Southern Methodist University
General Information
Graduate Catalog
2024-2025

Catalog Policy and Legal Statement

Bulletin of Southern Methodist University 2024-2025 Vol. CVIII

Southern Methodist University publishes a complete bulletin every year. The following catalogs constitute the General Bulletin of the University:

- Undergraduate Catalog*
  - Cox School of Business
  - Dedman College of Humanities and Sciences
  - Lyle School of Engineering
  - Meadows School of the Arts
  - Simmons School of Education and Human Development
- Graduate Catalog*
  - Cox School of Business
  - Dedman College of Humanities and Sciences
  - Dedman School of Law
  - Lyle School of Engineering
  - Meadows School of the Arts
  - The Moody School of Graduate and Advanced Studies
  - Perkins School of Theology
  - Simmons School of Education and Human Development
  - SMU Guildhall

In addition, certain locations or programs provide their own schedules and information, including:

- Professional and Online Studies
- SMU Abroad
- SMU-in-Taos

Every effort has been made to include in this catalog information that, at the time of preparation for publishing, most accurately represents Southern Methodist University. The 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. In addition, the University reserves the right to change the time, location, and modality of courses, or alter course requirements and campus offerings due to circumstances beyond the university's control that may affect the health or safety of students or affect the educational function of the institution. Such circumstances include, without limitation, power failure, fire, strikes by University employees or others, damage by natural elements, epidemics, and acts of public authorities. The University will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance; but its inability or failure to do so shall not subject the University to liability.

*Catalog addenda are published online. An addendum includes graduation, degree, and transfer requirements that do not appear in the online catalog but apply in that academic year. Addenda, if applicable, are found on the left-hand navigation bar.

Information also is available at www.smu.edu.

Notice of Nondiscrimination

Southern Methodist University (SMU) will not discriminate in any employment practice, education program, education activity, or admissions on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Executive Director for Access and Equity/Title IX* Coordinator is designated to handle inquiries regarding the nondiscrimination policies, including the prohibition of sex discrimination under Title IX. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Inquiries regarding the application of Title IX may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

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

Produced by the Office of the Registrar

Margaret Scott, Catalog Editor

Robert Lothringer, University Registrar

Southern Methodist University

Dallas TX 75275-0221

August 2024

Table of Contents

CATALOG POLICY AND LEGAL STATEMENT 2

ABOUT SMU 7

COX SCHOOL OF BUSINESS 10

ACADEMIC CALENDAR 10
GENERAL INFORMATION 11
ACADEMIC PROGRAMS 15
Accounting 16
Finance 19
General Business 21
Information Technology and Operations Management 48
Management, Strategy and Entrepreneurship 50
Marketing 56
Real Estate, Risk Management and Business Law 57
Real Estate, M.S.R.E. 57
Concentrations and Minors 59
Certificates 76
Cox School of Business: Course Descriptions 80
TUITION, FEES AND FINANCIAL AID 132
ENROLLMENT AND ACADEMIC RECORDS 135
FACULTY AND STAFF 162

DEDMAN COLLEGE OF HUMANITIES AND SCIENCES 166

ACADEMIC CALENDAR 166
GENERAL INFORMATION 167
DEGREE REQUIREMENTS 171
ACADEMIC PROGRAMS 175
Anthropology 175
Biological Sciences 185
Chemistry 193
Earth Sciences 205
Economics 214
English 229
History 234
Mathematics 242
Medieval Studies 248
Physics 250
Psychology 256
Religious Studies 267
Statistics and Data Science 277
Women's and Gender Studies 298
TUITION, FEES AND FINANCIAL AID 300
ENROLLMENT AND ACADEMIC RECORDS 303
FACULTY AND STAFF 317

DEDMAN SCHOOL OF LAW 326

ACADEMIC CALENDAR 327
FACULTY AND STAFF 328
GENERAL INFORMATION 346
OFFICE OF CAREER SERVICES 351

Office of Public Service 353
Academic Programs 354
The Juris Doctor Program *354*
Graduate Legal Studies *355*
Dual Degrees *364*
The Curriculum 367
Course Descriptions 369
Student Code of Professional Responsibility 432
Tuition, Fees and Financial Aid 443
Enrollment and Academic Records 450
Lyle School of Engineering 464
Academic Calendar 464
General Information 465
Applied Science *481*
Biomedical Instrumentation *482*
Civil and Environmental Engineering *483*
Computer Science *521*
Data Engineering *552*
Datacenter Systems Engineering *556*
Design and Innovation *559*
Electrical and Computer Engineering *564*
Mechanical Engineering *605*
Multidisciplinary Programs *629*
Operations Research and Engineering Management *635*
Quantum Engineering *662*
Tuition, Fees and Financial Aid 664
Enrollment and Academic Records 667
Faculty and Staff 681

MEADOWS SCHOOL OF THE ARTS 687

Academic Calendar 687
General Information 688
Academic Programs 693
Temerlin Advertising Institute for Education and Research *693*
Art *699*
Art History *710*
Corporate Communications and Public Affairs *720*
Creative Computing *735*
Music *738*
Theatre *791*
Tuition, Fees and Financial Aid 808
Enrollment and Academic Records 811
Faculty and Staff 825

PERKINS SCHOOL OF THEOLOGY 832

Academic Calendar 832
General Information 836
Admission 838
Academic Programs 843
Course Descriptions 876
Special Programs 903
Fellowships, Awards and Prizes 905
Tuition, Fees and Financial Aid 907

ENROLLMENT AND ACADEMIC RECORDS 910
FACULTY AND STAFF 925

SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT 927

ACADEMIC CALENDAR 927
GENERAL INFORMATION 928
ACADEMIC PROGRAMS 932
Applied Physiology and Sport Management 932
Counseling 940
Education, Ph.D. 950
Education Policy and Leadership 952
Human-Centered Interdisciplinary Studies 971
Teaching and Learning 1020
TUITION, FEES AND FINANCIAL AID 1052
ENROLLMENT AND ACADEMIC RECORDS 1055
FACULTY AND STAFF 1071
ACADEMIC CALENDAR 1073

SMU GUILDHALL 1073

GENERAL INFORMATION 1074
ADMISSION 1076
SPECIAL PROGRAMS AND SERVICES 1078
PROGRAMS OF STUDY 1079
COURSE DESCRIPTIONS 1089
TUITION, FEES AND FINANCIAL AID 1098
ENROLLMENT AND ACADEMIC RECORDS 1101
FACULTY AND STAFF 1117

THE MOODY SCHOOL OF GRADUATE AND ADVANCED STUDIES 1118

ACADEMIC CALENDAR 1118
GENERAL INFORMATION 1119
PH.D. PROGRAMS AT SMU 1120
ACADEMIC PROCEDURES 1124
GLOBAL AND ONLINE 1128
PROGRAMS 1132
RIGHT TO KNOW 1133
EDUCATIONAL PROGRAMS 1137
English as a Second Language Program 1137
International Student and Scholar Services 1138
Oak Ridge Associated Universities 1139
Office of Global, Online and Continuing Education 1139
EDUCATIONAL FACILITIES AND SERVICES 1140
SMU Libraries 1140
Meadows Museum 1142
Office of Information Technology 1142
STUDENT LIFE AND HOUSING 1143
The Division of Student Affairs 1143
Residence Accommodations 1150
SMU ADMINISTRATION 1151
Office of the Vice President for Student Affairs 1152

About SMU

The Vision of Southern Methodist University

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

The Mission of Southern Methodist University

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

Southern Methodist University

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

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

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

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

Today, the University has more than 100 buildings, a total enrollment averaging more than 12,000 the past 3 years, a full-time faculty of 750 and assets of $4.2 billion - including an endowment of $2.0 billion (market value, May 31, 2023).

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

Of the 11,842 students enrolled for the 2023 fall term, 7,115 were undergraduates and 4,727 were graduate students. The full-time equivalent enrollment was 8,789 for undergraduates and 4,625 for graduate students.

Nearly all the students in SMU's first class came from Dallas County, but now more than 50 percent of the University's undergraduate student body comes from outside Texas. In a typical school year, students come to SMU from every state; from more than 80 foreign countries; and from all races, religions and economic levels.

Undergraduate enrollment is 51 percent female. Graduate and professional enrollment is 48 percent female.

A majority of SMU undergraduates receive some form of financial aid. In 2023-2024, 72 percent of first-year students received some form of financial aid, and 30 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: Regional and National Accreditations and Cycles

UNIT	State/Regional/National Accrediting Agency	Last Review	Next Review
Southern Methodist University *(10-year cycle)* *(5-year report)*	Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501) to award baccalaureate, masters, and doctoral degrees.	2011	2016 (5) 2031 (10)
Cox School of Business *(5-year cycle)*	The Association to Advance Collegiate Schools of Business (AACSB)	2021-2022	2026-2027
Dedman College of Humanities and Sciences			
Chemistry (Undergraduate Only) *(5-year cycle)*	The American Chemical Society	2021	2026
Psychology (Clinical, Doctoral Only) *(5-year cycle unless mandated by APA)*	American Psychological Association	2020	2025
Dedman School of Law *(7-year cycle)*	The American Bar Association	2019	2026-2027
Lyle School of Engineering *(6-year cycle)*			
Civil Engineering	Engineering Accreditation Commission of ABET, https://www.abet.org	2020	2026
Computer Engineering	Engineering Accreditation Commission of ABET, https://www.abet.org	2020	2026
Computer Science	Computing Accreditation Commission of ABET, https://www.abet.org	2020	2026
Electrical Engineering	Engineering Accreditation Commission of ABET, https://www.abet.org	2020	2026
Environmental Engineering	Engineering Accreditation Commission of ABET, https://www.abet.org	2020	2026
Mechanical Engineering	Engineering Accreditation Commission of ABET, https://www.abet.org	2020	2026
Meadows School of the Arts			
Art, Art History, The Guildhall *(10-year cycle)*	National Association of Schools of Art and Design	2013-2014	2024-2025
Dance *(10-year cycle)*	National Association of Schools of Dance	2014-2015	2025
Music *(10-year cycle)* **Music Therapy** *(Reviewed with Music, submitted to AMTA following year)*	National Association of Schools of Music American Music Therapy Association (certification)	2021 2022	2031-2032 2023
Theater *(10-year cycle)*	National Association of Schools of Theater	2015	2025
Perkins School of Theology *(10-year cycle)*	The Association of Theological Schools	2020	2030
Simmons School of Education			

Teacher Education (Undergraduate) *(1-year cycle)*	State Board for Educator Certification (Texas Education Agency) (TEA)	2023	2022-2023
Teacher Education (Graduate) (1-year cycle)	State Board for Educator Certification (Texas Education Agency) (TEA)	2023	2022-2023
Learning Therapy (Graduate)	International Multisensory Structured Language Education Council (IMSLEC)	2020	2027
School & District Leadership (Graduate)	State Board for Educator Certification (Texas Education Agency) (TEA)	2023	2022-2023
M.S. Counseling *(8-year cycle)*	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2018	2026
School Counseling (Graduate) *(1-year cycle)*	State Board for Educator Certification (Texas Education Agency) (TEA)	2023	2022-2023

Cox School of Business

Academic Calendar

https://s3.smu.edu/des/registrar/pdf/calendars/GCOX%202024-25.pdf

General Information

History

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

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

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

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

Cox School Complex

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

Centers and Institutes

The Business Information Center

Sandal Miller, **Director**

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

The Caruth Institute for Entrepreneurship

The Caruth Institute at Cox was established in 1970 by W.W. Caruth, Jr., to help people learn about the excitement of building their own business, the challenges of management, the uncertainties of the marketplace and the acceptance of adversity as a learning experience. The Caruth Institute focuses on both the entrepreneurial and managerial aspects of starting and growing a business. Programs include credit courses for undergraduate and graduate students, including the Master of Science in Entrepreneurship program as well as certificate programs for

the outside business community. The institute conducts the Southwest Venture Forum, which brings together investors, entrepreneurs and the professionals who serve them, and the Dallas 100™ Awards, which honors the fastest growing privately held companies in the Dallas/Fort Worth Metroplex. In addition, the institute supports community entrepreneurship activities such as the Metroplex Growth Capital Conference. It also oversees the Cox M.B.A. Business Plan competition and is responsible for the operations of the Cox M.B.A. Venture Fund.

The Center for Marketing Management Studies

Raj Sethuraman, Executive **Director**

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

The Robert and Margaret Folsom Institute for Real Estate

Joseph D. Cahoon, **Director**

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

The EnCap Investments & LCM Group Alternative Asset Management Center

Bill Maxwell, **Director**

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

Executive Education Center

Shane Goodwin, **Associate Dean, Executive Education and Graduate Programs**

The Executive Education Center is one of the pillars of the Cox commitment to the business community. The center's seminars and certificate programs develop leadership and business acumen through its world-class faculty and facilities. The customized educational experiences for groups of current and high-potential managers improve a company's organizational performance. More information is available at www.exed.cox.smu.edu.

The Don Jackson Center for Financial Studies

Bill Maxwell, **Director**

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

JCPenney Center for Retail Excellence

Edward J. Fox, **Executive Director**

The center was created through a generous endowment from the JCPenney Company Inc. to advance the understanding of consumer shopping behavior and promote the development of leaders for the retail industry. The center facilitates professional development through speaking engagements, networking events and internship

opportunities. M.B.A. students are encouraged to participate in events and to use the center for networking opportunities.

The Kitt Investing and Trading Center

Bill Maxwell, **Director**

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

The Maguire Energy Institute

W. Bruce Bullock, **Director**

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

The MBA Business Leadership Center

Paula Hill Strasser, **Director**

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

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

Robert Lawson, **Director**

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

The Albert W. Niemi Center for American Capitalism

Maribeth Kuenzi, **Director**

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

The Brierley Institute for Consumer Engagement

Brad Harraman, **Director**

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

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

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

The William S. Spears Institute for Entrepreneurial Leadership

Joshua Taylor, **Director**

Leveraging the vibrant culture and free enterprise in North Texas, the William S. Spears Institute for Entrepreneurial Leadership enhances the business ventures of SMU students and faculty and the wider region, supports the academic and professional pursuits of students and faculty, and brings the North Texas Expertise in the areas critical to the growth and development of the Dallas business community. Driving innovation at SMU Cox, the Spears Institute encourages business creation, leadership development, and economic growth, strengthening areas that are critical to the future of the Dallas business economy.

Under the leadership of the co-founding directors, Megha Tolia and Nirav Tolia, the Institute will create a program consisting of Spears undergraduate scholars, Spears graduate fellows, distinguished visiting entrepreneurs, and distinguished visiting faculty. The program will include the Spears Distinguished Speaker Series, Spears Mentors, Spears Internship Program, and Spears Entrepreneurial Certification.

National Center for Arts Research

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

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

Southwestern Graduate School of Banking Foundation

Jeff R. Schmid, **President and CEO**

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

Academic Programs

International Programs

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

Students may participate in international programs after completing all required core courses. To apply for the international programs, students must be in good academic standing with a 3.200 or better cumulative GPA. Participants are selected on a first-come, first-served basis, with graduation date and cumulative GPA holding precedence. Courses taken by participation in an international program will count toward the degree and fulfill the P.M.B.A. international requirement and will count towards the GPA calculation. Courses musts be preapproved in order to satisfy concentration requirements. For assistance in reviewing academic plans, students should meet with their program's associate director early in the planning process.

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

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

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

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

Master of Business Administration Concentrations and Minors

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

Accounting

Professor Hemang Desai, **Department Chair**

Professors: Hemang Desai, Wayne Shaw
Associate Professors: Gauri Bhat, Nilabhra Bhattacharya, J. Douglas Hanna
Assistant Professors: Xiao Liu, Sorabh Tomar, Marcel Tuijn, Sol Sean Wang, Hayoung Yoon
Professors of Practice: D. David McIntyre, Gregory Sommers, Wendy M. Wilson
Clinical Professor: Russell Hamilton, Susan Riffe, Erika Wheeler

To find additional programs related to the Accounting department, see the Concentrations and Minors, beginning on page.

Accounting, M.S.A.

Overview

The curriculum of the M.S.A. program is designed to provide students with an in-depth examination of critical accounting, tax and financial issues. Students will take a total of 33 to 42 credit hours depending on their prior academic background. Of the 33 minimum required hours, 22 must be in accounting courses. The fall and spring 16-week terms are divided into two seven-week modules, A and B, with each module course being two credit hours. To provide students with a broad variety of elective courses, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning.

