American nation and another. This course may be applied to the following curricular field concentrations: Humanities; American studies; global studies.

HUMN 7303 (3)**THE HISTORY AND CULTURE OF ROCK AND ROLL**

Uses the prehistory and history of rock and roll as a means to explore American and transnational histories. Topics include the black diaspora, minstrelsy, the Great Migration, the Black Atlantic, youth culture, the sexual revolution, student uprisings, the civil rights movement, consumerism, and rock as oppositional in culture.

HUMN 7311 (3)**CAPSTONE: LIBERAL STUDIES**

The capstone course is required of all M.L.S. students not undertaking a thesis. Conducted as an independent/directed study, it is the last course of a student's program for the M.L.S. degree. Students earning a concentration must pursue a capstone project related to the curricular field area of their concentration. One month in advance of their last term, students must choose a faculty member with whom to work and – in consultation with that faculty member – propose to the M.L.S. director and Simmons School dean their topic and/or project. Students have a choice among the following capstone options to satisfactorily complete their degree program and to prepare for further graduate work: the portfolio project, the graduate project, an internship/service experience, or a creative project.

HUMN 7312 (3)**ISLAM IN STATE AND SOCIETY**

The emergence of so-called “political Islam” as a movement both to reform dominantly Muslim societies and to transform their relationship to non-Muslim nations has had a growing impact on American impressions of Islam and on U.S. foreign policy toward Muslim countries. This course examines the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies. The course first explores the historical rise of Islamic states and societies and the classical Islamic legal reasoning that justifies and shapes them. It then explores the emergence of contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. It particularly explores the issues that surround Muslim minorities in non-Muslim states and societies and the rights of non-Muslims in dominantly Muslim states and societies. Important to this exploration is an understanding of human rights, gender, democracy, and economic structures in contemporary Islamic thought. This course may be applied to the following curricular field concentrations: Humanities, global studies; gender studies; and human rights and social justice.

HUMN 7315 (3)**RELIGIONS OF ASIA**

Since the first encounters of Europeans with India, China, and Southeast Asia, Westerners have been challenged by the philosophies, religions, and world views of Asia. Over the centuries, they have become, for many, new ways of thinking about the possibilities of being human and understanding the world. This course surveys Hinduism, Buddhism, and Chinese religions. Students are offered the opportunity to understand more fully the world views on traditional Asian societies, the ways in which their religions have met the spiritual and social needs of their adherents, and their present growth and relevance outside Asia. Through lectures and readings, students journey through these world views, learn the stories and rituals in which they are expressed, and discover the ways in which they function in individual lives and the societies as a whole. An important part of the course includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders. This course may be applied to the following curricular field concentrations: Global studies; humanities; human rights and social justice.

HUMN 7320 (3)**LESBIAN AND GAY LITERATURE**

This course focuses on the manifold ways same-sex love and desire have been represented in literature from ancient times through the present. Tracing the persistence of classical and biblical views and the rise of modern models of sexuality, the course follows ideas from Plato, the Bible, medieval poetry, Shakespeare, Oscar Wilde, and Freud that frame the work of gay and lesbian writers today. This course may be applied to the following curricular field concentrations: Gender studies; human rights and social justice.

HUMN 7333 (3)**READING PLATO IN GATSBY**

Plato's *Symposium* and Petronius' *Satyrica*, two seminal texts of classical literature, have greatly influenced later texts, both philosophical and literary, in many ways. This class considers the influence of *Symposium* and *Satyrica*, separately and jointly, on three important works of fiction of the late 19th and early 20th centuries: Henry James' *Daisy Miller*, F. Scott Fitzgerald's *The Great Gatsby*, and Evelyn Waugh's *Vile Bodies*, in order to analyze how these modern writers use classical themes and models to present and articulate contemporary issues and concerns. This course may be applied to the following curricular field concentration: Humanities.

HUMN 7335 (3)**THE MYTHS OF OUR TIME: INTRODUCTION TO MEDIA LITERACY**

This course explores strategies for interpreting a variety of verbal and nonverbal languages and texts – from print ads and commercials to cable news, from political spots and game shows to church bulletins and alumni magazines, and from dress codes to supermarket displays. Students identify and analyze some of the most fundamental myths the culture employs to frame and interpret reality: myths of competition, celebrity, and happiness; the myth of fun (life as entertainment); myths of money, shopping, and the (transcendent) market; and myths of patriotism and the American dream. Students pay particular attention to the representation, in word and image, of gender, race, old age, economic class, childhood, etc. This course may be applied to the following curricular field concentrations: Communication, media, and technology; humanities; human rights and social justice; gender studies; American studies.

HUMN 7336 (3)**CREATIVITY: HISTORICAL AND PERSONAL**

Through a historical analysis of aspects of the Renaissance (among the most creative of Western cultural times), this course explores methods for advancing personal creativity. Materials for the seminar are highly interdisciplinary, and the course aims to apply the ideas of creativity to each student's current interests. This course fulfills the writing intensive requirement.

HUMN 7345 (3)**HOW THE PEOPLE OF THE BOOK READ IT**

This course presents a historical and modern perspective on how the Jewish people approach biblical text, critique it, and analyze every word with extreme care. Students experience the beauty of interpreting the text as it was really written. The course covers the textual analysis methods of several rabbis and scholars, and explores how medieval rabbis Rashi and Rashbam might explain the same text differently. Other topics include modern biblical criticism and archeology, how today's scholars approach biblical text at the macro and micro level, and the scholarly consensus that helps answer many of the questions posed by classical biblical commentators. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

HUMN 7355 (3)**EVIL, SUFFERING, AND DEATH IN THE NEW TESTAMENT**

Explores views on evil, suffering, death, and afterlife evinced by various New Testament authors. Students deal with questions concerning who is to blame for evil, suffering, and death (if anyone); how evil, suffering, and death are conceptualized; and how this relates to the world today. This course may be applied to the following curricular field concentrations: Humanities.

HUMN 7356 (3)**DARWIN IN HIS TIME AND NOW**

Charles Darwin was not merely a great naturalist; he was also a compelling writer. After closely reading parts of Darwin's key works, students explore the scientific and philosophical currents that surrounded Darwin when he formulated his theory of evolution by means of natural selection. Also, reaction to his theory within the scientific community and the Victorian general public, the (sometimes questionable) application of his ideas to fields like economics and sociology, his impact on popular art and literature, and the revival of his ideas in the modern synthesis that has energized and unified biology in the last several decades. This course may fulfill the writing intensive requirement or be applied to the following curricular field concentration: Humanities.

HUMN 7357 (3)**INTERCULTURAL COMMUNICATION**

An overview of how differing worldviews, values, attitudes, and behaviors can affect the professional communication process as well as individual and organizational success. Students gain the skills (practical knowledge) and understanding (theoretical knowledge) needed to succeed in an increasingly international environment. Through a series of readings, reading responses, activities, class discussion, and formal papers, students experiment with and apply different concepts related to the intercultural communication process. This course may be applied to the following curricular field concentration: Communication, media, and technology.

HUMN 7358 (3)**JEWS AND JUDAISM IN MODERN ISRAEL**

Examines the forces that shape contemporary Jewish and Israeli identity in relationship to the state of Israel, and how these forces are manifest in the political life, legal system and laws, military, social relationships, and daily life of Israelis, Jews, and non-Jews alike. This course may be applied to the following curricular field concentrations: Humanities; global studies; human rights and social justice.

HUMN 7359 (3)**JUST BETWEEN SISTERS: RELATIONSHIPS OF MIXED-RACE WOMEN AND GIRLS**

A focus on intersectional and relational questions of first-generation African/African diasporic (black) and European (white) mixed-race women and girls through the use of novels, memoirs, and film. The intersectional questions refer to Kimberlé Crenshaw's concept of intersectionality: the ways in which race and gender interact to shape the multiple dimensions of black women's lives. Crenshaw argues that the intersection of racism and sexism operate in black women's lives

in ways that a single-dimensional analysis fails to reveal. The course builds on Crenshaw's concept to explore the various ways race, gender, class, and sexuality intersect in shaping the identity of mixed-race women and girls and their relationships with other women and girls. This course may be applied to the following curricular field concentrations: American studies; gender studies; human rights and social justice; humanities.

Science and Culture

SCCL 6100 (1)

INDEPENDENT STUDY

Directed study.

SCCL 6101 (1)

MATTERS OF LIFE AND DEATH

Developments in science present the community with issues that require re-examination of certain ethical concepts. These lectures focus on beginning of life and end of life concerns. Topics include assisted reproduction, abortion, the prenatal diagnosis of inherited disorders, new definitions of life and death, the right to die, preserving life versus prolonging dying, and case histories to evaluate the ethics of the decisions that were made. This course may be applied to the following curricular field concentration: Humanities.