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

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

Curriculum

M.S.A. Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 33 to 42

Summer Term

Module A

- ACCT 6282 - M.S.A. Federal Income Tax I
- ACCT 6380 - M.S.A. Intermediate Accounting I

Module B

- ACCT 6281 - M.S.A. Intermediate Accounting II
- ACCT 6208 - Information Systems and Assurance

Term Total: 9 Credit Hours

Term 1 – Fall

Module A Courses

- ACCT 6220 - Accounting Data Analytics

- ACCT 6248 - Intermediate Business Tax
- Electives: two courses (4 Credit Hours)

Module B Courses

- ACCT 6226 - Accounting Information Systems
- BL 6325 - Ethics and Related Legal Issues for Accountants
- Electives: two courses (4 Credit Hours)

Term Total: 17 Credit Hours

Term 2 – Spring

Module A Courses

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

Module B Courses

- ACCT 6213 - Accounting-Based Valuation
- Electives: three courses (6 Credit Hours)

Term Total: 16 Credit Hours

Credit Hours Summary for M.S.A. Program

0-9 credit hours of preparatory courses
15 credit hours of required accounting courses
18 credit hours of elective courses
33-42 credit hours total for Cox M.S.A. degree

Concentration Requirements

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

Assurance and Advisory Concentration

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

- ACCT 6227 - Advanced Accounting Information Systems
- ACCT 6229 - Information Technology Auditing
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6244 - Financial Reporting Research

Information Systems and Controls Concentration

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

- ACCT 6227 - Advanced Accounting Information Systems
- ACCT 6229 - Information Technology Auditing
- ACCT 6244 - Financial Reporting Research
- ITOM 6265 - Database Design for Business Applications

Tax Concentration

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

- ACCT 6238 - Taxation of Mergers and Acquisitions
- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6249 - Advanced Business Tax

Additional Course Requirement

In addition to taking the required accounting courses and courses for their chosen concentration, all students must meet the degree requirement of taking one course in valuation. The course options for satisfying the valuations requirement are as follows:

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

CPA Requirements

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

Planning Assistance

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

Finance

Professor James S. Linck, **Department Chair**

Professors: Chotibhak Jotikasthira, James S. Linck, William F. Maxwell, Darius P. Miller, Kumar Venkataraman, Michel R. Vetsuypens
Associate Professors: Amar Gande, Stacey Jacobson, Feng Zhang, Feng Zhang
Assistant Professors: Nuri Ersahin, Charlotte Haendler, Xiaowen Hu, Ruidi Huang, Jayoung Nam, Tarun Patel, David Xu, Jinming Xue
Professor of Practice: Donald Shelly
Clinical Professors: Tobias Muhlhofer, Mukunathan Santhanakrishnan, Michael Seeligson, Art Selender, Nathan Walcott
Visiting Professors: Prithu Vatsa , Zhiwei Zhu

To find additional programs related to the Finance department, see the Concentrations and Minors, beginning on page.

Finance, M.S.F.

The curriculum of the M.S.F. program is designed to transform students' understanding of business and the global economy, equipping them with the skills and relationships needed to succeed in the financial services marketplace. Students will take a total of 32 credit hours, of which 20 credit hours are finance courses in this one-year, predominantly lock-step program. Each 14-week term is divided into two seven-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning. Students go through the program as a cohort group.

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

Curriculum

M.S.F. Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 32

Term 1 - Fall

Module A Courses

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

Plus one of the following*:

- ACCT 6201 - Financial Accounting I
- ACCT 6210 - Financial Reporting and Analysis I
- FINA 6430 - Asset and Wealth Management *(this course spans the entire fall term)*

Module B Courses

- FINA 6211 - Valuation and Analysis
- FINA 6219 - Derivatives
- FINA 6238 - Financial Modeling

Plus one or two of the following*:

- ACCT 6202 - Financial Accounting II
- ACCT 6212 - Financial Reporting and Analysis II
- Other elective with departmental approval

Term Total: 16 Credit Hours

Term 2 - Spring

Module A Courses

- FINA 6218 - Fixed Income Securities
- FINA 6226 - Quantitative Trading Strategies

Plus two of the following:

- ACCT 6205 - Strategic Cost Analysis
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6211 - Financial Statement Analysis
- BUSE 6208 - Special Topics in Energy Economics
- FINA 6228 - Topics in Energy Finance
- FINA 6430 - Asset and Wealth Management *(this course spans the entire spring term)*
- Other elective with departmental approval

Module B Courses

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

Plus one of the following*:

- ACCT 6211 - Financial Statement Analysis
- ACCT 6224 - Taxes and Business Strategy
- BUSE 6208 - Special Topics in Energy Economics
- Other elective with departmental approval

Term Total: 16 Credit Hours

Credit Hours Summary for M.S.F. Program

4 credit hours of required accounting courses
2 credit hours of required statistics courses
20 credit hours of required finance courses
6 credit hours of electives
32 credit hours total for Cox M.S.F. degree

*Consult with the M.S.F. Program Director for appropriate electives. Students without any undergraduate accounting should take ACCT 6201 and ACCT 6202, and most others with some undergraduate accounting will take ACCT 6210 and ACCT 6211, among other choices.

General Business

Business Administration, M.B.A. (Executive)

Overview

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

E.M.B.A. classes are scheduled Friday afternoon and all-day Saturday every other week, 1:00 - 5:00 p.m. Fridays, and 8:00 -11:45 a.m. and 12:45 - 4:30 p.m. Saturdays. The E.M.B.A. program takes 21 months to complete. Students must participate in one required international trip in the third term. Participants go through the program as an integrated group, benefiting from close working relationships and enriched by the diversity of backgrounds and experiences.

Admission procedures to the E.M.B.A. program differ from those of the full-time M.B.A. and P.M.B.A. programs. For a brochure that outlines application procedures, potential candidates should call the E.M.B.A. Admissions Office at 214-768-1214 or visit www.coxemba.com.

Curriculum - Fall Entry

E.M.B.A. Class 2026: Entry Fall 2024, Graduate Spring 2026
Total Credit Hours: 50

Term 1 - Fall

Module A

- BA 6225 - Managing and Leading People
- BA 6422 - Financial Reporting for Executives
- BA 6474 - Data Analytics

Module B

- BA 6279 - Managerial Economics
- BA 6422 - Financial Reporting for Executives *(continued)*
- BA 6474 - Data Analytics *(continued)*

Term Total: 12 Credit Hours

Term 2 - Spring

Module A

- BA 6250 - Decision Models for Executives
- BA 6423 - Valuation and Capital Allocation
- BA 6424 - Marketing Management for Executives

Module B

- BA 6239 - Global Economics
- BA 6423 - Valuation and Capital Allocation (continued)
- BA 6424 - Marketing Management for Executives (continued)

Term Total: 12 Credit Hours

Term 3 - Summer

Module A

- BA 6210 - Global Business Project

- BA 6230 - Managing Operations for Executives
- BA 6231 - Strategic Management for Executives

Term Total: 6 Credit Hours

Term 4 - Fall

Module A

- BA 6215 - Transformational Executive Leadership
- Electives: Two (2) Courses (4 credit hours)

Module B

- BA 6240 - Strategic Cost Management
- Electives: Two (2) Courses *(4 credit hours)*

Term Total: 12 Credit Hours

Term 5 - Spring

Module A

- BA 6436 - Unbridled Leadership: Cox IMPACT Practicum
- Executive Insights Forum *(Friday, 5:00 p.m. - 7:00 p.m.)*
- Elective: One (1) Course *(2 credit hours)*

Module B

- BA 6436 - Unbridled Leadership: Cox IMPACT Practicum *(continued)*
- Executive Insights Forum *(Friday, 5:00 p.m. - 7:00 p.m.)*
- Elective: One (1) Course *(2 credit hours)*

Term Total: 8 Credit Hours

Curriculum - Spring Entry

E.M.B.A. Class 2026: Entry Spring 2025, Graduate Summer 2026
Total Credit Hours: 50

Term 1 - Spring

Module A

- BA 6225 - Managing and Leading People
- BA 6422 - Financial Reporting for Executives
- BA 6474 - Data Analytics

Module B

- BA 6250 - Decision Models for Executives
- BA 6422 - Financial Reporting for Executives *(continued)*
- BA 6474 - Data Analytics *(continued)*

Term Total: 12 Credit Hours

Term 2 - Summer

Module A

- BA 6210 - Global Business Project
- BA 6230 - Managing Operations for Executives
- BA 6279 - Managerial Economics

Term Total: 6 Credit Hours

Term 3 - Fall

Module A

- BA 6231 - Strategic Management for Executives
- BA 6423 - Valuation and Capital Allocation
- BA 6424 - Marketing Management for Executives

Module B

- BA 6239 - Global Economics
- BA 6423 - Valuation and Capital Allocation *(continued)*
- BA 6424 - Marketing Management for Executives *(continued)*

Term Total: 12 Credit Hours

Term 4 - Spring

Module A

- BA 6240 - Strategic Cost Management
- BA 6436 - Unbridled Leadership: Cox IMPACT Practicum
- Executive Insights Forum *(Friday, 5:00 p.m. - 7:00 p.m.)*
- Elective: One (1) Course *(2 credit hours)*

Module B

- BA 6436 - Unbridled Leadership: Cox IMPACT Practicum *(continued)*
- Executive Insights Forum *(Friday, 5:00 p.m. - 7:00 p.m.)*
- Electives: Two (2) Courses *(4 credit hours)*

Term Total: 12 Credit Hours

Term 5 - Summer

Module A

- BA 6215 - Transformational Executive Leadership
- Electives: Three (3) Courses *(6 credit hours)*

Term Total: 8 Credit Hours

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

38 credit hours of required courses
12 credit hours for elective courses
50 credit hours total for Cox M.B.A. degree

Business Administration Courses (BA)

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

Policies and Procedures

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

Academic Performance Standards. The academic performance of all E.M.B.A. students is reviewed at the end of each term. To be considered in good academic standing, a student must maintain a cumulative GPA of 3.000 or better. Students with a cumulative GPA below 3.000 (without rounding) upon completion of 48 hours may take up to eight additional credit hours in order to raise their GPA to the required level. The eight additional hours will

include any courses that are repeated because of poor performance (below a grade of C-). The student will be responsible for paying additional tuition to take these additional eight hours. No student will be permitted to earn more than a total of 58 credit hours toward the completion of the E.M.B.A. program for GPA purposes. A student on academic probation is not permitted to enroll in a directed study course.
Students who fail to maintain a cumulative GPA of 3.000 will be placed on academic probation. The following criteria outline when students will be dismissed from the Cox School of Business.
E.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 12 GPA hours or the first term.
- Less than a cumulative 2.250 GPA at the end of 24 GPA hours or the second term.
- Less than a cumulative 2.500 GPA at the end of 30 GPA hours or the third term.
- Less than a cumulative 2.750 GPA at the end of 42 GPA hours or the fourth term.
- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or the fifth term.

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

- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or the fifth term.
- Less than a cumulative 2.970 GPA at the end of 52 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 54 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 56 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 58 GPA hours (+ 8 hours).

E.M.B.A. students MUST have a cumulative GPA of 3.000 at the end of 58 GPA hours.
Enrollment. Each fall, spring and summer term has an enrollment period during which the formal process of enrollment in the University is completed. Prior to each enrollment period, the Executive M.B.A. Office will publish enrollment instructions. Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment.

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

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

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

Business Administration, M.B.A. (Full-Time One Year)

Overview

The Full-Time One Year M.B.A. program is designed for individuals who want to advance their career rapidly. The program is a superior educational experience that provides knowledge and skills in key business disciplines so that students can become successful in their careers. The program is a rigorous 12-month program with classes offered during the day and evening hours. The core and elective courses meet once per week, Monday through Thursday,

with limited offerings Saturday mornings. Students must take the required core courses as scheduled each term because of prerequisite sequencing.

Each 14-week term is divided into two seven-week modules, A and B, with each module course earning two credit hours.

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

Curriculum

Full-Time One Year M.B.A. Class 2025: Entry Summer 2024, Graduate Spring 2025
Total Credit Hours: 52

Term 1 - Summer Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Term 2 - Fall Term

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Electives: one (1) course (2 Credit Hours)

Module B Courses

- ACCT second required accounting course (2 Credit Hours)
- MNO 6202 - Leading Teams and Organizations
- Elective: two courses (4 Credit Hours)

Term Total: 16 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Strategic Cost Analysis. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- Students concentrating in Finance should enroll in FINA 6222 - Financial Markets and Monetary Policy instead of BUSE 6203 - Macroeconomics.
- MNGT 6001 - Managing Your Career, a zero-credit course, is a requirement to use the extended services of the Career Management Center. Students earn a grade of Pass or Fail.

Term 3 - Spring Term

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: four courses (8 Credit Hours)

Module B Courses

- Electives: four courses (8 Credit Hours)

Term Total: 18 Credit Hours

Credit Hours Summary for Full-Time One Year M.B.A. Program

30 credit hours of required courses
22 credit hours of elective courses
52 credit hours total for Cox M.B.A. degree
Note: For the 22 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Business Administration, M.B.A. (Full-Time Two Year)

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

Each 14-week term is divided into two seven-week modules, A and B, with four courses in each module earning two credit hours per course. Exceptions to the curriculum schedule must be approved in advance by the Graduate Student Enrollment and Engagement Office. Having courses offered in the module format allows students to take more courses with the goal of gaining depth of knowledge in specific areas. As a result, students can develop expertise in an academic concentration. To provide students with a greater variety of elective courses, elective classes are scheduled in the morning, afternoon and evening.

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

Curriculum

Full-Time Two Year M.B.A. Class 2026: Entry Fall 2024, Graduate Spring 2026
Total Credit Hours: 71

Year 1 - Fall Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- FINA 6201 - Managerial Finance
- MAST 6478 - Data Analytics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNGT 6020 - First-Year Foundations
- MNGT 6101 - Managing Your Career

Module B Courses

- ACCT (second required accounting course - 2 Credit Hours)
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6020 - First-Year Foundations
- MNGT 6103 - Business Presentation Techniques
- Elective: zero or one course (0-2 Credit Hours)

Term Total: 20-22 Credit Hours

Notes:

- Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Strategic Cost Analysis. Students should consult the Concentrations and Minors section for specific information on which second accounting course is required for each concentration.
- MNGT 6020 - First-Year Foundations is a requirement of the full-time M.B.A. program. The successful completion of this degree requirement earns a grade of P (pass). Students participate in various required activities to enhance professional development.

Year 1 - Spring Term

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6011 - Managing Your Career, Part Two
- MNGT 6230 - The Unbridled Venture Project
- STRA 6201 - Strategic Management
- Electives: one or two courses (2-4 Credit Hours)

Module B Courses

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

- MNGT 6210 - Global Leadership Program
- MNO 6202 - Leading Teams and Organizations
- Electives: one or two courses (2-4 Credit Hours)

Term Total: 16-20 Credit Hours

Note:

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

Year 1 - Summer Term: Internships are required

- MNGT 6150 - Graduate Corporate Internship Program

Term Total: 1 Credit Hours

Year 2 - Fall Term

Modules A and B Courses

- Electives: seven or eight courses

Term Total: 14-16 Credit Hours

Year 2 - Spring Term

Modules A and B Courses

- Electives: seven or eight courses

Term Total: 14-16 Credit Hours

Credit Hours Summary for Full-Time Two-Year M.B.A. Program

33 credit hours of required courses
38 credit hours of elective courses
71 credit hours total for Cox M.B.A. degree
Note: For the 38 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

International Exchange Program

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

To apply for the International Exchange Program, students must be in good academic standing with a minimum cumulative GPA of 3.200. In general, the courses taken on exchange earn a grade of pass (or fail) and count toward the degree but not toward the GPA calculation nor concentration requirements. Exceptions to this policy are addressed on an individual basis. For assistance in reviewing academic plans, students should meet with the associate director for full-time programs early in the planning process.

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

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

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

Business Administration Exchange

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

Working Professional MBA Programs

SMU Cox Working Professional MBA Programs (Professional, Executive, Online, Direct) are designed for students to complete their coursework while working full time. This employment requirement not only enriches the academic experience as students bring their professional challenges and opportunities into classroom discussions and projects, it also enables students to simultaneously gain critical professional experience required for many MBA-level roles. For these reasons, students who become unemployed at any point in the program are expected to actively seek employment and will have the ability to utilize the Career Management Center for support. Should a student choose not to seek full-time employment or be unsuccessful in securing full-time employment after six months, SMU Cox reserves the right to ask the student to pause classes until full-time employment resumes. Students do not have the option to transfer to the Full-Time One Year MBA, Full-Time Two Year MBA or Executive MBA programs.

Business Administration, M.B.A. (M.B.A. Direct)

The MBA Direct is a cohort-based, face-to-face program and focuses on three pillars of excellence: Leadership, Analytics, & Experiential Learning.

The curriculum format is 100% online, with a strong emphasis on experiential learning. The learning environment is interactive and students will get an in-person MBA, face-to-face with faculty and classmates, simply administered in a virtual classroom.

Classes are orchestrated with both synchronous and asynchronous components. Whether completing independent deliverables, or participating in live breakout sessions, students in the SMU Cox MBA Direct will benefit from the best of both – the flexibility they need, without sacrificing the high level of in-person engagement they want. Designed to accommodate the needs of a working professional, the synchronous portions of class will meet for about 90 minutes each week, in the evenings.