SCCL 6200 (2)

INDEPENDENT STUDY

Directed study.

SCCL 6203 (2)

SCIENCE, ETHICS, AND SOCIETAL CONCERNS

The issues in ethics receiving the most discussion today are those growing from developments in science. Many issues are completely new, but others come in the field of new technologies, which may have been addressed by ancient thinkers. These are issues that affect the entire community. In the course discussions, science is presented at a level consistent with the understanding of an educated layman, requiring little formal scientific background. The course includes discussion of the following: the nature of science, organic evolution, genetic disease, genetic engineering, stem cell research, vaccination, and self-inflicted disease. This course may be applied to the following curricular field concentrations: Global studies; environmental sustainability; humanities.

SCCL 6300 (3)

INDEPENDENT STUDY

Directed study.

SCCL 6303 (3)

BIOETHICS AND PUBLIC POLICY

A study of the ethical dilemmas caused by rapidly changing medical technology. Issues to be examined include in vitro fertilization, reproductive medicine, stem cell research, genetic screening and manipulation, abortion, fetal tissue experimentation, use of human subjects in research, organ transplants, euthanasia, and end-of-life care. Public policy issues related to the allocation of medical resources are also discussed. This course may be applied to the following curricular field concentrations: Environmental sustainability; global studies; humanities; gender studies.

SCCL 6305 (3)

GENETICS AND ETHICS

The curriculum provides sufficient knowledge of genetics, biology, and medical ethics so that students can intelligently discuss the issues that permeate the headlines and present profound moral quandaries for everyone. Students explore issues such as stem cell research, genetic engineering, cloning, and prenatal genetic diagnosis. This course fulfills the writing intensive

requirement and/or may be applied to the following curricular field concentrations: Environmental sustainability; humanities; gender studies; global studies.

SCCL 6312 (3)

ENERGY AND ECONOMY

This course examines the role of energy and economics in the development of a sustainable world view. It surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. It examines how energy systems are woven into economic systems and how industrial capitalism began and evolved. The fundamental concepts behind sustainability (physical, philosophical, and political) are discussed with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. This course may be applied to the following curricular field concentrations: Global studies; environmental sustainability; American studies.

SCCL 6319 (3)

THE SCIENCE OF EVERYDAY LIFE

This course is intended for students having little or no background in science or advanced mathematics. Everyday life is immersed in substances that are composed of materials and processes that owe their function to the science of the chemicals. This course examines the properties of foods, fuels, consumer goods, environmental materials, and even the physical materials of the human body in terms of simple scientific principles. This course may be applied to the following curricular field concentration: Environmental sustainability.

SCCL 6335 (3)

LITTLE BUT LETHAL: BIOLOGICAL MAN IN AN INFECTIOUS WORLD

Students study the dangers of new technology to men and women. This course examines critical problems confronting humanity in an age of rapidly advancing technology, including overpopulation, malnutrition, pollution, and major diseases. This course may be applied to the following curricular field concentrations: Environmental sustainability; humanities; human rights and social justice; global studies.

SCCL 6389 (3)

THE ORIGIN AND EVOLUTION OF LIFE

Students study the biological aspects of the origin of life on Earth, the history of the subsequent evolution of animal and plant life, and the environmental and geological settings throughout the ages. The mechanisms of evolution and man as an evolving biological species are discussed. This course may be applied to the following curricular field concentrations: Environmental sustainability; global studies; humanities; human rights and social justice.

SCCL 6395 (3)

ENVIRONMENTAL SUSTAINABILITY: CURRENT ISSUES IN ENERGY, POLITICS, AND ECONOMIC DEVELOPMENT

Students examine current issues in the political economy of environmental sustainability: sustainable energy systems, political influence on Americans' views of energy and environmental issues, use of the integrated systems approach to transform the energy infrastructure, and successful sustainable development. Students develop a thesis on environmental sustainability and defend it in a research paper written over the course of the term. This course may be applied to the following curricular field concentration: Environmental sustainability.

SCCL 6397 (3)

EARTH MATTERS: AN INTRODUCTION TO GLOBAL ENVIRONMENTAL QUALITY

A focus on the environment and how people interact with it. This course explores 1) environmental quality indicators for air, water, land, and climate (while introducing the pros and cons of environmental issues); 2) anthropogenic activities, impacts, and societal drivers; and 3) various measures for environmental performance and sustainability. Includes a student research project on a country or region. Students learn through readings, research, case studies, presentations, class and group discussions, guest lecturers, and/or videos. This course may be

applied to the following curricular field concentrations: environmental sustainability; global studies.