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

Curriculum

M.B.A. Direct Class 7: Entry Fall 2024, Graduate Spring 2027
M.B.A. Direct Class 8: Entry Spring 2025, Graduate Summer 2027
Total Credit Hours: 53

Term 1

Module A

- MAST 6474 - Introduction to Data Analysis I
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B

- MAST 6474 - Introduction to Data Analysis I *(continued)*
- MNO 6275 - Managing and Leading People Experiential Learning Project

Term Total: 8 Credit Hours

Term 2

Module A

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

Module B

- ACCT 6202 - Financial Accounting II
- BUSE 6203 - Macroeconomics

Term Total: 8 Credit Hours

Term 3

Module A

- FINA 6201 - Managerial Finance
- BL 6274 - Legal Environment of Business

Module B

- ACCT 6275 - Strategic Cost Analysis
- FINA 6205 - Finance Theory and Practice

Term Total: 8 Credit Hours

Term 4

Module A

- ITOM 6274 - Data Analytics II
- MKTG 6201 - Marketing Management

Module B

- ITOM 6277 - Operations and Supply Chain Management
- MKTG 6275 - Fundamentals of Marketing Simulation

Term Total: 8 Credit Hours

Term 5

Module A

- FINA 6211 - Valuation and Analysis
- STRA 6201 - Strategic Management

Module B

- FINA 6212 - Corporate Financial Policies
- MNGT 6203 - Business Communications & Presentations

Term Total: 8 Credit Hours

Term 6

- MNGT 6101 - Managing Your Career
- Electives: two courses

Term Total: 5 Credit Hours

Term 7

- MNGT 6275 - Global Immersion *(Spring entry students complete this course in Term 6)*
- Electives: three courses

Term Total: 8 Credit Hours

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

43 credit hours of required courses
10 credit hours of elective courses
53 credit hours total for Cox M.B.A. degree

Business Administration, M.B.A. (Online)

The Online MBA, is a cohort-based, face-to-face program ideal for individuals who want to build or transition their career in the fields of Marketing, Entrepreneurship, Finance or Information Technology, among other business disciplines. The SMU Cox Online MBA will focus on three pillars of excellence: Leadership, Analytics, & Experiential Learning.

The curriculum format is 100% online, with a strong emphasis on experiential learning. The learning environment is interactive and students will get an in-person MBA, face-to-face with faculty and classmates, simply administered in a virtual classroom.

Classes are orchestrated with both synchronous and asynchronous components. Whether completing independent deliverables, or participating in live breakout sessions, students in the SMU Cox Online MBA will benefit from the best of both – the flexibility they need, without sacrificing the high level of in-person engagement they want. Designed to accommodate the needs of a working professional, the synchronous portions of class will meet for about 90 minutes each week, in the evenings.

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

Curriculum

Online M.B.A. Class 13: Entry Summer 2024, Graduate Spring 2026
Online M.B.A. Class 14: Entry Fall 2024, Graduate Summer 2026
Online M.B.A. Class 15: Entry Spring 2025, Graduate Fall 2026
Total Credit Hours: 52

Term 1

Module A

- MAST 6474 - Introduction to Data Analysis I
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B

- MAST 6474 - Introduction to Data Analysis I *(continued)*
- MNO 6275 - Managing and Leading People Experiential Learning Project

Term Total: 8 Credit Hours

Term 2

Module A

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

Module B

- ACCT 6202 - Financial Accounting II
- BUSE 6203 - Macroeconomics

Term Total: 8 Credit Hours

Term 3

Module A

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

Module B

- FINA 6205 - Finance Theory and Practice
- MKTG 6275 - Fundamentals of Marketing Simulation

Term Total: 8 Credit Hours

Term 4

Module A

- STRA 6201 - Strategic Management
- Elective: One elective option

Module B

- ACCT 6275 - Strategic Cost Analysis
- Elective: One elective option

Term Total: 8 Credit Hours

Term 5

Module A

- ITOM 6274 - Data Analytics II
- Elective: One elective option

Module B

- ITOM 6277 - Operations and Supply Chain Management
- Elective: One elective option

Term Total: 8 Credit Hours

Term 6

Module A

- MNO 6228 - Complex Problem Solving
- Elective: One elective option

Module B

- MNO 6277 - Executive Leadership
  Electives: Two elective options

Term Total: 10 Credit Hours

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

Students are required to participate in one (1) immersion.
52 credit hours total for Cox M.B.A. degree

Business Administration, M.B.A. (Professional)

Overview

The P.M.B.A. program is designed for those individuals who want to enhance their current career progression without leaving the workforce. The program is six consecutive terms during 24 months, with evening and Saturday morning classes. During the first three terms, required core courses help develop a strong foundation in fundamental business principles. To build on this foundation, students may choose electives to gain expertise in a specific area or choose a more broad-based selection of electives. Each 14-week term is divided into two seven-week modules, A and B, with each module course earning two credit hours.

Students must remain with their entering class and cohort section for all required core courses. The elective courses meet once a week, Monday through Thursday evenings, with limited offerings Saturday mornings. Students must take the required core courses as scheduled each term because of the prerequisite sequencing. **One elective course during the P.M.B.A. program is required to be an international business course**.

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

Curriculum - Fall Entry

P.M.B.A. Class 95: Entry August 2024, Graduate August 2026
Total Credit Hours: 50

Term 1

Module A Courses

- MAST 6478 - Data Analytics
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B Courses

- ACCT 6201 - Financial Accounting I
- MAST 6478 - Data Analytics *(continued)*

Term Total: 8 Credit Hours

Term 2

Module A Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance
- MNGT 6001 - Managing Your Career

Module B Courses

- MKTG 6201 - Marketing Management
- ITOM 6202 - Management Decision Analysis

Term Total: 8 Credit Hours

Notes:

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

Term 3

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6203 - Business Communications & Presentations

Module B Courses

- BUSE 6202 - Managerial Economics
- STRA 6201 - Strategic Management

Term Total: 8 Credit Hours

Term 4

Module A Courses

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

- Elective: one course (2 credit hours)

Module B Courses

- MNO 6202 - Leading Teams and Organizations
- Elective: one course *(2 credit hours)*

Term Total: 8 Credit Hours

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

Term 5

Modules A and B Courses

- Electives: five courses *(10 credit hours)*

Term Total: 10 Credit Hours

Term 6

Modules A and B Courses

- Electives: four courses *(8 Credit Hours)*

Term Total: 8 Credit Hours

Curriculum - Spring Entry

P.M.B.A. Class 96: Entry January 2025, Graduate December 2026
Total Credit Hours: 50

Term 1

Module A Courses

- MAST 6478 - Data Analytics
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B Courses

- ACCT 6201 - Financial Accounting I
- MAST 6478 - Data Analytics *(continued)*

Term Total: 8 Credit Hours

Term 2

Module A Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- ITOM 6202 - Management Decision Analysis

Module B Courses

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

Term Total: 8 Credit Hours

Notes:

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

Term 3

Module A Courses

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

Module B Courses

- BUSE 6202 - Managerial Economics
- MNO 6202 - Leading Teams and Organizations

Term Total: 8 Credit Hours

Term 4

Module A Courses

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

- MNGT 6004 - Managing a Career
- Elective: one course *(2 credit hours)*

Module B Courses

- MNGT 6203 - Business Communications & Presentations
- Electives: one course *(2 credit hours)*

Term Total: 9 Credit Hours

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

Term 5

Modules A and B Courses

- Electives: five courses *(10 credit hours)*

Term Total: 10 Credit Hours

Term 6

Modules A and B Courses

- Electives: four courses *(8 credit hours)*

Term Total: 8 Credit Hours

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

28 credit hours of required courses
22 credit hours of elective courses
50 credit hours total for Cox M.B.A. degree
Note: For the 22 credit hours of elective courses, students complete one concentration. Each concentration requires 12-16 specific credit hours. (Additional information is in the Concentrations and Minors section.) One elective must be an international business course.

International Programs

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

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

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

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

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

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

Professional Master of Business Administration International Elective Course List

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

Course Number and Catalog Course Title

- ACCT 6241 - Seminar in International Taxation
- CISB 6212 - International Entrepreneurship
- FINA 6214 - International Financial Markets
- MKTG 6227 - Global Marketing Management
- MNO 6218 - Global Leadership in a Complex World
- STRA 6222 - International Corporate Strategy
- STRA 6228 - Global Strategy

International Program Courses

- BUSE 6238 - Doing Business in Latin America
- BUSE 6239 - Doing Business in the European Union
- BUSE 6241 - Doing Business in China
- CISB 6237 - Global Explore in Entrepreneurship
- STRA 6240 - Emerging Markets
- STRA 6242 - The Rise of Asia

P.M.B.A. International Program Courses

- BAEX 6251 - PMBA International Program at WHU in Koblenz, Germany
- BAEX 6252 - PMBA International Program at Chinese University of Hong Kong
- BAEX 6255 - PMBA International Program at Tongji University in Shanghai, China
- BAEX 6256 - PMBA International Program at Indian School of Business, Hyderabad, India
- BAEX 6257 - PMBA International Program at Bocconi University in Milan, Italy
- BAEX 6258 - PMBA International Program at Universidad De Chile in Santiago, Chile
- BAEX 6259 - PMBA International Program at Central European University in Budapest, Hungary
- BAEX 6260 - PMBA International Program at Charles University in Prague, Czech Republic

P.M.B.A. Exchange Program

Copenhagen Business School

Business Administration Exchange

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

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

Overview

The SMU Meadows School of the Arts, in conjunction with the Cox School of Business, offers to a limited number of highly qualified candidates America's only concurrent dual-degree graduate program in business and arts management. Through the Division of Corporate Communication and Public Affairs, the M.A./M.B.A. program

combines development of contemporary general-management skills with in-depth study of today's professional arts world. This program is offered on a full-time basis only.

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

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

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

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

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

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

Arts Management and Arts Entrepreneurship Courses

Professor Gordon Law, **Division** *Interim* **Chair**

Professor: Zannie Giraud Voss
Professor of Practice: Doric Earle, Jim Hart, Megan Heber, Kim Lance
Lecturer: Alicia Schortgen
Adjunct Professors: Daniel Fonner, James Jillson, Maureen Mixtacki, Andrea Perez

The following courses for the M.A./M.B.A. program are taught in the Meadows School of the Arts: AMAE 6051, AMAE 6053, AMAE 6054, AMAE 6201, AMAE 6202, AMAE 6205, AMAE 6215, AMAE 6221, AMAE 6222, AMAE 6204, AMAE 6331, AMAE 6332, AMAE 6333, AMAE 6334. AMAE course descriptions are available through my.SMU and in the Meadows School of the Arts graduate programs catalog. The business courses are listed in this catalog under the section Departments and Courses.

Curriculum

M.A./M.B.A. Class 2025: Entry Fall 2024, Graduate Spring 2026
Total Credit Hours: 77
(50 Business + 27 Arts Administration)

Year 1 – Fall Term

Module A Courses

- AMAE 6201 - Foundations of Arts and Nonprofit Leadership
- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- FINA 6201 - Managerial Finance
- MAST 6478 - Data Analytics
- MNGT 6020 - First-Year Foundations
- MNGT 6101 - Managing Your Career

Module B Courses

- AMAE 6205 - Nonprofit Financial Management and Accountability
- ACCT second required accounting course (2 credit hours)
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6020 - First-Year Foundations *(continued)*
- MNGT 6103 - Business Presentation Techniques

Term Total: 22 Credit Hours

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

Year 1 – Spring Term

- AMAE 6051 - Practicum (10 hours per week)

Module A Courses

- AMAE 6224 - Resource Development for Nonprofit Leaders
- ITOM 6203 - Operations Management
- MKTG 6233 - Nonprofit Marketing Strategy *(offered every other year)*
- MNGT 6011 - Managing Your Career, Part Two
- MNGT 6230 - The Unbridled Venture Project
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective - zero or one or two courses (0-4 credit hours)

Module B Courses

- AMAE 6222 - Earned Revenue and Program Development

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

- MNGT 6210 - Global Leadership Program
- MNO 6202 - Leading Teams and Organizations
- STRA 6201 - Strategic Management

- Elective - zero or one or two courses (0-4 credit hours)

Term Total: 20-28 Credit Hours

Note:

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

Year 1 – Summer Term

- AMAE 6104 - Leadership Intensive
- AMAE 6204 - Internship

Term Total: 3 Credit Hours

Year 2 – Fall Term

International Study at Bocconi University in Milan, Italy

- Arts and nonprofit leadership electives: four courses (12 credit hours)
- Business electives: two courses (4 credit hours)

Term Total: 16 Credit Hours

Year 2 – Spring Term

- AMAE 6054 - Practicum (10 hours per week)

Module A Course

- AMAE 6203 - Strategic Internal and External Communication

Module B Course

- AMAE 6202 - Nonprofit Strategic Planning and Change Management

Modules A and B Courses

- Business electives: seven courses (14 credit hours)

Term Total: 18 Credit Hours

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

34 credit hours of required Cox courses
16 credit hours of elective Cox courses
50 credit hours total for Cox toward M.A./M.B.A. degree
Note: For the 16 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Credit Hours Summary by School

Year	*Meadows Arts*	*Cox Business*
1	11	38-42
2	16	8-18
Total	**27**	**50**

Engineering/Business Administration, M.S./M.B.A.

Overview

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

This program takes advantage of the 50-credit hour Full-Time One Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

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

• M.S. in Civil Engineering • M.S. in Computer Engineering • M.S. in Computer Science • M.S. in Electrical Engineering • M.S. in Environmental Engineering	• M.S. in Mechanical Engineering • M.S. in Operations Research • M.S. in Software Engineering • M.S. in Network Engineering

Curriculum

M.S.E./M.B.A. Class 2025: Entry Summer 2024, Graduate Spring 2025
Total Credit Hours: 74
(24 Lyle + 50 Cox)

Year 1 - Fall Term (Lyle School)

- Engineering core/electives (4 courses)

Term Total: 12 Credit Hours

Year 1 - Spring Term (Lyle School)

- Engineering core/electives (4 courses)

Term Total: 12 Credit Hours

Year 1 - Summer Term (Cox School)

Module A

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Year 2 - Fall Term (Cox School)

Module A

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course

Module B

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Elective: two courses

Term Total: 16 Credit Hours

Notes:

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

Year 2 - Spring Term (Cox School)

Module A

- MNGT 6210 - Global Leadership Program

- Electives: three courses

Module B

- Electives: four courses

Term Total: 16 Credit Hours

Credit Hours Summary for M.S. in Engineering/One-Year M.B.A. Program

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

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

Credit Hours Summary by School

Year	*Lyle Engineering*	*Cox School*
1	24	18
2	0	32
Total	**24**	**50**

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

Overview

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

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

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

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

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

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

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

Curriculum

Full-Time J.D./M.B.A. Class 2026: Entry Fall 2024 in Cox, Graduate Spring 2026
Total Credit Hours: 127
(52 Business + 75 Law)

Year 1 – Fall and Spring Terms at Dedman Law

Dedman Law courses - 30 credit hours

Year Total: 30 Credit Hours

Year 2 – Fall Term at Cox Business

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- FINA 6201 - Managerial Finance
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career
- MNGT 6020 - First-Year Foundations
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B Courses

- ACCT second required accounting course (2 credit hours)
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6020 - First-Year Foundations *(continued)*
- MNGT 6203 - Business Communications & Presentations
- Elective: zero or one course

Term Total: 20-22 Credit Hours

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

Year 2 – Spring Term at Cox Business

Module A Courses

- ITOM 6203 - Operations Management
- MNGT 6230 - The Unbridled Venture Project
- STRA 6201 - Strategic Management
- Electives: one or two courses (2-4 credit hours)

Module B Courses

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

- MNGT 6210 - Global Leadership Program
- MNO 6202 - Leading Teams and Organizations

- Electives: one or two courses (2-4 credit hours)

Term Total: 16-20 Credit Hours

Notes:

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

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

Cox Business electives: one to four courses
Cox Year Total: 2-8 Credit Hours
Dedman Law courses
Dedman Year Total: 23 Credit Hours

Year Total: 25-31 Credit Hours

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

Cox Business electives: one to four courses
Cox Year Total: 2-8 Credit Hours
Dedman Law courses
Dedman Year Total: 22 Credit Hours

Year Total: 22-30 Credit Hours

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

32 credit hours of required Cox courses
20 credit hours of elective Cox courses
52 credit hours total for Cox toward J.D./M.B.A. degree
Note: For the 20 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours. (Additional information is in the Concentrations and Minors section.)

Credit Hours Summary by School

Year	*Dedman Law*	*Cox Business*
1	30	0
2	0	20-22
3	22	2-8
4	21	2-8
Total	**75**	**52**

Juris Doctor/Business Administration, J.D./M.B.A., (Full-Time One Year)

Overview

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

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

The 113 credit hour, three-year program is comprised of 75 credit hours of Dedman Law classes and 52 credit hours of Cox Business classes, with 16 of these credit hours being satisfied by choosing any combination of the pre-approved business-related law school courses.

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

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

Curriculum

Fast Track J.D./Full-Time One Year M.B.A. Class 2026: Entry Summer 2024, Graduate May 2026
Total Credit Hours: 113
(38 Business + 75 Law)

Year 1 - Fall and Spring Terms at Dedman Law

- Dedman Law courses - 32 credit hours

Year 1 - Summer Term

Module A

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6001 - Managing Your Career *(continued)*
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Year 2 - Fall Term

Module A

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People

- Elective: one course

Module B

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Notes:

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

Year 2 - Spring Term

- MNGT 6210 - Global Leadership Program
- Cox Business Electives: one course (2 credit hours)
- Dedman Law courses (14 credit hours)

Term Total: 18 Credit Hours

Year 3 - Fall and Spring Terms

- Dedman Law courses

Term Total: 29 Credit Hours

Current Approved Dual Credit Electives

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

Credit Hours Summary by School

Year	*Dedman Law*	*Cox Business*
1	32	18
2	14	20
3	29	0
Total	**75**	**38**

Information Technology and Operations Management

Professor Amit Basu, **Department Chair**

Professors: Amit Basu, John H. Semple
Associate Professors: Vishal Ahuja, Sreekumar R. Bhaskaran, R. Canan Savaskan-Ebert, Fangyun T. Tan
Assistant Professors: Rowena Gan, Karthik Nattamai Kannan, Xue Jane Tan
Professor of Practice: Allen Gwinn
Clinical Professors: Chester Chambers, Angelica Leskovskaya, Timothy McDonough, Amy V. Puelz, Nils Van Den Stein

To find additional programs related to the Information Technology and Operations Management department, see the Concentrations and Minors, beginning on page.