SCCL 7105 (1)

WILDFLOWERS OF THE SOUTHERN ROCKIES: RESEARCH PAPER

Students enrolled for SCCL 7205 may enroll for this course, which requires writing a substantial research paper on one selected plant family studied in the former course. This course may be applied to the following curricular field concentrations: American studies; environmental sustainability; global studies.

SCCL 7106 (1)

BIOTIC COMMUNITIES AND ENVIRONMENTS OF THE SOUTHWEST: RESEARCH COMPONENT

Each student brings his or her hiking shoes, hat, water container, backpack, rain gear, and sunscreen and explores the major life zones of the Southern Rocky Mountains of north central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Field trips include the Fort Burgwin campus and a trip to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Itationalis canyon, and finally a longer trip to Williams Lake in Ski Valley. This course takes full advantage of the rich environment of Taos, New Mexico, in order to examine the major life zones of the Southwest. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of three credit hours. This course may be applied to the following curricular field concentrations: Environmental sustainability; American studies. (SMU-in-Taos)

SCCL 7205 (2)

FLOWERING PLANTS OF THE SOUTHERN ROCKIES

Taught on location at the Fort Burgwin campus in Taos. The southern Rocky Mountains in north-central New Mexico are renowned for spectacular shows of wildflowers in late July and August. The various ecological zones, Alpine, Canadian, Transition, and Upper Sonoran, have a distinctive array of wildflowers allowing for an identification of plant families that is unequalled in the United States. The course introduces flowering plant families in various settings, with daily field trips to different habitats within the Sangre de Cristo Mountains. Students learn the botanical language, plant names, and classifications, and collect and mount 20 specimens for display. An additional 1 hour of credit may be earned by writing a paper on one plant family (register separately for SCCL 7105). This course may be applied to the following curricular field concentrations: American studies; environmental sustainability; global studies.

SCCL 7206 (2)

BIOTIC COMMUNITIES AND ENVIRONMENTS OF THE SOUTHWEST

Each student brings his or her hiking shoes, hat, water container, backpack, rain gear, and sunscreen and explores the major life zones of the Southern Rocky Mountains of north central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Field trips include the Fort Burgwin campus and a trip to the Taos Pueblo, followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, Trail 69, Itationalis canyon, and finally a longer trip to Williams Lake in Ski Valley. This course takes full advantage of the rich environment of Taos, New Mexico, in order to examine the major life zones of the Southwest. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of three credit hours. This course may be applied to the following curricular field concentrations: Environmental sustainability; American studies. (SMU-in-Taos)

SCCL 7301 (3)

ENERGY, ECONOMY, AND ECOLOGY: FOUNDATIONS OF SUSTAINABILITY

Addresses some of today's defining challenges: the preservation of the biosphere; the transformation of the energy infrastructure; and the widespread collaboration among local and national governments, citizens, and the private sector required to address these enormous goals. Topics include the historical, scientific, and philosophical roots of sustainability; the

underlying principles of sustainability; the fundamental sources of energy and how to harness them; selected historical issues and characteristics of industrial economy; the general aspects of the biosphere and one's role in it; the current environmentally challenged world dominated by fossil fuels and industrial capitalism; how to develop a sustainable human economy based on sound philosophical and scientific methodology; and the relation between energy, economy, and ecology in human social evolution. This course may be applied to the following curricular field concentrations: environmental sustainability; global studies.

Social Science

SOSC 6100 (1)

INDEPENDENT STUDY

Directed study.

SOSC 6102 (1)

TRAVELING THROUGH THE MIDDLE AGES

During the Middle Ages, humanity did not cease to move: to buy and sell, to explore, to work, to fight and conquer, to convert, and to escape persecution. On foot or by mule, by wagon or by boat, travelers crossed the continent of Europe, eventually reaching the Far East, sub-Saharan Africa, and the Americas. The Middle Ages started with the massive migration of the German tribes into the Roman Empire boundaries and ended with the first sea expeditions commissioned by the kings of Spain and Portugal. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6115 (1)

CLASSIC TEXTS IN THE SOCIAL SCIENCES

This course focuses the student's attention on a single, seminal text in the social sciences through close and directed reading, seminar discussion, and a final paper. Texts and topics vary, and may include *The Federalist Papers*, Walter Prescott Webb's *The Great Plains*, Josiah Gregg's *The Commerce of the Prairies*, Andy Adams' *The Log of a Cowboy*, Marx and Engels' *The Communist Manifesto*, and *The Autobiography of Benjamin Franklin*.