Business Analytics, M.S.B.A.

The M.S.B.A. program is an educational experience that provides knowledge and skills in key business analytics disciplines so that students can become successful in their careers. Students will take a total of 33 credit hours, of which 21 credit hours are core (or required) courses and 12 credit hours are electives in this one-year, lock-step program. Each 14-week term is divided into two seven-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening, Monday through Thursday, as well as Saturday morning. Each class meets for approximately three hours once a week. Students remain with their entering class cohort during the program.

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

Curriculum

M.S.B.A. Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 33

Fall Term

Module A Courses

- ITOM 6252 - Decision Models
- ITOM 6253 - Programming for Analytics
- MAST 6201 - Managerial Statistics
- MKTG 6258 - Business Metrics
- MNGT 6001 - Managing Your Career

Module B Courses

- ITOM 6265 - Database Design for Business Applications
- ITOM 6267 - Data Mining
- ITOM 6268 - Business Analytics Consulting
- MNGT 6001 - Managing Your Career *(continued)*
- Elective: one course

Term Total: 16 Credit Hours

Spring Term

Module A Courses

- ITOM 6410 - Business Analytics Capstone
  or
- MAST 6460 - Business Analytics Internship

- ITOM 6264 - Advanced Decision Models
- MAST 6251 - Applied Predictive Analytics I
- MNGT 6101 - Managing Your Career
- Electives: one course

Module B Courses

- ITOM 6410 - Business Analytics Capstone *(continued)*
  or
- MAST 6460 - Business Analytics Internship *(continued)*

- MAST 6252 - Test and Learn
- MNGT 6101 - Managing Your Career *(continued)*
- Elective: two courses

Term Total: 17 Credit Hours

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

25 credit hours of required courses
8 credit hours of elective courses
33 credit hours total for Cox M.S.B.A. degree

Specialization Option

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

Business Process Analytics Specialization

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

Customer Analytics Specialization

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

Management, Strategy and Entrepreneurship

Professor Marcus Butts, **Department Chair**

Professors: Marcus Butts, Albert W. Niemi, Robin L. Pinkley, Gordon Walker, Zhen Zhang
Associate Professors: Maribeth Kuenzi, David T. Lei, Don VandeWalle
Assistant Professors: Wendy Bradley, Yunok Cho, Daniel Jinyong Zyung
Professors of Practice: Benjamin Dow, Scott Hensley, Yurianna Kim, Robert A. Lawson, Helmuth Ludwig, Gary T. Moskowitz, Jason Rife
Clinical Professors: Michael L. Davis, David Jacobson
Executive-in-Residence: W. Michael Cox
Writer-in-Residence: Richard G. Alm
Research Associate Professor: Dean B. Stansel
Research Assistant Professors: Ryan Harrison Murphy, Meg Tuszynski

To find additional programs related to the Management, Strategy and Entrepreneurship department, see the Concentrations and Minors, beginning on page.

Engineering Entrepreneurship, M.S.

Overview

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

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

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

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

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

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

Admission Requirements

The admissions process is highly selective and requires applicants to have earned a B.S. in engineering or another technical discipline. Candidates apply to the Lyle School of Engineering; application submissions include cover letter, résumé, essays, official Graduate Records Examination (GRE) or Graduate Management Admissions Test (GMAT) test scores, transcripts and a minimum of two references. Questions should be addressed to the Lyle School of Engineering: dmacfarlane@smu.edu.

Curriculum

M.S. in Engineering Entrepreneurship Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 31
In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following additional requirements:

Core Courses

- CISB 6222 - Starting a Business (Cox - Offered Fall Module A)
- CISB 6226 - Evaluating Entrepreneurial Opportunity (Cox - Offered Fall Module A)
- OREM 7501 - Technology Commercialization Studio I (Lyle)
- OREM 7503 - Technology Commercialization Studio II (Lyle)
- STRA 6224 - Entrepreneurial Strategy (Cox - Offered Fall Module A)
- Satisfactory completion of one three-hour course from any Lyle graduate program, approved by the adviser

Three from the following:

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

Two from the following:

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

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

Overview

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

The program is led by Simmons School professionals with extensive research and teaching experience in applied physiology and health management and leverages the reputation and prestige of the Cox School of Business and the outstanding and bourgeoning health management marketplace opportunities. The two-year, 38 credit hour program is comprised of 28 credit hours of coursework in the Simmons School plus 10 credit hours of coursework in the Cox School.

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

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

Curriculum

M.S.H.P.M. Class 2026: Entry Fall 2024, Graduate Spring 2026
Total Credit Hours: 38

Year 1 - Fall Term

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

Module A (Cox School)

- ACCT 6201 - Financial Accounting I

Module B (Cox School)

- MNO 6201 - Organizational Behavior: Managing and Leading People

Term Total: 10 Credit Hours

Year 1 - Spring Term

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

Module A (Cox School)

- MNO 6212 - The Management Consulting Process

Module B (Cox School)

- FINA 6201 - Managerial Finance

Term Total: 10 Credit Hours

Year 2 - Fall Term

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

Term Total: 9 Credit Hours

Year 2 - Spring Term

- HPM 6332 - The U.S. Healthcare System
- HPM 6430 - Internship
- MNO 6218 - Global Leadership in a Complex World

Term Total: 9 Credit Hours

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

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

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

Credit Hours Summary by School

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

Management, M.S.M.

The curriculum of the M.S.M. program is designed to provide students with a fundamental understanding of business along with the budgeting, management, marketing, financial and strategic planning tools needed to assume leadership positions. Students will take a total of 30 credit hours in this one-year lock-step program. Each 14-week term is divided into two seven-week modules, A and B, with each module course being two credit hours. To meet student needs, classes are scheduled in the morning, afternoon and evening Monday through Thursday, as well as Saturday morning. Students remain with their entering class and cohort section for the duration of the program.

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

Curriculum

M.S.M. Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 32

Term 1 – Fall

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNGT 6005 - Managing a Career

Module B Courses

- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MNGT 6203 - Business Communications & Presentations
- MNO 6228 - Complex Problem Solving

Term Total: 18 Credit Hours

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

Term 2 – Spring

Module A Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- ITOM 6203 - Operations Management
- MKTG 6201 - Marketing Management
- MNO 6238 - Management in Action Project
- STRA 6201 - Strategic Management

Module B Courses

- MNO 6202 - Leading Teams and Organizations
- MNO 6238 - Management in Action Project *(continued)*
- Elective: one (1) course

Term Total: 14 Credit Hours

Credit Hours Summary for M.S.M. Program

30 credit hours of core academic required courses
2 credit hours of free elective courses as noted above
32 credit hours total for Cox M.S.M. degree

Sport Management, M.S.S.M.

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

The M.S.S.M. degree is a full-time, 12-month program. The program is led by sport management professionals with decades of executive experience in a wide range of segments, including professional leagues and teams, media and broadcasting, marketing and sponsorship, facilities and sports equipment, and apparel. Students will learn important business skills from Cox faculty. Each 14-week term is divided into two seven-week modules, with courses being offered in the evenings and on Saturdays.

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

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

Curriculum

M.S.S.M. Class 2025: Entry Fall 2024, Graduate Summer 2025
Total Credit Hours: 37

Term 1 – Fall

Module A Courses

- ACCT 6201 - Financial Accounting I
- MAST 6478 - Data Analytics
- SPRT 6223 - Sports Sponsorship

- SPRT 6420 - Core Practicum (MSSM)

Module B Courses

- MAST 6478 - Data Analytics *(continued)*
- SPRT 6221 - Sports Law
- SPRT 6226 - Research Design in Sport Management
- SPRT 6420 - Core Practicum (MSSM) *(continued)*

Term Total: 16 Credit Hours

Term 2 – Spring

Module A Courses

- MNGT 6103 - Business Presentation Techniques
- MNO 6201 - Organizational Behavior: Managing and Leading People
- SPRT 6224 - Case Studies in Sports Sponsorship
- SPRT 6225 - Advanced Sport Communication
- SPRT 6227 - Sports Facility Management

Module B Courses

- FINA 6201 - Managerial Finance
- SPRT 6220 - Sport Organizational Design
- SPRT 6222 - Case Studies in Sports Law
- SPRT 6228 - Ethics in Sport

Term Total: 17 Credit Hours

Term 3 – Summer

- SPRT 6430 - Master of Science in Sport Management Internship

Term Total: 4 Credit Hours

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

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

11 credit hours of required Cox courses
26 credit hours of required Simmons courses
37 credit hours total for M.S.S.M. degree

Credit Hours Summary by School

Term	*Simmons Education/ Human Development*	*Cox Business*
1	10	6
2	12	5
3	4	0
Total	**26**	**11**

Marketing

Professor Edward J. Fox, **Department Chair**

Professors: William R. Dillon, Edward J. Fox, Matthew B. Myers, Raj Sethuraman, Jacquelyn S. Thomas
Associate Professors: Michael H. Braun, Milica Mormann, Tasadduq Shervani
Assistant Professors: Matthew Fisher, Maria Langlois, Wayne Taylor
Professor of Practice: Marci Armstrong, Justin Gressel, Joonwook Park
Clinical Professor: Radhika Zaveri

To find programs related to the Marketing department, see the Concentrations and Minors, beginning on page.

Programs

- Business Analytics, M.S.B.A.

Real Estate, Risk Management and Business Law

Associate Professor: Robert Puelz
Clinical Professor: Wally Boudry, Jim Chester
Senior Lecturer: Catherine Weber

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

Real Estate, M.S.R.E.

Overview

The curriculum of the M.S.R.E. program is designed to provide students with expertise, experiential learning, and hands-on curriculum to begin their career in real estate. The program offers comprehensive learning experience in North Texas, integrating rigorous training in finance, analysis and strategy in addition to experiential coursework in real estate development, hands-on learning through industry treks and site visits, extensive technical training in Argus and Tableau, and enlisting the know-how of leading real estate professionals across the industry to offer insights and mentorship. Students will take a total of 31 - 35 credit hours depending on their prior academic background. The fall and spring 14-week terms are divided into two seven-week modules, A and B, with each module course being two credit hours.

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

Curriculum

M.S.R.E. Class 2025: Entry Fall 2024, Graduate Spring 2025
Total Credit Hours: 31 to 35

Summer Term

Module B

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

Term Total: 4 Credit Hours

Term 1 - Fall

Module A Courses

- MAST 6201 - Managerial Statistics
- MNGT 6101 - Managing Your Career
- MNGT 6203 - Business Communications & Presentations
- RE 6011 - Real Estate Financial Modeling (Argus)
- RE 6012 - Real Estate Financial Modeling (Excel)
- RE 6216 - Applied Real Estate Practice
- RE 6411 - Real Estate Investment

Module B Courses

- RE 6011 - Real Estate Financial Modeling (Argus)
- RE 6012 - Real Estate Financial Modeling (Excel)
- RE 6212 - Real Estate Analysis and Strategy
- RE 6216 - Applied Real Estate Practice *(continued)*
- RE 6217 - Real Estate Transactions and Due Diligence
- RE 6411 - Real Estate Investment *(continued)*

Term Total: 15 Credit Hours

Term 2 - Spring

Module A Courses

- MNGT 6001 - Managing Your Career
- RE 6213 - Real Estate Finance
- RE 6223 - Asset Management
- RE 6260 - Internship
- RE 6415 - Real Estate Development

Module B Courses

- MNO 6215 - Master Negotiation
- RE 6225 - Real Estate Capital Markets
- RE 6227 - Capital Sourcing and Structure
- RE 6260 - Internship *(continued)*
- RE 6415 - Real Estate Development *(continued)*

Term Total: 16 Credit Hours

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

0-4 credit hours of preparatory courses
31 credit hours of required program courses
31-35 credit hours total for Cox M.S.R.E. degree

Concentrations and Minors

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

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

Accounting Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

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

Required Courses

Plus all 3 required courses (6 credit hours)

- ACCT 6205 - Strategic Cost Analysis
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6212 - Financial Reporting and Analysis II

Additional Courses

Plus any 4 courses (8 credit hours) from the following list, which includes M.S.A. program courses available for M.B.A. students meeting the course prerequisites:

- ACCT 6208 - Information Systems and Assurance
- ACCT 6211 - Financial Statement Analysis

- ACCT 6213 - Accounting-Based Valuation
  or
- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- ACCT 6214 - Advanced Accounting 1
- ACCT 6215 - Advanced Accounting 2
- ACCT 6218 - Forensic Accounting and Financial-Statement Fraud
- ACCT 6219 - Leadership Skills for the Accounting Professional
- ACCT 6220 - Accounting Data Analytics
- ACCT 6221 - Accounting Issues in Financial Due Diligence
- ACCT 6224 - Taxes and Business Strategy
- ACCT 6226 - Accounting Information Systems
- ACCT 6227 - Advanced Accounting Information Systems
- ACCT 6238 - Taxation of Mergers and Acquisitions
- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6244 - Financial Reporting Research
- ACCT 6246 - Noncorporate Entity Accounting
- ACCT 6248 - Intermediate Business Tax

- ACCT 6249 - Advanced Business Tax
- FINA 6205 - Finance Theory and Practice
- FINA 6212 - Corporate Financial Policies
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- STRA 6220 - Strategic Mergers and Acquisitions

Total: 14 Credit Hours

Business Analytics Concentration

Concentration Requirements

Core Courses

Core courses not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

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

Additional Courses

Plus 6 courses (12 credit hours), with a minimum of 2 courses (4 credit hours) from the foundation list:

Foundation Courses

Minimum of 2 courses (4 credit hours):

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

Elective Courses

- ITOM 6205 - Digital Strategy
- ITOM 6206 - Business Intelligence
- ITOM 6212 - Data Visualization and Communication
- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- ITOM 6219 - Predictive Modeling with Web and Social Media Data
- ITOM 6220 - Revenue Management
- ITOM 6225 - Project Management
- ITOM 6226 - Operations Analytics
- BUSE 6206 - Uncertainty and Strategic Decision-Making

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

- MNO 6219 - People and Organizational Analytics

Total: 12 Credit Hours

Finance Concentration

Concentration Requirements

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 5 required courses (10 credit hours)

- FINA 6205 - Finance Theory and Practice (MUST be taken before all other FINA electives except FINA 6216)

- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives

Elective Courses

Plus any 3 courses (6 credit hours) of elective courses from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6228 - Topics in Energy Finance
- FINA 6233 - Private Equity
- FINA 6238 - Financial Modeling
- FINA 6430 - Asset and Wealth Management (4 credit hours, full semester)

Total: 16 Credit Hours

Finance Concentration - Corporate Finance Specialization

Specializations Within the Finance Concentration

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

Concentration Requirements (16 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 7 required courses (14 credit hours):

- FINA 6205 - Finance Theory and Practice

- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

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

Elective Courses

Plus at least 1 course (2 credit hours) from the following list:

- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6228 - Topics in Energy Finance
- FINA 6430 - Asset and Wealth Management (4 credits, full semester)

Finance Concentration - Energy Finance Specialization

Specializations Within the Finance Concentration

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

Concentration Requirements (16 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 7 required courses (14 credit hours):

- BUSE 6208 - Special Topics in Energy Economics
  or
- LAW 6378 - Oil and Gas *(with instructor's permission)*
  or
- LAW 7264 - Toxic Tort Litigation in the Petroleum Industry *(with instructor's permission)*

- FINA 6205 - Finance Theory and Practice

- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives
- FINA 6228 - Topics in Energy Finance

Elective Courses

Plus at least 1 course (2 credit hours) from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6218 - Fixed Income Securities
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6226 - Quantitative Trading Strategies
- FINA 6238 - Financial Modeling
- FINA 6430 - Asset and Wealth Management (4 credits, full semester)

Finance Concentration - Investments Specialization

Specializations Within the Finance Concentration

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

Concentration Requirements (16 credit hours)

Core Courses

Core courses not included in the 16-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 7 required courses (14 credit hours):

- FINA 6205 - Finance Theory and Practice

- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6218 - Fixed Income Securities
- FINA 6219 - Derivatives
- FINA 6226 - Quantitative Trading Strategies

Elective Courses

Plus at least 1 course (2 credit hours) from the following list:

- FINA 6212 - Corporate Financial Policies
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6228 - Topics in Energy Finance
- FINA 6238 - Financial Modeling

- FINA 6430 - Asset and Wealth Management (4 credits, full semester)

Finance Honors Track

Track Requirements (71 credit hours)

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

Year 1 – Fall Term

Module A Courses

- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- FINA 6201 - Managerial Finance
- MAST 6478 - Data Analytics
- MNGT 6020 - First-Year Foundations
- MNGT 6101 - Managing Your Career
- MNO 6201 - Organizational Behavior: Managing and Leading People

Module B Courses

- ACCT 6202 - Financial Accounting II
- FINA 6205 - Finance Theory and Practice
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6020 - First-Year Foundations *(continued)*
- MNGT 6203 - Business Communications & Presentations

Term Total: 22 Credit Hours

Year 1 – Spring Term

Module A Courses

- ACCT 6210 - Financial Reporting and Analysis I
- FINA 6211 - Valuation and Analysis
- FINA 6216 - Portfolio Theory and Asset Pricing
- ITOM 6203 - Operations Management
- MNGT 6230 - The Unbridled Venture Project

Module B Courses

- FINA 6214 - International Financial Markets
- FINA 6219 - Derivatives
- FINA 6222 - Financial Markets and Monetary Policy
- FINA Elective *(1 course, totaling 2 credit hours)*
- MNGT 6210 - Global Leadership Program
- MNGT 6230 - The Unbridled Venture Project *(continued)*

Term Total: 22 Credit Hours

Note:

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

Year 1 – Summer Term

- MNGT 6150 - Graduate Corporate Internship Program

Term Total: 1 Credit Hours

Year 2 – Fall Term

Module A Courses

- STRA 6201 - Strategic Management

Modules A and B Courses

- Electives: 6 courses (12 credit hours)

Term Total: 14 Credit Hours

Year 2 – Spring Term

Module A Courses

- Electives: four courses
- MNO 6202 - Leading Teams and Organizations
- Electives: 3 courses (6 credit hours)

Module B Courses

- Electives: three courses

Term Total: 14 Credit Hours

Credit Hour Summary for Finance Honors Track

43 credit hours of required courses
28 credit hours of elective courses
71 credit hours total
Note: Of these elective courses, students complete one concentration. Each Concentration requires 12–16 specific credit hours. (Additional Information is in the Concentration and Minors section.)

General Business Concentration

Concentration Requirements

Core Course

Core course not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

Elective Courses

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

Total: 12 Credit Hours

Management Concentration

Concentration Requirements

Core Courses

Core courses not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations

Additional Courses

Plus 6 courses (12 credit hours), with a minimum of 2 courses (4 credit hours) from the Foundation courses:

Foundation Courses

Minimum of 4 hours:

- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- MNO 6218 - Global Leadership in a Complex World

Electives

- BL 6224 - Legal Management of Human Resources
- ITOM 6218 - Business Analytics Consulting
- ITOM 6225 - Project Management
- MNO 6210 - Coaching to Build Potential and Performance
- MNO 6212 - The Management Consulting Process
- MNO 6219 - People and Organizational Analytics
- MNO 6222 - Organizational Innovation and Change by Design
- MNO 6226 - Leveraging Diversity and Inclusion for Organizational Excellence
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- MNO 6234/MKTG 6234 – Managerial Decision Making
- STRA 6202 - Advanced Strategic Management

Total: 12 Credit Hours

Marketing Concentration

Concentration Requirements

Core Courses

Core course not included in the 16-hour total:

- MKTG 6201 - Marketing Management

Foundation Courses

Select a minimum of 5 courses (10 credit hours) from the Foundations list:

- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6206 - Marketing Mix Implementation
- MKTG 6212 - Advanced Marketing Communications Management
- MKTG 6214 - Advanced Pricing Management
- MKTG 6215 - Advanced Product and Brand Management

Topics Courses

Select a minimum of 2 courses (4 credit hours) from the Topics list:

- MKTG 6222 - New Product Development
- MKTG 6223 - Understanding What Customers Value
- MKTG 6224 - Research for Marketing Decisions
- MKTG 6226 - Advanced Marketing Strategy
- MKTG 6230 - Customer Engagement and Loyalty Management
- MKTG 6232 - Digital and Social Media Marketing
- MKTG 6233 - Nonprofit Marketing Strategy
- MKTG 6234 - Managerial Judgement and Decision Making
- MKTG 6235 - Digital Marketing Foundations
- MKTG 6236 - Practicum in Customer Engagement and Loyalty
- MKTG 6237 - Digital Marketing Applied
- MKTG 6248/STRA 6248 - Competitive Intelligence, War Gaming and Scenario Planning

Total: 16 Credit Hours

Real Estate Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 4 required courses (10 credit hours):

- RE 6411 - Real Estate Investment
- RE 6212 - Real Estate Analysis and Strategy
- RE 6213 - Real Estate Finance
- RE 6215 - Real Estate Development

Additional Courses

Plus any 3 courses (6 credit hours) of courses from the following list:

- ACCT 6211 - Financial Statement Analysis
- BUSE 6206 - Uncertainty and Strategic Decision-Making
- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6218 - Fixed Income Securities
- FINA 6219 - Derivatives
- FINA 6222 - Financial Markets and Monetary Policy
- FINA 6238 - Financial Modeling
- MNO 6215 - Master Negotiation
- RE 6220/RE 6221 - Real Estate Practicum
- STRA 6219 - Private Equity and Venture Capital

Total: 16 Credit Hours

Strategy and Entrepreneurship Concentration

Concentration Requirements

Core Courses

Core courses not included in the 14-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- STRA 6201 - Strategic Management

Required Course

Plus 2 hours of the required course:

- STRA 6202 - Advanced Strategic Management

Additional Courses

Plus any combination of 6 courses (12 credit hours), with at least 4 courses (8 credit hours) from Group One and no more than 2 courses (4 credit hours) from Group Two. Out of the 6 courses (12 credit hours), up to 4 courses (8 credit hours) can be from the CISB course list: 2 courses (4 credit hours) from Group One and 2 courses (4 credit hours) from Group Two.

Group One

Minimum of 4 courses (8 credit hours)

- STRA 6219 - Private Equity and Venture Capital
- STRA 6220 - Strategic Mergers and Acquisitions
- STRA 6222 - International Corporate Strategy
- STRA 6224 - Entrepreneurial Strategy
- STRA 6225 - Strategic Alliances
- STRA 6226 - Competitive Advantage
- STRA 6228 - Global Strategy
- STRA 6230 - Technology Strategy
- STRA 6232 - Strategic Leadership in Times of Exponential Change
- STRA 6240 - Emerging Markets *Course not open to OMBA or MBA Direct Programs
- STRA 6242 - The Rise of Asia *Course not open to OMBA or MBA Direct Programs
- STRA 6248/MKTG 6248 - Competitive Intelligence, War Gaming and Scenario Planning
- STRA 6410 - Venture Capital Practicum
- STRA 6430 - Strategy Consulting

CISB Courses

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

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Entrepreneurial Transactions: Fundings, M&A, and IPOs
- CISB 6216 - Managing the Entrepreneurial Business I
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6222 - Starting a Business
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CISB 6227 - The Entrepreneurial Family Office: Starting, Growing, and Managing
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring

- CISB 6229 - Blockchain Entrepreneurship
- CISB 6237 - Global Explore in Entrepreneurship *Course not open to OMBA or MBA Direct Programs

Group Two

Maximum of 2 courses (4 credit hours):

- CISB - one or two courses (maximum of 4 credit hours) from the above CISB list
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6211 - Financial Statement Analysis
- ACCT 6214 - Advanced Accounting 1
- ACCT 6224 - Taxes and Business Strategy
- BL 6224 - Legal Management of Human Resources
- BUSE 6206 - Uncertainty and Strategic Decision-Making
- ITOM 6205 - Digital Strategy
- ITOM 6226 - Operations Analytics
- MKTG 6222 - New Product Development
- MKTG 6226 - Advanced Marketing Strategy
- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- STRA 6240 - Emerging Markets

Total: 14 Credit Hours

Supply Chain and Operations Concentration

Concentration Requirements

Core Courses

Core courses not included in the 12-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

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

Additional Courses

Foundation Courses

Plus 6 courses (12 credit hours), with a minimum of 2 courses (4 credit hours) of Foundation courses:

- ITOM 6207 - Supply Chain Management
- ITOM 6224 - Managing Service Operations
- ITOM 6226 - Operations Analytics

Elective Courses

Plus any 3 courses (6 credit hours) from the following elective course list:

- BUSE 6206 - Uncertainty and Strategic Decision-Making
- ITOM 6205 - Digital Strategy
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6218 - Business Analytics Consulting
- ITOM 6220 - Revenue Management
- ITOM 6222 - Business Forecasting
- ITOM 6225 - Project Management
- ITOM 6227 - FinTech: Blockchain and Beyond
- MNO 6215 - Master Negotiation

Total: 12 Credit Hours

Minors
Accounting
Minor Requirements
Core Courses
Core courses not included in the 10-hour total:

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

Required Courses
Plus 6 hours of required courses:

- ACCT 6205 - Strategic Cost Analysis
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6212 - Financial Reporting and Analysis II

Additional Courses
Plus any 2 courses (4 credit hours) from the following list, which includes M.S.A. program courses available for M.B.A. students meeting the course prerequisites:

- ACCT 6208 - Information Systems and Assurance
- ACCT 6211 - Financial Statement Analysis

- ACCT 6213 - Accounting-Based Valuation
  or
- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- ACCT 6214 - Advanced Accounting 1
- ACCT 6215 - Advanced Accounting 2
- ACCT 6218 - Forensic Accounting and Financial-Statement Fraud
- ACCT 6219 - Leadership Skills for the Accounting Professional
- ACCT 6220 - Accounting Data Analytics
- ACCT 6221 - Accounting Issues in Financial Due Diligence
- ACCT 6224 - Taxes and Business Strategy
- ACCT 6226 - Accounting Information Systems
- ACCT 6227 - Advanced Accounting Information Systems
- ACCT 6238 - Taxation of Mergers and Acquisitions
- ACCT 6239 - Tax Research
- ACCT 6240 - Advanced Partnership Taxation
- ACCT 6241 - Seminar in International Taxation
- ACCT 6242 - Accounting for Income Taxes
- ACCT 6243 - Assurance Methodology
- ACCT 6244 - Financial Reporting Research
- ACCT 6246 - Noncorporate Entity Accounting
- ACCT 6248 - Intermediate Business Tax
- ACCT 6249 - Advanced Business Tax
- FINA 6205 - Finance Theory and Practice
- FINA 6212 - Corporate Financial Policies
- ITOM 6214 - Advanced Management Decision Analysis

- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- STRA 6220 - Strategic Mergers and Acquisitions

Total: 10 Credit Hours

Business Analytics

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

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

Additional Courses

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

Foundation Courses

Minimum of 4 hours:

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

Elective Courses

- ITOM 6205 - Digital Strategy
- ITOM 6206 - Business Intelligence
- ITOM 6212 - Data Visualization and Communication
- ITOM 6215 - Database Design for Business Applications
- ITOM 6218 - Business Analytics Consulting
- ITOM 6219 - Predictive Modeling with Web and Social Media Data
- ITOM 6220 - Revenue Management
- ITOM 6225 - Project Management
- ITOM 6226 - Operations Analytics
- BUSE 6206 - Uncertainty and Strategic Decision-Making

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

- MNO 6219 - People and Organizational Analytics

Total: 8 Credit Hours

Finance

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses
Plus 10 hours of required courses:

- FINA 6205 - Finance Theory and Practice (MUST be taken before all other FINA electives except FINA 6216)

- FINA 6211 - Valuation and Analysis
  or
- FINA 6223 - Global Mergers and Acquisitions

- FINA 6214 - International Financial Markets
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6219 - Derivatives

Total: 10 Credit Hours

Management

Minor Requirements

Core Courses
Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations

Additional Courses
Plus 8 hours, with a minimum of 2 courses (4 hours) from the Foundation Courses list

Foundation Courses
Minimum of 2 courses (4 hours):

- MNO 6214 - Strategic Management of Human Capital
- MNO 6215 - Master Negotiation
- MNO 6218 - Global Leadership in a Complex World

Elective Courses
- BL 6224 - Legal Management of Human Resources
- ITOM 6218 - Business Analytics Consulting
- ITOM 6225 - Project Management
- MNO 6210 - Coaching to Build Potential and Performance
- MNO 6212 - The Management Consulting Process
- MNO 6219 - People and Organizational Analytics
- MNO 6222 - Organizational Innovation and Change by Design
- MNO 6226 - Leveraging Diversity and Inclusion for Organizational Excellence

- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- MNO 6234/MKTG 6234 - Managerial Judgement and Decision Making
- STRA 6202 - Advanced Strategic Management

Total: 8 Credit Hours

Marketing

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- MKTG 6201 - Marketing Management

Foundation and Functions Courses

Select 5 courses (10 credit hours) from the list:

- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6206 - Marketing Mix Implementation
- MKTG 6212 - Advanced Marketing Communications Management
- MKTG 6214 - Advanced Pricing Management
- MKTG 6215 - Advanced Product and Brand Management

Total: 10 Credit Hours

Real Estate

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- FINA 6201 - Managerial Finance

Required Courses

Plus 10 hours of required courses:

- RE 6411 - Real Estate Investment
- RE 6212 - Real Estate Analysis and Strategy
- RE 6213 - Real Estate Finance
- RE 6215 - Real Estate Development

Total: 10 Credit Hours

Strategy and Entrepreneurship

Minor Requirements

Core Courses

Core courses not included in the 10-hour total:

- ACCT 6202 - Financial Accounting II

or

- ACCT 6205 - Strategic Cost Analysis

- STRA 6201 - Strategic Management

Required Course

Plus 2 hours of the required course:

- STRA 6202 - Advanced Strategic Management

Additional Courses

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

- STRA 6219 - Private Equity and Venture Capital
- STRA 6220 - Strategic Mergers and Acquisitions
- STRA 6222 - International Corporate Strategy
- STRA 6224 - Entrepreneurial Strategy
- STRA 6225 - Strategic Alliances
- STRA 6226 - Competitive Advantage
- STRA 6228 - Global Strategy
- STRA 6230 - Technology Strategy
- STRA 6232 - Strategic Leadership in Times of Exponential Change
- STRA 6240 - Emerging Markets
- STRA 6242 - The Rise of Asia
- STRA 6248/MKTG 6248 - Competitive Intelligence, War Gaming and Scenario Planning
- STRA 6410 - Venture Capital Practicum
- STRA 6430 - Strategy Consulting

CISB Courses

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Entrepreneurial Transactions: Fundings, M&A, and IPOs
- CISB 6216 - Managing the Entrepreneurial Business I
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6222 - Starting a Business
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CISB 6227 - The Entrepreneurial Family Office: Starting, Growing, and Managing
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
- CISB 6229 - Blockchain Entrepreneurship
- CISB 6237 - Global Explore in Entrepreneurship *Course not open to OMBA or MBA Direct Programs

Total: 10 Credit Hours

Supply Chain and Operations

Minor Requirements

Core Courses

Core courses not included in the 8-hour total:

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

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

Additional Courses

Plus 3 required courses (6 credit hours) of Foundations courses

Foundation Courses

Minimum of 4 hours:

- ITOM 6207 - Supply Chain Management
- ITOM 6224 - Managing Service Operations
- ITOM 6226 - Operations Analytics

Elective Courses

Choose any 1 course (2 credit hours) from the following list:

- BUSE 6206 - Uncertainty and Strategic Decision-Making
- ITOM 6205 - Digital Strategy
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6218 - Business Analytics Consulting
- ITOM 6220 - Revenue Management
- ITOM 6222 - Business Forecasting
- ITOM 6225 - Project Management
- ITOM 6227 - FinTech: Blockchain and Beyond
- MNO 6215 - Master Negotiation

Total: 8 Credit Hours

Certificates

Certificates will print on the student's transcript record.