SOSC 6200 (2), 6300 (3)

INDEPENDENT STUDY

Directed study.

SOSC 6301 (3)

TERRORISM, TORTURE, AND INTERNATIONAL LAW

The purpose of this course is to analyze the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. The course examines the origins and development of terror and torture in literature and the legal status of rights under U.S. domestic law and international law. It analyzes tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Finally, it looks at regulating terrorism and torture in international law in the future. This course may be applied to the following curricular field concentrations: Humanities; global studies; gender studies; human rights and social justice; American studies.

SOSC 6302 (3)

DEMOCRACY IN SOUTHEAST ASIA

Are democratic values universal? What role does economic development play in promoting democracy? Is there an alternative to the Western model of political and economic progress? These are the overarching questions this course considers as it explores how countries in Southeast Asia negotiate the paths of democratization and development. Southeast Asia's record of remarkable economic growth under diverse political regimes offers a range of fascinating case studies that challenge conventional wisdom about democracy and economic development. This course may be applied to the following curricular field concentrations: Global studies; humanities.

SOSC 6305 (3)

THE HISTORY OF TIME

The passing of time is a universal human experience, but the control, measure, and politics of time differ among cultures. This reading seminar addresses changing perceptions of time from the rise of astronomy and astrology in the ancient Near East to medieval and Renaissance ideas of time and the development of clocks and other modern ideas and scientific theories. The course concludes with an examination of the social and political consciousness of and control over time in American society. Readings incorporate the works of historians, archeologists, scientists, novelists, and poets, from the classical Greeks to H.G. Wells. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6307 (3)

HISTORY OF CONSUMER CULTURE IN THE UNITED STATES

This course considers the business, cultural, and political history of the rise of consumer culture in the United States between the Colonial period and the present. It focuses on the development of institutions that promote advertising, desire, and luxury. This course may be applied to the following curricular field concentrations: Communication, media, and technology; humanities; American studies.

SOSC 6309 (3)

THE STRUGGLE FOR HUMAN RIGHTS: AMERICA'S DILEMMA

The course examines certain violations of human rights within their historical context. Attention is also given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies; global studies; American studies.

SOSC 6310 (3)

DIGNITAS AND DECADENCE: THE SOCIETY AND CULTURE OF IMPERIAL ROME

This course examines the main currents and ideas of Roman imperial society from the establishment of monarchical rule by the first emperor, Augustus, to the fall of the empire in the fifth century A.D. Students examine the profound social changes experienced by Roman society as a result of its military expansion; the incorporation of new peoples; developments in polytheistic and monotheistic religion; the spread of Stoic philosophy; and changes in the definition of Romanitas and Roman citizenship, including developments in gender- and class-based rights. This course may be applied to the following curricular field concentrations: Humanities; global studies; human rights and social justice; arts and cultural traditions.

SOSC 6312 (3)

JULIUS CAESAR AND THE FALL OF THE ROMAN REPUBLIC

The course considers important historiographical questions concerning the fall of the Roman Republic and the rise of the monarchical Roman Empire as a direct consequence of the life and death of Julius Caesar. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6314 (3)

LIVING THROUGH THE AMERICAN REVOLUTION

This course explores the social history of the American Revolution and its meaning for the many different people who experienced it. Focusing on one stage in the historical process of becoming American, the course shows how these people took part in a set of large-scale transforming events that changed the course of history and themselves. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; American studies.

SOSC 6315 (3)**FROM HANNIBAL TO THE FALL OF ROME: EMPIRE AT WAR**

This course provides an introduction to Roman warfare and diplomacy, with special attention to Roman theories of imperialism and the just war. These scholarly problems are particularly familiar to modern Americans. Focus is on primary texts, monuments, and artifacts that illustrate Roman expansionism and military life. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6319 (3)**THE MEDIEVAL CITY**

This course covers the historical importance and cultural creativity of the European urban tradition from the time of the Roman Empire to the end of the Middle Ages. Since the greatest achievements of human energy and talent have taken place within the urban environment, the study of cities provides a singular perspective upon European history. The class follows a chronological and thematic path and leads students through the evolution of the urban settlement system, bearing in mind not only “the city of stones” but also “the living city.” Class discussions focus on understanding the men and women who lived in the medieval city, their ideas, and the differences between their world and the 21st century. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6327 (3)**AMERICAN CITIZENSHIP**

This seminar weaves together the disciplines of history, law, and political science to confront the problems of American citizenship in the past, present, and future. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6329 (3)**THE AMERICAN PRESIDENCY**

The course examines issues concerning the modern or postwar presidency, an institution at the center of the political system that is fascinating, perplexing, and in many senses paradoxical. This study exposes students to a variety of perspectives and methods that can be employed to analyze the institution, and the decisions and effectiveness of specific presidential administrations. This course may be applied to the following curricular field concentrations: Global studies; American studies.

SOSC 6330 (3)**POLITICS AND FILM**

Designed to use film as a vehicle for enhancing students' understanding of real-world politics and culture in the United States, the course considers political ambition, electoral politics, the nature of political leadership, theories of decision-making, and the role of the media in politics. Additionally, the course examines two faces of film: a portrayal (accurate or not) of politics, and a political act in itself. From the 1940s to the present, films have had the potential to deepen people's understanding of political change but have also raised questions as to the political agenda of their makers, the use or misuse of history, and the extent to which filmmaking is motivated by the profit incentive and the cultural norms that govern the industry. This course may be applied to the following curricular field concentrations: Humanities; global studies; communication, media, and technology; American studies; arts and cultural traditions.

SOSC 6331 (3)**PRESIDENTIAL ELECTIONS AND AMERICAN POLITICS**

This course studies presidential elections in the United States in two tracks. The first track examines the modern history of presidential elections, the methods used to study these contests, and the conclusions of the research community that analyzes these elections, and it covers the nomination phase and the general election campaign. This examination provides the intellectual background necessary to follow and to understand modern presidential election campaigns and American politics generally. The second track looks specifically at the most

recent presidential campaign or election process. This course may be applied to the following curricular field concentrations: Global studies; American studies.

SOSC 6332 (3)

IDEAS SHAPING THE AMERICAN CHARACTER I: 1607–1876

Through the biographies and writings of key early Americans, this course explores the political, economic, religious, social, intellectual, and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Discussion begins with key figures, including John Winthrop, Anne Hutchinson, and John Edwards; moves to the founding members of the republic; continues with 18th-century figures such as Tecumseh, Emerson, Thorough, and Frederick Douglass; includes feminists Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony; and concludes with Civil War figures Jefferson David and Abraham Lincoln. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; American studies.

SOSC 6333 (3)

IDEAS SHAPING THE AMERICAN CHARACTER II: 1877–PRESENT

Through the biographies and writings of key early Americans, the course explores the political, economic, religious, social, intellectual, and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Key figures include Frederick Jackson Turner, Willa Cather, Eugene Debs, W.E.B. Dubois, Carrie Chapman Carr, Frank Lloyd Wright, Bob Dylan, Ronald Reagan, and Madeleine Albright. Note: This course constitutes the second half of Ideas Shaping the American Character but is self-contained; SOSC 6332 is not a prerequisite for this course. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; American studies.

SOSC 6334 (3)

FROM PEWS TO BLEACHERS: AMERICAN CULTURAL INSTITUTIONS

This course explores the institutionalization of culture in the United States between the American Revolution and the Great Depression, focusing on churches (religious culture), theatrical venues (performance culture), museums (artistic culture), libraries (print culture), and sports (physical culture). The course covers the emergence of an infrastructure devoted to the cultural life of Americans, and takes a broad view of culture in that it includes sports and religion in addition to the usual cultural venues of the arts. This course may be applied to the following curricular field concentrations: American studies; arts and cultural traditions; humanities.

SOSC 6342 (3)

AMERICA'S DEFINING MOMENT: THE AMERICAN CIVIL WAR AND RECONSTRUCTION

The modern South has yet to shake the tragedy of the War Between the States. This course examines the origins of this struggle and the reasons it continues to fascinate Americans, the battles, the reasons for the North's victory, and the effect on today's South. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; American studies.

SOSC 6343 (3)

THE POLITICS OF A CAPITALIST DEMOCRACY

This course examines the special relationship between American democratic politics and the free market economy, as well as the rationale of free enterprise. Individuals interested in the political and philosophical questions raised by this country's system of democratic capitalism find the course particularly relevant. Current issues, problems, values, and criticisms of the free enterprise system are discussed. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6344 (3)**CONTEMPORARY ECONOMIC ISSUES I**

Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? This course examines the market in the context of efficiency, fairness, and moral justifications. Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. This course may be applied to the following curricular field concentrations: Global studies; humanities; American studies.