Graduate Certificate in Accounting

Certificate Requirements

(7 courses, 14 credit hours)

- ACCT 6201 - Financial Accounting I
- ACCT 6202 - Financial Accounting II
- ACCT 6205 - Strategic Cost Analysis
- ACCT 6210 - Financial Reporting and Analysis I
- ACCT 6211 - Financial Statement Analysis
- ACCT 6212 - Financial Reporting and Analysis II
- At least one additional ACCT course

Graduate Certificate in Business Analytics

Certificate Requirements

(6 courses, 12 credit hours)

- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management
- ITOM 6214 - Advanced Management Decision Analysis
- ITOM 6217 - Data Mining and Machine Learning
- ITOM 6222 - Business Forecasting
- At least one additional ITOM course

Graduate Certificate in Commercial Diplomacy

Certificate Requirements

(6 courses, 12 credit hours)

- FINA 6275 - Global Mergers and Acquisitions and Corporate Governance
- MNO 6215 - Master Negotiation
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- STRA 6201 - Strategic Management
- STRA 6202 - Advanced Strategic Management
- At least one additional Cox course

Graduate Certificate in Corporate Finance

Certificate Requirements

(6 courses, 12 credit hours)

- FINA 6201 - Managerial Finance
- FINA 6205 - Finance Theory and Practice
- FINA 6211 - Valuation and Analysis
- FINA 6212 - Corporate Financial Policies
- FINA 6216 - Portfolio Theory and Asset Pricing
- At least one additional FINA course (*Recommended: FINA 6238 - Financial Modeling*)

Graduate Certificate in Corporate Governance & Board Leadership

Certificate Requirements

(5 courses, 10 credit hours)

- FINA 6275 - Global Mergers and Acquisitions and Corporate Governance
- MNO 6202 - Leading Teams and Organizations
- MNO 6215 - Master Negotiation
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- At least one additional Cox course

Graduate Certificate in Customer Engagement

Certificate Requirements

(7 courses, 16 credit hours)

- MAST 6478 - Data Analytics *(4 credit hours)*
- MKTG 6201 - Marketing Management
- MKTG 6224 - Research for Marketing Decisions
- MKTG 6230 - Customer Engagement and Loyalty Management
- MKTG 6236 - Practicum in Customer Engagement and Loyalty
- MKTG 6238 - Advanced Customer Engagement Practicum
- At least one additional MKTG course

Graduate Certificate in Diversity and Inclusion

Certificate Requirements

(4 courses, 8 credit hours)

Choose from the following:

- MNO 6202 - Leading Teams and Organizations
- MNO 6218 - Global Leadership in a Complex World
- MNO 6226 - Leveraging Diversity and Inclusion for Organizational Excellence
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- MNO 6234/MKTG 6234 - Managerial Judgement and Decision Making

Graduate Certificate in Energy Finance

Certificate Requirements

(6 courses, 12 credit hours)

- FINA 6201 - Managerial Finance
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6228 - Topics in Energy Finance
- BUSE 6208 - Special Topics in Energy Economics
- At least one additional FINA course (*Recommended: FINA 6219 - Derivatives*)

Graduate Certificate in Entrepreneurship

Certificate Requirements

(5 courses, 10 credit hours)

- STRA 6201 - Strategic Management

- STRA 6202 - Advanced Strategic Management
- At least three Entrepreneurship (CISB) courses

Graduate Certificate in Finance

Certificate Requirements

(5 courses, 10 credit hours)

- FINA 6201 - Managerial Finance
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing
- At least two additional FINA courses

Graduate Certificate in Investments

Certificate Requirements

(6 courses, 12 credit hours)

- FINA 6201 - Managerial Finance
- FINA 6205 - Finance Theory and Practice
- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6218 - Fixed Income Securities
- FINA 6219 - Derivatives
- At least one additional FINA course (*Recommended: FINA 6226 - Quantitative Trading Strategies*)

Graduate Certificate in Leadership and Management

Certificate Requirements

(4 courses, 8 credit hours)
Choose from the following:

- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- MNO 6210 - Coaching to Build Potential and Performance
- MNO 6214 - Strategic Management of Human Capital
- MNO 6218 - Global Leadership in a Complex World
- STRA 6201 - Strategic Management

Graduate Certificate in Management Consulting

Certificate Requirements

(3-4 courses, 8 credit hours)
Choose from the following:

- MNO 6202 - Leading Teams and Organizations
- MNO 6212 - The Management Consulting Process
- MNO 6219 - People and Organizational Analytics
- MNO 6222 - Organizational Innovation and Change by Design
- STRA 6430 - Strategy Consulting *(4 credit hours)*

Graduate Certificate in Marketing

Certificate Requirements

(7 courses, 16 credit hours)

- MAST 6478 - Data Analytics *(4 credit hours)*
- MKTG 6201 - Marketing Management
- MKTG 6204 - Consumer Behavior
- MKTG 6205 - Customer Insights and Market Intelligence
- MKTG 6206 - Marketing Mix Implementation
- MKTG 6232 - Digital and Social Media Marketing
- At least one additional MKTG course

Graduate Certificate in Real Estate

Certificate Requirements

(5 courses, 12 credit hours)

- FINA 6201 - Managerial Finance
- RE 6212 - Real Estate Analysis and Strategy
- RE 6213 - Real Estate Finance
- RE 6215 - Real Estate Development
- RE 6411 - Real Estate Investment *(4 credit hours)*

Graduate Certificate in Strategic Human Resources Management

Certificate Requirements

(4 courses, 8 credit hours)
Choose from the following:

- MNO 6214 - Strategic Management of Human Capital
- MNO 6219 - People and Organizational Analytics
- MNO 6222 - Organizational Innovation and Change by Design
- MNO 6226 - Leveraging Diversity and Inclusion for Organizational Excellence
- STRA 6201 - Strategic Management

Graduate Certificate in Strategy

Certificate Requirements

(5 courses, 10 credit hours)

- STRA 6201 - Strategic Management
- STRA 6202 - Advanced Strategic Management
- At least three additional Strategy (STRA) courses

Graduate Certificate in Supply Chain and Operations Management

Certificate Requirements

(7 courses, 14 credit hours)

- BUSE 6203 - Macroeconomics
- ITOM 6202 - Management Decision Analysis
- ITOM 6203 - Operations Management
- ITOM 6205 - Digital Strategy
- ITOM 6207 - Supply Chain Management
- ITOM 6224 - Managing Service Operations
- At least one additional ITOM course

Cox School of Business: Course Descriptions

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

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

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

International Programs

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

Students may participate in international programs after completing all required core courses. To apply for the international programs, students must be in good academic standing with a 3.200 or better cumulative GPA. Participants are selected on a first-come, first-served basis, with graduation date and cumulative GPA holding precedence. Courses taken by participation in an international program will count toward the degree and fulfill the P.M.B.A. international requirement and will count towards the GPA calculation. Courses musts be preapproved in order to satisfy concentration requirements. For assistance in reviewing academic plans, students should meet with their program's associate director early in the planning process.

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

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

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

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

Master of Business Administration Concentrations and Minors

Every M.B.A. student begins the program with a general business concentration. In each fall and spring term, students have a designated time when the concentration and minor selections can be changed. M.B.A. students

complete one concentration with the option of completing one or more minors to meet their academic goals. Concentrations and minors will print on the student's transcript record. Only the degree, M.B.A., appears on diplomas. A directed study course does not count toward a concentration or minor requirement. **Note:** While the Cox School encourages all students to select the concentration and minor of their choosing, it cannot ensure that all classes will be available in every term to meet the requirements.

Accounting Courses

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

ACCT 6201 - Financial Accounting I
Credits: 2
This course introduces students to the fundamentals of preparing and understanding financial statements targeted to external users.

ACCT 6202 - Financial Accounting II
Credits: 2
Builds on ACCT 6201 and provides more in-depth coverage of how individual asset, liability, and equity accounts are measured and recognized in the financial statements. Prerequisite: ACCT 6201.

ACCT 6205 - Strategic Cost Analysis
Credits: 2
Trains students to be effective users of managerial (especially cost) accounting. Demonstrates techniques for maximizing shareholder value by correctly identifying alternatives, assessing relevant costs, and choosing a course of action with case studies involving decisions on pricing (including special order), production alternatives (including make or buy), and allocation of scarce resources. Topics include cost behavior, cost-volume-profit relations, cost system design and interpretation, cost allocation, and activity-based costing, among other things. The course uses a combination of lecture, problems, and case discussions. Prerequisite: ACCT 6201.

ACCT 6206 - Managerial Accounting II
Credits: 2
Continues the study begun in ACCT 6205. Explores the use of cost data in planning and controlling operations. Describes techniques of cost measurement (variable costing, activity-based costing, and relevant costing) and their implications for cost management. Introduces management control (strategy implementation) in the decentralized organization, including variable costing, activity-based costing, activity-based management, strategic cost analysis, divisional profit center evaluation, and transfer pricing. Prerequisite: ACCT 6205.

ACCT 6208 - Information Systems and Assurance
Credits: 2
The fundamental concepts and applications of internal control over financial reporting risk as they relate to systems development and design, and to the integrated audit of internal controls over financial reporting in accordance with PCAOB Audit Standard 5. Also, fundamental auditing theory, practice, and procedures as they are applied to financial statement audits. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6210 - Financial Reporting and Analysis I
Credits: 2
Designed for those whose careers will require a more in-depth knowledge of financial statements than that provided by the required core financial accounting courses (ACCT 6201, ACCT 6202). Focuses on issues relevant to M.B.A. students whose careers depend on their ability to analyze financial statements. Topics include deferred taxes, leases, discontinued operations, accounting write-offs, and restructuring charges, and analysis of the statement of cash flows. Recommended: ACCT 6211, ACCT 6212. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6211 - Financial Statement Analysis
Credits: 2
Students develop a framework for analyzing financial statements and apply it to a series of real-world situations via cases (one a week). Financial statement analysis assesses a firm along multiple dimensions, including the firm's success (or lack thereof) in executing its strategy (business model); the firm's competitive position within its industry; the firm's financial policies and their effect on firm risk, performance, and quality of earnings; and a range of other activities undertaken by the firm. Prerequisite: ACCT 6202 and FINA 6201, or ACCT 6374 and FINA 6374, or enrollment in the M.S.A. program.

ACCT 6212 - Financial Reporting and Analysis II
Credits: 2
Similar to ACCT 6210, this course is designed for students whose careers will require a more in-depth knowledge of financial statements than that provided by the required core financial accounting courses (ACCT 6201, ACCT 6202). Topics include off-balance-sheet financing, accounting for pensions and postretirement benefits, accounting for stock options, and earnings per share. Prerequisite: ACCT 6202 or currently enrolled in M.S.A. program.

ACCT 6213 - Accounting-Based Valuation
Credits: 2
Covers the analysis of financial information (particularly firms' financial statements) for making decisions to invest in businesses. Methods to determine stock value using fundamental analysis are examined in detail and applied in situations involving listed companies. Particular emphasis is given to the accounting-based valuation models. The appeal of these models is that valuation is based on accounting data; these data are not only available ex post but they are also commonly available ex ante as forecasts. Topics include a comparison of accounting, dividend, and cash flow-based approaches to valuation; methods of financial statement analysis, including ratio analysis; and the analysis of risk. Also, dealing with accounting issues and forecasting firms' future performance. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6214 - Advanced Accounting 1
Credits: 2
Covers advanced topics in accounting with a focus on the intricacies of business combinations, including a review of intercorporate investments using the equity method. Topics include accounting for business combinations using the acquisition method, subsequent amortization or depreciation of acquisition premiums, and handling of intercompany transactions and non-controlling interests. The course also explores accounting challenges in corporate restructuring such as leveraged buy-outs, spin-offs, split-offs, and carve-outs. Additionally, an overview of not-for-profit accounting is included to provide a broader perspective on accounting practices. Prerequisites: ACCT 6210 and ACCT 6212 or enrollment in the M.S.A. program.

ACCT 6215 - Advanced Accounting 2
Credits: 2
Addresses key topics in accounting for foreign operations and financial risk management. Includes the translation and remeasurement of foreign subsidiaries, accounting for foreign currency import and export transactions, and the use of derivative contracts (forwards, futures, options, swaps) for hedging purposes. The course concludes with an overview of governmental accounting, highlighting its distinct practices and standards. Prerequisites: ACCT 6210 and ACCT 6212 or enrollment in the M.S.A. program.

ACCT 6216 - Emerging Issues in Financial Accounting
Credits: 2
This course examines several significant financial accounting issues being raised by the SEC as to the appropriateness of application in practice. After completing this course, students should 1) have a better understanding of the issues related to the application of the section of the codification, 2) understand practice concerns, and 3) understand the disclosures required to report the issues. Prerequisite: ACCT 6202 or enrolled in the M.S.A. program.

ACCT 6218 - Forensic Accounting and Financial-Statement Fraud
Credits: 2
Imparts a detailed understanding of forensic accounting and the practical applications of forensics within the accounting profession. Fast-paced course that immerses students in the forensic accounting field, with a focus on litigation consulting, fraud investigation, damage quantification, and expert testimony. Provides real-world exposure and requires each student to observe a civil legal proceeding in a state or federal court (for at least 1 hour, outside of class). Through individual and group activities, students study cases to gain an understanding of forensic accounting processes, roles, and responsibilities. Upon completion of the course, students are able to work effectively as a member of a forensic accounting engagement team. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6219 - Leadership Skills for the Accounting Professional
Credits: 2
This course examines key elements of business leadership for those entering the accounting profession. It involves the analysis of technical accounting principles, market trends, and historical business events in the context of business decision-making. It provides students with an opportunity to actively engage in group discussions on the following topics: leading others, making ethical decisions, leading organizational change, connecting financial analysis with business strategy, and leading through innovation. Students develop their personal skills in team building, effective business presentations, and business writing. Students also learn other skills that enhance their leadership effectiveness, including the use of emotional intelligence and navigating organizational governance and power structures. Prerequisite: Currently enrolled in the M.S.A. program.

ACCT 6220 - Accounting Data Analytics
Credits: 2
Introduces issues that arise in asking the right questions when employing data analytics in an accounting context. Students gain a strong foundation in what is possible today with data analytics. Topics include understanding the question(s) or issues being investigated, determining what data is available, common issues that arise in gathering data, practical experience with data analysis tools, and presentation of information to others. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6221 - Accounting Issues in Financial Due Diligence
Credits: 2
Deals with the analysis of accounting information, particularly financial statements, to determine historical and pro forma performance by ascertaining and analyzing normalized EBITDA, working capital, and key value drivers of the business. The primary focus is on understanding the investment cycle of a mergers and acquisitions deal, understanding financial statements, and learning how to properly analyze a company's normalized level of operations with consideration given to both historical performance and anticipated changes going forward. Methods to determine EBITDA, working capital, and other key financial metrics using historical analysis and forecasting, will be examined in detail and applied in situations involving a variety of real world examples. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6224 - Taxes and Business Strategy
Credits: 2
Business professionals who can correctly integrate taxes into strategic business decisions have a distinct advantage in the marketplace. Possessing these skills is important for most career paths in finance, consulting, management, or entrepreneurship. Students will learn the necessary tools to deal with business and tax uncertainty. Prerequisites: ACCT 6202 and FINA 6201; or enrollment in M.S.A Program.

ACCT 6226 - Accounting Information Systems
Credits: 2
Covers understanding, developing, and analyzing financial and management computerized accounting systems used by professionals in all areas of accounting and the technology that applies to them. Examines the flow of information in a computerized accounting system and explores the interaction of the different components of the enterprise with the information system. Students learn how to document, design, and operate a system that reaches far beyond the boundaries of the general ledger. Prerequisite: ACCT 6201.

ACCT 6227 - Advanced Accounting Information Systems
Credits: 2
In-depth study of advanced accounting information system concepts and applications with an emphasis on the integration of internal controls in business processes and advanced technology in accounting systems. Enterprise Resource Planning (ERP) systems are emphasized. Prerequisite: ACCT 6226 or enrollment in the M.S.A. program.

ACCT 6228 - Sustainability Reporting
Credits: 2
Provides students with an introduction to the principles, standards, and practices of sustainability reporting and ESG performance measurement. Introduces the role of sustainability reporting in corporate sustainability strategies, stakeholder engagement, and decision-making. Students gain practical knowledge and skills in the issues surrounding ESG data collection, analysis, and reporting, including the use of different ESG reporting frameworks and tools. Covers the regulatory landscape of sustainability reporting and ESG, including mandatory and voluntary reporting requirements and the role of external assurance in enhancing the credibility of sustainability reports.

ACCT 6229 - Information Technology Auditing
Credits: 2
Offers an in-depth study of IT auditing, emphasizing the application of audit concepts to evaluate IT controls and risks within key business processes. Students learn to audit IT applications, assess IT general controls, and understand application controls in the systems development life cycle. The curriculum also includes risk assessments and evaluations of controls over end-user applications. By the end of the course, students are adept at conducting IT audits, with a focus on regulatory compliance, change management, access management using the IAAA model, and business continuity practices. This prepares students for thorough IT audits across various organizational contexts. Prerequisites: ACCT 6208 and ACCT 6226 or enrollment in the M.S.A. program.

ACCT 6238 - Taxation of Mergers and Acquisitions
Credits: 2
This course explores advanced corporate tax issues primarily surrounding the federal income taxation of mergers and acquisitions. In this course, students learn the requirements necessary to affect various forms of tax-free reorganizations and the ancillary tax issues to consider when advising clients on business combinations. As time allows, students also cover the general requirements of forming real estate investment trusts and certain international considerations relevant in the mergers and acquisitions context. Prerequisite: Currently enrolled in M.S.A. program or by permission.

ACCT 6239 - Tax Research
Credits: 2
This course is designed to provide a foundation from which students can effectively identify, research, and resolve tax issues. Students will learn how to assess the appropriateness of authoritative sources and communicate the results of tax research clearly and concisely to the intended audiences of their tax memorandums. Prerequisite: Currently enrolled in M.S.A. program or by permission.

ACCT 6240 - Advanced Partnership Taxation
Credits: 2
Builds on ACCT 6248 and provides additional in-depth coverage of tax issues related to the formation, operation, and dissolution of corporations and partnerships. Prerequisite: ACCT 6248.

ACCT 6241 - Seminar in International Taxation
Credits: 2
Surveys basic issues in international, state, and local income taxation. Topics on international taxation issues include taxation on foreign operations of U.S. individuals and corporations, U.S. taxation of foreign individuals and corporations, foreign tax credits, U.S. possessions taxation, foreign tax credits, sourcing of income, and Section 482 reallocation of income adjustments. Topics on state and local income taxation issues include an analysis of nexus issues, unitary versus nonunitary tax regimes, and the allocation and apportionment of income and expenses. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6242 - Accounting for Income Taxes
Credits: 2
Provides a systematic analysis of the provisions of FAS 109, "Accounting for Income Taxes," and FIN 48, "Accounting for Tax Uncertainties." Includes the calculation of the current and deferred provision for income taxes, the effect of changes in the tax rate, the impact of net operating losses, the need for and calculation of a tax valuation account, and the calculation of and disclosures needed for tax uncertainty positions. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6243 - Assurance Methodology
Credits: 2
Presents audit theory and procedures applied to the integrated audit of internal controls over financial reporting. Consideration is given to understanding relationships with clients, substantive testing, and audit documentation. In addition, client, industry, and technical research are applied to high-risk audit areas. Prerequisite: ACCT 6208 or enrollment in the M.S.A. program.

ACCT 6244 - Financial Reporting Research
Credits: 2
Explores the development and application of generally accepted accounting principles (GAAP) from two perspectives. First, the course considers how the development of GAAP and related guidance by the standard setters and regulators have been influenced by many decades of research on rational decision theory, portfolio theory, information economics, theories of efficient securities markets, agency theory, and theories of optimal contracting. Second, the course discusses some institutional features of financial reporting standards and their impacts on managers, users, and assurance providers. In that vein, the course discusses standard setting issues related to fair value accounting, accounting for leases, inventories, retirement plans, and employee stock options. Also, articles from the financial press as well as from scholarly journals are assigned to the class sessions. These articles help students get a deeper understanding of the various economic forces that guide and shape financial reporting and standard setting. Prerequisite: Enrollment in the M.S.A. program.