SOSC 6345 (3)**CONTEMPORARY ECONOMIC ISSUES II**

Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? This course examines the market in the context of efficiency, fairness, and moral justifications. Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. Note: SOSC 6344 is not a prerequisite for this course. This course may be applied to the following curricular field concentrations: Global studies; humanities; American studies.

SOSC 6348 (3)**THE CHANGING LANDSCAPE OF POLITICAL THOUGHT**

Political theory gives people ways of seeing, describing, and altering the political world. This course is an introduction to the way political thinkers do these things in the process of creating political theory. There is no single, agreed-upon definition of politics, no privileged methodology for examining politics, and no universal agreement as to the values that should shape politics. It is important to understand why this is so. The course addresses this situation and examines the questions raised by theorists such as Emma Goldman, Ayn Rand, John Locke, and John Stuart Mill. This course may be applied to the following curricular field concentrations: Humanities; global studies.

SOSC 6350 (3)**FIRST-PERSON AMERICAN LIVES**

Since the 17th century, Americans have been telling their stories. Two of the most famous storytellers are Benjamin Franklin and Malcolm X. Students read a wide range of first-person American stories describing the authors' lives, as well as the times in which the authors lived, the problems each faced, and about how they dealt with their difficulties. This course explores not only what made each of these people unique, but also what they held in common. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6353 (3)**WOMEN IN U.S. HISTORY**

Students survey the history of women in the United States from the Colonial era to the present. They explore the diverse historical experiences of Native-American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists, and other women. They examine the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity. They pay careful attention to the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual, and political change during the course of U.S. history. This course may be applied to the following curricular field concentrations: Humanities; gender studies; human rights and social justice; American studies.

SOSC 6355 (3)

AMERICA ENRAGED: FROM INTEGRATION TO WATERGATE 1954–1974

The 20-year era spanning 1954–1974 was tumultuous, exalting, foreboding and bewildering. A nation that had prided itself on political stability found its political system no longer capable of meeting the demands for change. A nation that had taken for granted a collective commitment to public order suddenly was stunned by the fragility of its institutions and the assault upon the values professed by the society. In this era, Americans for the first time took to the streets by the thousands, sometimes by the tens of thousands, to resolve disputes once left to the established governmental processes. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; American studies.

SOSC 6356 (3)

CIVIL RIGHTS: THE UNFINISHED REVOLUTION

This course involves a week off-campus that focuses on the history and politics of the movement that destroyed the system of racial segregation, dissolved barriers to political participation by African Americans, and influenced the culture and politics of the United States. The course combines readings and classroom discussion with an extended trip over spring break to historical civil rights venues. This course may be applied to the following curricular field concentrations: Humanities, human rights and social justice, gender studies; American studies.

SOSC 6367 (3)

COMPARATIVE REVOLUTIONS: A HISTORICAL PERSPECTIVE

What is the nature of modern political revolutions? What are the conditions that tend to produce a revolutionary explosion? What are the characteristics of revolutionary leaders? Why do people follow them? By considering these and other related questions, this course provides interdisciplinary perspectives on a topic of special interest in this age of monumental upheaval and rapid societal change. While highlighting the unique or distinctive characteristics of particular revolutions, it utilizes comparative analysis to underscore the common denominators of the modern revolutionary experience. This course may be applied to the following curricular field concentrations: Global studies; humanities; human rights and social justice.

SOSC 6376 (3)

CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE: RENAISSANCE TO ENLIGHTENMENT

This course analyzes predominant themes in the literature, philosophy, art, and music of European civilization, from the Italian Renaissance through the French Enlightenment. It emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. This course is part one of a two-part series, but the two courses need not be taken sequentially. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

SOSC 6377 (3)

CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE: ROMANTICISM TO THE PRESENT

This course explores major trends in the development of European literature, philosophy, art, and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. Part two of a two-part series; part one is not a prerequisite. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

SOSC 6378 (3)

MOBILIZATION AND MOVEMENTS IN NONDEMOCRACIES

This course seeks answers to why and how people engage in collective action in nondemocracies. The absence of open and responsive public institutions under authoritarian regimes makes civil society a vital arena of contentious politics. Students study the many forms of mobilization and the power of mass action, explore how various movements interact with the state and the

state's responses, and consider the types of popular change that may result in the state and in civil society.