ACCT 6246 - Noncorporate Entity Accounting
Credits: 2
Focuses on financial reporting by government entities and nonprofit organizations. Covers accounting for partnerships, including the formation and termination of partnerships. Required course for M.S.A. students and recommended for anyone interested in bank lending. Prerequisite: ACCT 6202 or enrollment in the M.S.A. program.

ACCT 6248 - Intermediate Business Tax
Credits: 2
Examines basic issues in the tax treatment of corporations and their shareholders, including corporate formations, a variety of corporate distributions to shareholders (both liquidating and nonliquidating distributions), and tax considerations in the sale of corporate businesses. Prerequisite: Enrollment in the M.S.A. program or by permission.

ACCT 6249 - Advanced Business Tax
Credits: 2
Surveys issues related to partnership and S-corporation taxation, multijurisdictional taxation, international and multistate taxation, and estate tax planning. Prerequisite: ACCT 6248.

ACCT 6275 - Strategic Cost Analysis
Credits: 2
Trains students to be effective users of managerial (especially cost) accounting. Demonstrates techniques for maximizing shareholder value by correctly identifying alternatives, assessing relevant costs, and choosing a course of action with case studies involving decisions on pricing (including special order), production alternatives (including make or buy), and allocation of scarce resources. Topics include cost behavior, cost-volume-profit relations, cost system design and interpretation, cost allocation, and activity-based costing, among other things. Uses a combination of lecture, problems, and case discussions. Prerequisite: Enrollment in Online MBA Program.

ACCT 6280 - M.S.A. Intermediate Accounting I
Credits: 2
Theory and techniques for construction of corporate financial reports for use by stockholders, creditors, and other analysts. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6281 - M.S.A. Intermediate Accounting II
Credits: 2
Continuation of ACCT 6280. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6282 - M.S.A. Federal Income Tax I
Credits: 2
A conceptual basis and structure for the determination of income taxes. Tax research methods are used in preparing tax returns, solving problems, and planning business decisions. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6295 - Directed Studies in Accounting
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ACCT 6374 - Financial Accounting
Credits: 3
Introduces students to the fundamentals of preparing and understanding financial statements targeted to external users. Provides an in-depth coverage of how individual asset, liability, and equity accounts are measured and recognized in the financial statements. Prerequisite: Enrollment in the Online M.B.A. program.

ACCT 6380 - M.S.A. Intermediate Accounting I
Credits: 3
Theory and techniques for construction of corporate financial reports for use by stockholders, creditors, and other analysts. Prerequisite: Permission of department chair. Restricted to Cox M.S.A. students.

ACCT 6391 - Ethics in Accounting
Credits: 3
Discusses the ethical and legal risks and requirements of the accounting profession. Students study the provisions of the AICPA Code of Professional Conduct, the Texas State Board of Accountancy's Rules of Professional Conduct, applicable laws, FASB, and GAAP. In addition, students participate individually and in groups in oral and written case studies that require the critical application of those rules. The course hones students' analytical reasoning and critical-thinking skills regarding ethics dilemmas and decisions via real-world accounting ethics business cases and by learning from speakers covering ethical issues they have faced in their accounting careers. Prerequisite: Enrollment in the M.S.A. program.

ACCT 6495 - Directed Studies in Accounting
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

Business Administration Courses

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

BA 6000 - Global Business Environments
Credits: 0
Focuses on developing team based complex problem solving skills in anticipation of participation in consulting projects for BA 6310 trip to global host country.

BA 6003 - Presentation Techniques
Credits: 0
Today's dynamic business environment requires managers to demonstrate a high degree of skill as communicators. This interactive class provides students with instruction and hands-on practice in oral communication with an emphasis on structure, visual aids, body language, and vocal elements. At the conclusion of the class, students achieve proficiency in preparation, construction, and delivery of informative, persuasive business presentations, which contribute to future academic and career success.

BA 6005 - Strategic Management of Human Capital
Credits: 1.5
Explores the techniques, policies, processes, strategies, and practices used by companies and managers to effectively and efficiently leverage their people talent to achieve business objectives. Students learn how human resources has evolved from being transactional to transformational and integral to accomplishing business objectives.

BA 6015 - Executive Leadership
Credits: 1.5
A study of leadership that promotes an academic and practical understanding of the subject. Discusses the similarities and differences between effective management and leadership. Students explore and work on improving basic interpersonal skills related to leadership effectiveness. Investigates thoroughly leadership effectiveness from at least three angles: personal leadership, interpersonal leadership, and organizational leadership. Provides detailed feedback into how others view the student's leadership skills. Promotes the insight required to effectively write a meaningful personal leadership development plan and help develop a personal leadership point of view.

BA 6030 - Operations Management
Credits: 1.5
The fields of operations management and information technology and the fundamental concepts and techniques necessary for obtaining world-class performance in these areas. Reviews operations management topics and introduces the way information technology is being used to re-engineer and dramatically improve business processes. Also, analyzes the strategic use of information technology, reviewing such related topics as electronic commerce and knowledge.

BA 6039 - Macroeconomics
Credits: 1.5
Contemporary issues in macroeconomics, with special emphasis on monetary policy and financial-side macro issues. Provides students with an understanding of the intersection among the Federal Reserve, the macro-economy, and financial markets and institutions as revealed through contemporary case studies. Emphasizes recent financial innovations and the challenges such innovations pose to the economy, to monetary and regulatory policy, and to private-sector business strategy.

BA 6040 - Strategic Cost Analysis
Credits: 1.5
Introduces the strengths and limitations of an organization's accounting system, helping students be more intelligent users of these systems. Emphasis on modern cost management and performance measurement techniques for use within the firm. Discusses the challenges to a manager of selecting and, in some cases, creating the information relevant to his or her day-to-day operating decisions. Uses case analysis as a means of learning to deal with ambiguity often experienced in the workplace.

BA 6042 - Digital Strategy
Credits: 1.5
Business today is increasingly done through digital mechanisms, ranging from software on personal and corporate computers to global data networks and smart appliances. While the first wave of digital applications in business focused on the internal processes of firms, the focus of most digital innovation in business today is on the market interface of the firm. Digital technologies are reshaping not only the key processes used to interact with stakeholders in the marketplace, but are also leading to new and enhanced products and services, new business models and even new organizational structures. In this course, students examine some of the key aspects of digitalization, and how they are impacting firms of all types. The course combines lectures on relevant frameworks with case studies and applied projects.

BA 6045 - Leader as Coach
Credits: 1.5
This experiential course provides the environment for applied real-world coaching skill building and practice. Explores the role of a coach, effective coaching behaviors, and tools and frameworks for relationship development planning. Discover how to add organizational value by generating people's ownership, action, and sustainable growth.

BA 6050 - Decision Models
Credits: 1.5
An introduction to some of the decision-modeling techniques available for analyzing business problems. Discusses various modeling techniques, including nonlinear programming (optimization), linear programming, integer programming, and simulation. Involves building models for some of the following: monitoring mutual fund managers, managing portfolios, benchmarking organizations, redesigning distribution networks, scoring credit, purchasing subassemblies, stocking retail inventory, and processing checks.

BA 6057 - Business Analytics
Credits: 1.5
Through a combination of lecture and case analysis, students learn how to practically implement and apply a proven, best practice methodology that integrates analytics into a corporate strategy. Includes adapting enterprise leadership behavior and decision-making to become more data-driven and fact-based, as a means to continually create competitive advantage and deliver significant, tangible business and economic value.

BA 6060 - Strategic Financial Statement Analysis
Credits: 1.5
Discusses how to develop a framework for strategically analyzing a firm's financial statements. In this case-based, highly interactive course, students develop this framework via a series of real world cases. The skills developed in this course are useful for a variety of job functions. Corporate managers use FSA to evaluate the success of their strategic decisions and how well they have fared relative to their peers; consultants use FSA to assess a firm's competitive position; analysts rely on financials to make their stock recommendations; banks and other creditors conduct FSA to make credit granting decisions; and investment banks rely on financials for valuation purposes.

BA 6065 - Business Forecasting for Managers
Credits: 1.5
Discusses how firms can grasp and forecast uncertain business outcomes, so that they can more effectively manage ever more volatile, uncertain, complex and ambiguous (VUCA) demands. Focuses on high-level insights needed by general managers and management consultants. Emphasizes understanding and managing uncertainty and risk. Explores quantitative and qualitative forecasting tools and how companies have used the principles from this course to significantly enhance their competitiveness and to innovate business models.

BA 6067 - Customer Engagement Strategy
Credits: 1.5
Explores the importance of Customer Engagement(CE)through a series of senior level corporate speakers who introduce the latest strategic thinking and best practices from their companies. Students will conduct a hands-on Customer Engagement Review of their own companies (or another they choose). Components of the CE Review

include customer experience, digital and social marketing, rewards/loyalty programs, metrics/financial analysis, personalization, and listening to customers. The CE Review culminates in recommendations for improving how customers engage with students' companies and their brands, creating customer relationships that profitably drive desired customer behavior and create powerful and lucrative emotional connections.

BA 6070 - Global Challenges to America's Future
Credits: 1.5
Provides an overview of the profound challenges facing America in the competitive global marketplace. Major topics include the steep decline of the United States as an industrial power, the changing face of the American workforce, the erosion of America's education advantage over the rest of the world, the disappearance of the middle class, the widening gap between rich and poor, the explosion in the growth of the government, the drift toward socialism, the intense competition among states for jobs, the miracle of Texas, and the economic outlook for the future.

BA 6072 - AI and Machine Learning in Business
Credits: 1.5
Artificial intelligence and machine learning are gaining traction in almost all areas of business, from internal operations to the market interface. In the process, firms are having to rethink how they function, how they are structured, their resource planning and their strategies. This course examines all these issues, and provides a framework for reasoning about AI/ML applications in business.

BA 6073 - Negotiations
Credits: 1.5
Helps each student develop into a better negotiator. Uses highly interactive classroom dialogue, simulated and real-world negotiations, reading, and reporting on a self-selected negotiation book. Covers how to identify and prepare for various styles of negotiations, along with strategies, tactics, and counter tactics used to accomplish negotiation objectives. Analyzes international, cultural, and gender differences on negotiations, as well the differences in individual and multimember negotiations. Includes opportunities for students to experience these differences. Also, discusses ethical issues arising during negotiations and the use of representatives and mediation to achieve desired negotiation results.

BA 6074 - Mergers and Acquisitions
Credits: 1.5
Examines the full cycle of acquisition transactions, from the economic rationale of the proposed deal to valuation, structuring, price negotiation, and pre- and post-transaction integration. Students determine how appropriate acquisition strategies and structure can create value for buying and selling shareholders. The case-based course gives students a greater understanding of the M&A process between companies so they will be in a position to contribute as part of a buy or sell side team, integration team, or advisory group.

BA 6077 - Legal Environment of Business
Credits: 1.5
Introduces a number of legal issues common to all businesses and explains of how to mitigate the risk of such disputes, or at least prepare for them. Also, helps students hone their analytical and critical-thinking skills. Does not delve into specialized areas such as securities regulations and environmental laws that may not be relevant to all industries.

BA 6079 - Microeconomics
Credits: 1.5
Economics of the firm, demand and supply factors of production, introduction to welfare economics, game theory for decision-making, and applied agency theory in organizations. Also, focuses on how to manipulate formal models, using graphs and other simple mathematical tools.

BA 6080 - Innovate and Change by Design
Credits: 1.5
As organizations are driven to change and adapt to dynamic ecosystems, leaders must be able to effectively design and implement visionary changes. They must also empower everyone in the organization to nourish a culture of innovation. This course introduces a breadth of human-centered design frameworks while focusing on the benefits and challenges of change within various organizations. Students will develop critical insights for effective change management, being able to utilize innovative techniques to ensure positive impact in a variety of scenarios. Prerequisite: Enrollment in the Executive MBA Program.

BA 6210 - Global Business Project
Credits: 2
Focuses on a field experience abroad and gives students the opportunity to meet with local business and government leaders; to visit manufacturing facilities; and to understand the dynamics of global business, including the impact of cultural social customs. Helps students gain a perspective on the opportunities and challenges of conducting business in the global economy.

BA 6215 - Transformational Executive Leadership
Credits: 2
A study of leadership that promotes an academic and practical understanding of the subject. Discusses the similarities and differences between effective management and leadership. Students explore and work on improving basic interpersonal skills related to leadership effectiveness. Investigates thoroughly leadership effectiveness from at least three angles: personal leadership, interpersonal leadership, and organizational leadership. Provides detailed feedback into how others view the student's leadership skills. Promotes the insight required to effectively write a meaningful personal leadership development plan and help develop a personal leadership point of view. Prerequisite: Enrollment in the Executive MBA Program.

BA 6225 - Managing and Leading People
Credits: 2
An overview of the various perspectives from which individual, group, and organizational behavior can be studied. Emphasizes the development of concepts, insights, and skills needed to effectively manage diverse individuals through a variety of situations in organizations. Includes readings, cases, and simulation to illustrate the conceptual and applied aspects of individual, group, and organizational behavior. Prerequisite: Enrollment in the EMBA program.

BA 6230 - Managing Operations for Executives
Credits: 2
The fields of operations management and information technology and the fundamental concepts and techniques necessary for obtaining world-class performance in these areas. Reviews operations management topics and introduces the way information technology is being used to re-engineer and dramatically improve business processes. Also, analyzes the strategic use of information technology, reviewing such related topics as electronic commerce and knowledge.

BA 6231 - Strategic Management for Executives
Credits: 2
Covers problems of strategic management through the analysis of cases of success and failure in developing and executing strategies for both single- and multi-business firms. The problems include market positioning, industry analysis, vertical integration and outsourcing, and business diversification. Uses current theoretical concepts, methods, and frameworks to explain and predict management decisions and outcomes. Prerequisite: Enrollment in the EMBA program.

BA 6239 - Global Economics
Credits: 2
Contemporary issues in macroeconomics, with special emphasis on monetary policy and financial-side macro issues. Provides students with an understanding of the intersection among the Federal Reserve, the macro-economy, and financial markets and institutions as revealed through contemporary case studies. Emphasizes recent financial

innovations and the challenges such innovations pose to the economy, to monetary and regulatory policy, and to private-sector business strategy.

BA 6240 - Strategic Cost Management
Credits: 2
Introduces the strengths and limitations of an organization's accounting system, helping students be more intelligent users of these systems. Emphasis on modern cost management and performance measurement techniques for use within the firm. Discusses the challenges to a manager of selecting and, in some cases, creating the information relevant to their day-to-day operating decisions. Uses case analysis as a means of learning to deal with ambiguity often experienced in the workplace. Prerequisite: Enrollment in the Executive MBA Program.

BA 6245 - Leader as Coach
Credits: 2
This experiential course provides the environment for applied real-world coaching skill building and practice. Explores the role of a coach, effective coaching behaviors, and tools and frameworks for relationship development planning. Discover how to add organizational value by generating people's ownership, action, and sustainable growth. Prerequisite: Enrollment in the Executive MBA Program.

BA 6250 - Decision Models for Executives
Credits: 2
An introduction to some of the decision-modeling techniques available for analyzing business problems. Discusses various modeling techniques, including nonlinear programming (optimization), linear programming, integer programming, and simulation. Involves building models for some of the following: monitoring mutual fund managers, managing portfolios, benchmarking organizations, redesigning distribution networks, scoring credit, purchasing subassemblies, stocking retail inventory, and processing checks.

BA 6275 - Valuation and Analysis
Credits: 2
Practical, applied overview of corporate finance that builds upon and reinforces the theoretical and institutional framework covered in introductory business and finance courses. Uses the case approach to apply concepts to real or simulated business situations. Focuses on the valuation of the enterprise. May include financial analysis and financial planning, corporate strategy, capital expenditure analysis, capital structure, or cost of capital determination. Prerequisite: Enrollment in the Executive MBA Program.

BA 6276 - Corporate Financial Policies
Credits: 2
Addresses topics in corporate financial management that are more advanced, primarily using the case method of analysis but may be supplemented by mini-lectures. May include corporate restructuring, mergers and acquisitions, capital raising, risk management, project finance, dividend policy, financial distress, real options, or recent advances in theoretical and empirical finance literature. Prerequisites: BA 6275 and enrollment in the Executive MBA Program.

BA 6279 - Managerial Economics
Credits: 2
Economics of the firm, demand and supply factors of production, introduction to welfare economics, game theory for decision-making, and applied agency theory in organizations. Also, focuses on how to manipulate formal models, using graphs and other simple mathematical tools. Prerequisite: Enrollment in the EMBA program.

BA 6280 - Innovation and Change by Design
Credits: 2
As organizations are driven to change and adapt to dynamic ecosystems, leaders must be able to effectively design and implement visionary changes. They must also empower everyone in the organization to nourish a culture of innovation. This course introduces a breadth of human-centered design frameworks while focusing on the benefits and challenges of change within various organizations. Students develop critical insights for effective change

management, being able to utilize innovative techniques to ensure positive impact in a variety of scenarios. Prerequisite: Enrollment in the Executive MBA Program.