SOSC 7100 (1)

SPECIAL TOPICS IN HUMAN RIGHTS

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Students discuss special topics in the current status of human rights in the world today, from torture to terrorism and from slavery to genocide. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies; global studies.

SOSC 7305 (3)

SPECIAL TOPICS IN HUMAN RIGHTS

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Students discuss special topics in the current status of human rights in the world today, from torture to terrorism and from slavery to genocide. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies; global studies.

SOSC 7308 (3)

THE GREAT ENCOUNTER: HOW THE INDIANS AND EUROPEANS MET

Something absolutely without precedent in all of human history began when Christopher Columbus arrived in the Western Hemisphere: complete strangers met, with no knowledge of one another and no mental equipment for dealing with one another. Until 1492, the Atlantic Ocean had been an absolute barrier between the peoples of Europe and the New World; from then on, Europeans knew they were likely to discover previously unknown places and to find people in those places. Even confirmed evidence of life on an extrasolar planet (which would imply the development of life more or less throughout the cosmos) will be less surprising, if or when such evidence comes. This course may be applied to the following curricular field concentrations: Humanities; American studies; human rights and social justice.

SOSC 7313 (3)

ATHENS AND DEMOCRACY: THE GREAT EXPERIMENT

Covers one of the great stories of Western civilization, from its beginnings with the reforms of Draco, to its height under Pericles, to its fall and restoration at the end of the Peloponnesian War. This riveting story is explored through primary readings and other texts, slide presentations, and ongoing discussions about the form and nature of ancient democracy and its modern counterparts. This course may be applied to the following curricular field concentrations: Global studies; humanities.

SOSC 7318 (3)

MAN AND FOOD: NOURISHMENT THROUGH THE MIDDLE AGES

The historical role and prominence of food, with a focus on different experiences, customs, and cultural mixtures during the Middle Ages. In this nontraditional approach, students examine

general elements of food history on the economic, social, and cultural level as a means for understanding former civilizations in the western, eastern, and Mediterranean areas/regions of Europe as well as other areas. This course may be applied to the following curricular field concentrations: Humanities; environmental sustainability.

SOSC 7320 (3)

ALEXANDER THE GREAT: MYTH AND REALITY

Alexander the Great, one of the most charismatic figures in history, conquered the known world through a combination of brilliant leadership, masterful tactical and strategic war victories, and sheer grit and determination. He spread Greek culture all the way to India and ushered in the so-called Hellenistic era of broad Greek influence throughout the eastern Mediterranean world. Students study his life and career and consider where and how myth became reality and vice versa with this transformative figure. This course may be applied to the following curricular field concentration: Humanities.

SOSC 7322 (3)

WOMEN AND THE AMERICAN EXPERIENCE I, 1607–1900

An examination of American women's changing roles, status, and contributions during 1607–1900, from the Colonial era, through the revolutionary frontier, and to the industrial era. Also, biographies and writing of key Americans that focus on the political, economic, religious, social, intellectual, and artistic ways that women shaped the American experience, with critical analysis given to reform efforts of the women's rights movement. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies.

SOSC 7323 (3)

WOMEN AND THE AMERICAN EXPERIENCE II, 1900–2000

An examination of American women's changing roles, status, and contributions during some of the major historical events of 1900–2000, such as the Progressive era and World War I, the depression and the New Deal, World War II through the Cold War, the civil rights movement, Vietnam and Watergate, the Reagan era, the Gulf War, and the Clinton era. Also, biographies and writing of key American experience, with critical analysis given to reform efforts of the 20th-century women's rights movement. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies.

SOSC 7324 (3)

THE IMPACT OF THE ARAB SPRING ON ISRAEL AND MIDDLE EAST

Analyzes the impact of the Arab Spring on the Islamic legal system, the Muslim religion and social order, Israel, the West, and international law. Students explore numerous areas of Islamic and Israeli law, international law, culture, crimes and punishments, economic developments, fundamentalism, and moderation. The course also focuses on human rights in the Islamic legal tradition and in all countries of the Middle East and North Africa in light of international human rights standards, and examines the Arab Spring in light of historical and present Islamic thought. This course may be applied to the following curricular field concentrations: Human rights and social justice; global studies; humanities.

SOSC 7355 (3)

THE HISTORY OF RACIAL THINKING TO 1850

Examines the history and development of racial thinking from the ancient world to the beginnings of Western anthropology in the first half of the 19th century. Students analyze early racial thinking from a rigorous historical perspective and according to a particular set of traditions and cultural circumstances. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice.

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