BA 6310 - Global Business Environments
Credits: 3
Focuses on a field experience abroad and gives students the opportunity to meet with local business and government leaders; to visit manufacturing facilities; and to understand the dynamics of global business, including the impact of cultural social customs. Helps students gain a perspective on the opportunities and challenges of conducting business in the global economy.

BA 6322 - Financial Accounting
Credits: 3
A focus on American accounting in the private, for-profit sector. Considers as a key issue how American practice impacts the global corporation. Contrasts American practice with international standards and those in Europe and in Japan.

BA 6323 - Business Finance
Credits: 3
An examination of topics in finance and investments. Focuses on corporate investment and financing decisions. Examines corporate investment criteria and cash flow estimation, cost of capital and project risk, and capital structure decisions.

BA 6324 - Fundamentals of Marketing
Credits: 3
Develops skills that students need to competently implement marketing research projects in the real world. Identifies research as the formal process of gathering information needed by managers to make decisions with respect to marketing opportunities and problems. Analyzes a comprehensive list of marketing issues faced by actual businesspersons, including customer service, pricing, introduction of new products, and other marketing fundamentals.

BA 6325 - Organizational Behavior
Credits: 3
An overview of the various perspectives from which individual, group, and organizational behavior can be studied. Emphasizes the development of concepts, insights, and skills needed to effectively manage diverse individuals through a variety of situations in organizations. Includes readings, cases, and simulation to illustrate the conceptual and applied aspects of individual, group, and organizational behavior.

BA 6326 - Statistics
Credits: 3
An overview of statistical methodologies, including descriptive statistics, regression analysis, sampling and quality control, forecasting for long- and short-run periods, decision-making under uncertainty, and the use of linear programming. Uses lectures, cases, and statistical computer packages.

BA 6330 - Customer Experience and Engagement
Credits: 3
Explores the concepts of customer engagement (CE) and customer experience (CX) and why they are important through a series of C-level corporate speakers who introduce the latest strategic thinking and best practices from their companies. Based on what students learn week by week, they work in small teams to conduct a hands-on customer engagement/experience (CE+CX) review of one of the team member's companies. Components of the CE + CX review include customer experience, digital and social marketing, rewards/loyalty programs, metrics/financial analysis, personalization, and listening to customers. The CE + CX review culminates in recommendations for improving how customers engage with the reviewed brand and company and improving customer experiences, creating customer relationships that profitably drive desired customer behavior, and create powerful and profitable emotional connections.

BA 6331 - Strategic Management
Credits: 3
Covers problems of strategic management in the modern corporation, with a focus on cases of success and failure in developing and executing single- and multibusiness strategies. Uses related readings to underline common dimensions of the cases and to highlight current theoretical concepts, methods, and frameworks.

BA 6336 - Entrepreneurship
Credits: 3
The skills required to prepare and present a professional business plan for an entrepreneurial venture and the analytical skills needed to identify and properly evaluate a new business opportunity. Includes exploration of financing options for the entrepreneurial company and development of a financing plan, overview of the venture capital process, interviews with and lectures from practicing entrepreneurs who have sought venture capital, and preparation and presentation of a professional business plan.

BA 6352 - Marketing Strategy
Credits: 3
A dynamic view of competitive brand strategy, with a focus on understanding, developing, and evaluating brand strategies during the life of a product market. Includes strategies for pioneering brands, later entrants, strategies for growth, and mature and declining markets. Also, recent topics such as hypercompetition and co-competition. Presents analytical techniques useful for evaluating and implementing strategy, including conjoint analysis, analysis of competitive reaction functions, and diffusion models. Uses a mix of cases and lectures.

BA 6375 - Applied Corporate Finance
Credits: 3
Examines the practical application of concepts and tools introduced in earlier finance and accounting courses. Develops the financial knowledge and capabilities that leaders require to successfully guide their organizations through investment, financing, and operational decisions. The primary learning framework is based on case studies of real and simulated business situations. Students become very familiar with spreadsheet analysis, cash flow projections, valuation tools and techniques, capital structuring alternatives, and available sources of capital employed in growing a successful business.

BA 6395 - Directed Study
Credits: 3
Student works directly with a professor on a specific project or projects. Credit is based upon evaluation by the professor.

BA 6422 - Financial Reporting for Executives
Credits: 4
Introduces executives to financial accounting, the "language of business," used by firms to communicate financial performance to external stakeholders. Students learn to read, analyze, and interpret balance sheets, income statements, and cash flow statements. They use ratios and in-depth analysis of revenue, working capital, fixed asset, investment, debt, and equity accounts to facilitate informed management, investment, and lending decisions. Prerequisite: Enrollment in EMBA program.

BA 6423 - Valuation and Capital Allocation
Credits: 4
An examination of topics in finance and investments. Focuses on corporate investment and financing decisions. Examines corporate investment criteria and cash flow estimation, cost of capital and project risk, and capital structure decisions.

BA 6424 - Marketing Management for Executives
Credits: 4
Develops skills that students need to competently implement marketing research projects in the real world. Identifies research as the formal process of gathering information needed by managers to make decisions with respect to

marketing opportunities and problems. Analyzes a comprehensive list of marketing issues faced by actual businesspersons, including customer service, pricing, introduction of new products, and other marketing fundamentals.

BA 6430 - Customer Experience and Engagement
Credits: 4
Explores the concepts of customer engagement (CE) and customer experience (CX) and why they are important through a series of C-level corporate speakers who introduce the latest strategic thinking and best practices from their companies. Based on what students learn week by week, they work in small teams to conduct a hands-on customer engagement/experience (CE+CX) review of one of the team member's companies. Components of the CE + CX review include customer experience, digital and social marketing, rewards/loyalty programs, metrics/financial analysis, personalization, and listening to customers. The CE + CX review culminates in recommendations for improving how customers engage with the reviewed brand and company and improving customer experiences, creating customer relationships that profitably drive desired customer behavior, and creating powerful and profitable emotional connections. Prerequisite: Enrollment in the Executive MBA Program.

BA 6474 - Data Analytics
Credits: 4
An overview of statistical methodologies, including descriptive statistics, regression analysis, sampling and quality control, forecasting for long- and short-run periods, decision-making under uncertainty, and the use of linear programming. Uses lectures, cases, and statistical computer packages. Prerequisite: Enrollment in the EMBA program.

Business Administration Exchange Courses

BAEX 6225 - International Exchange Program Concentration Course
Credits: 2
The student attends a school that is part of the M.B.A. exchange consortium. Course hours and grade count toward the student's declared concentration and his/her degree. Restricted to M.B.A. students approved by the Cox Global Programs Office and to M.B.A. students enrolled in the arts management term abroad.

BAEX 6226 - International Exchange Program Concentration Course
Credits: 2
The student attends a school that is part of the M.B.A. exchange consortium. Course hours and grade count toward the student's declared concentration and his/her degree. Restricted to M.B.A. students approved by the Cox Global Programs Office and to M.B.A. students enrolled in the arts management term abroad.

BAEX 6227 - International Exchange Program at Bocconi University
Credits: 2
Students attend Bocconi University as part of the arts administration curriculum. The course counts as an M.B.A. general elective. Restricted to M.A./M.B.A. students.

BAEX 6228 - International Exchange Program at Bocconi University
Credits: 2
Students attend Bocconi University as part of the arts administration curriculum. The course counts as an M.B.A. general elective. Restricted to M.A./M.B.A. students.

BAEX 6229 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6230 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6231 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6232 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6233 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

BAEX 6234 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6235 - International Exchange Program
Credits: 2
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by M.B.A. Global Programs Office.

BAEX 6237 - Global Explorations in Entrepreneurship
Credits: 2
Economies that encourage and embrace entrepreneurship are able to create wealth, economic growth, and stability for their citizens; however, an entrepreneurial ecosystem must be present. Students research and compare and contrast ecosystem trends and dependencies in different global economies, including access to capital, startup assistance, and education programs. At the conclusion of the course, students propose a new business venture for - and travel to - a host country. Includes exploration of local entrepreneurship hero stories and the entrepreneurship ecosystem within economies around the globe. Prerequisite: Completion of core required courses.

BAEX 6238 - Doing Business in Latin America
Credits: 2
Intensive seminar that provides a broad survey on the largest Latin American markets, with a focus on the challenges and opportunities associated with doing business in the most important emerging markets of the region. First, the course examines the social, political, economic, cultural, and financial conditions that pose special challenges for businesses seeking to export to or invest in this region, and then it examines specific concerns with these four countries. The course consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BAEX 6239 - Doing Business in the European Union
Credits: 2
This course is an intensive seminar providing a broad survey on the largest European markets. It focuses on the challenges and opportunities associated with doing business in some of the most important markets of the region: London and Paris. The course consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BAEX 6240 - Emerging Markets
Credits: 2
Designed for students interested in emerging markets in the global economy. Focuses on countries such as the BRIC countries of Brazil, Russia, India, and China; other countries in South America and Asia; the Persian Gulf states; and South Africa and other emerging African countries, especially Nigeria. During the past 20 years, these nations have increased their participation, qualitatively and quantitatively, in the global capitalist system. Covers economic and institutional perspectives on emerging markets and uses cases to explore specific business problems. Following the sessions in the classroom, students take a weeklong trip to Dubai and Abu Dhabi to visit companies and policymakers. Prerequisite: Completion of core required courses.

BAEX 6241 - Doing Business in China
Credits: 2
Introduces the world's largest economy, China, through a series of lectures, readings, and presentations on the history, culture, economics, and business climate of China, followed by a week of meetings and presentations by government officials and business leaders in Hong Kong and Shenzhen. Prerequisite: Completion of core required courses.

BAEX 6251 - PMBA International Program at WHU in Koblenz, Germany
Credits: 2
Students enroll in courses at WHU Otto Beisheim Graduate School of Management in Vallendar, Germany, which is a member of the exchange consortium. The program topic is the changing environment for international business in Europe.

BAEX 6252 - PMBA International Program at Chinese University of Hong Kong
Credits: 2
Students enroll in courses at the Chinese University of Hong Kong, which is a member of the exchange consortium. The program topic is management in Chinese contexts.

BAEX 6255 - PMBA International Program at Tongji University in Shanghai, China
Credits: 2
Students enroll in courses at Tongji University in Shanghai, China, which is member of the exchange consortium. The program topic is doing business in China.

BAEX 6256 - PMBA International Program at Indian School of Business, Hyderabad, India
Credits: 2
Students enroll in courses at the Indian School of Business in Hyderabad, India, which is a member of the exchange consortium. The program topic is the business environment in India.

BAEX 6257 - PMBA International Program at Bocconi University in Milan, Italy
Credits: 2
Students enroll in courses at Bocconi University in Milan, Italy, which is a member of the exchange consortium. The program topic is doing business in Italy.

BAEX 6258 - PMBA International Program at Universidad De Chile in Santiago, Chile
Credits: 2
Students enroll in courses at the Universidad De Chile in Santiago, Chile, which is a member of the exchange consortium. The program topic is the Latin American business environment.

BAEX 6259 - PMBA International Program at Central European University in Budapest, Hungary
Credits: 2
Students enroll in courses at Central European University in Budapest, Hungary, which is a member of the exchange consortium. The program topic is doing business in Central Europe.

BAEX 6260 - PMBA International Program at Charles University in Prague, Czech Republic
Credits: 2
Students enroll in courses at Charles University in Prague, Czech Republic, which is a member of the exchange consortium. The program topic is doing business in Central and Eastern Europe.

BAEX 6431 - International Exchange Program
Credits: 4
Students attend a school that is part of the exchange consortium. Restricted to M.B.A. students approved by the M.B.A. Global Programs Office.

Business Economics Courses

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

BUSE 6202 - Managerial Economics
Credits: 2
Examines the basic principles behind the operating and pricing decisions of firms in a market economy. Methods of marginal analysis and optimization are applied as a guide to the business decision-making process. Topics include supply, demand, and market equilibrium. Also, competition, industrial concentration, government regulation, optimal pricing strategies, and economic efficiency.

BUSE 6203 - Macroeconomics
Credits: 2
Macroeconomics is the study of aggregate performance, focusing on things such as real output, inflation rates, employment, and interest rates. The course helps students better understand the macroeconomic environment influencing business. Students learn how to interpret macroeconomic indices and explore models that attempt to formulate a unified framework for understanding the macroeconomy. Special attention is given to international economics and current macroeconomic events. Prerequisite or corequisite: BUSE 6202.

BUSE 6206 - Uncertainty and Strategic Decision-Making
Credits: 2
Reviews the principles of decision-making under uncertainty and application of those principles to enhance managerial performance. Includes the basic tools of modern game theory, the economics of information, risk aversion, and decision theory. Illustrations and problems are drawn from diverse areas of business practice, including price competition, contract negotiations, auctions and competitive bidding, capacity expansion, and market entry. Prerequisite: BUSE 6202.

BUSE 6208 - Special Topics in Energy Economics
Credits: 2
Designed to provide the energy MBA student with an overview of the foundations of economic and financial analysis of the sectors of the energy value chain to prepare them for more advanced energy finance courses covering valuation, risk management, and real options. By exploring the financial and operational metrics, students gain a better knowledge of the different sectors of the oil and gas industry, their unique business cycles, and operational challenges. Prerequisite: FINA 6201 or FINA 6374.

BUSE 6209 - Energy Private Equity Practicum
Credits: 2
Students work with a professor(s) and a local company, private equity firm, or other investment vehicle in evaluating an energy opportunity or investment. Student may work on valuation, due diligence, risk management, market survey, or other analysis as required by the client. Credit hours may be adjusted to reflect the depth and scope of the assignment. Prerequisites: By invitation and interview only. MSF or MBA students.

BUSE 6223 - Game Theory for Business Managers
Credits: 2
Applies and extends the tools of modern game theory introduced in BUSE 6206. Provides a framework for recognizing the basic types of strategic situations that confront management and a systematic approach for identifying effective competitive strategies. Examines the principles of cooperative versus noncooperative behavior, pure versus mixed strategies, reputation building, repeated interaction, first-mover advantage, coordination, and alternative equilibrium outcomes. Prerequisites: BUSE 6202, BUSE 6206.

BUSE 6232 - Energy and Environmental Law
Credits: 2
Examines the legal and regulatory issues applicable to energy as they relate to finance, investment, and the economics of business. Provides the basic tools for an energy professional to identify and analyze the legal and regulatory issues related to energy and resource development, operation, property acquisition and divestiture, and project valuation and financing.

BUSE 6238 - Doing Business in Latin America
Credits: 2
Intensive seminar that provides a broad survey on the largest Latin American markets, with a focus on the challenges and opportunities associated with doing business in the most important emerging markets of the region. First, the course examines the social, political, economic, cultural, and financial conditions that pose special challenges for businesses seeking to export to or invest in this region, and then it examines specific concerns with these four countries. The course consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BUSE 6239 - Doing Business in the European Union
Credits: 2
An intensive seminar providing a broad survey on the largest European markets. Focuses on the challenges and opportunities associated with doing business in some of the most important markets of the region: London and Paris. Consists of class sessions on the Dallas campus plus a trip at the end of the course. Prerequisite: Completion of core required courses.

BUSE 6241 - Doing Business in China
Credits: 2
Introduces the world's largest economy, China, through a series of lectures, readings, and presentations on the history, culture, economics, and business climate of China, followed by a week of meetings and presentations by government officials and business leaders in Hong Kong and Shenzhen. Prerequisite: Completion of core required courses.

BUSE 6242 - Eastern Europe: Thirty Years of Transition from Socialism to Market
Credits: 2
Critically reviews the divergent economic paths taken over the last three decades by the former Soviet-bloc nations in Eastern Europe. Discusses the Velvet Revolution (Czechoslovakia), the Singing Revolution (Estonia), and the Rose Revolution (Georgia) among others. Explores the risks and challenges of doing business in the region as these market systems evolve. Prerequisite: Completion of core required courses.

BUSE 6374 - Microeconomics/Macroeconomics
Credits: 3
The first half of the course examines the basic principles behind the operating and pricing decisions of firms in a market economy. Methods of marginal analysis and optimization are applied as a guide to the business decision-making process. Topics include supply, demand, and market equilibrium; competition; industrial concentration; government regulation; optimal pricing strategies; and economic efficiency. The second half of the course focuses on things such as real output, inflation rates, employment, and interest rates and helps students better understand the macroeconomic environment influencing business. Students learn how to interpret macroeconomic indices and explore models that attempt to formulate a unified framework for understanding the macroeconomy. Special

attention is given to international economics and current macroeconomic events. Prerequisite: Enrollment in Online M.B.A. program.

Business Law Courses

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

BL 6224 - Legal Management of Human Resources
Credits: 2
Hones students' ability to recognize, critically assess, and manage many of the significant and recurring legal issues that arise in the employment context. Takes a practical approach in equipping managers to effectively handle workplace issues and mitigate the risk of litigation while simultaneously protecting the business' legal position in the event litigation does ensue. Includes topics such as protecting intellectual property in a competitive environment; strategic principles for designing, drafting, negotiating and administering employment contracts, including noncompete and confidentiality agreements; recent developments in discrimination and sexual harassment law; and the competing interests of the employee's right to privacy and the employer's right to know, such as the content of employees' email messages or what Internet sites they visit. Also discusses the inherent risks in terminating an employee and the use of a release of liability as a risk mitigation device. The format of the class is a combination of lecture, informal class discussion, and case studies.

BL 6225 - Legal and Ethical Environment of Business for Accountants
Credits: 2
Provides an in-depth study of the Texas State Board of Public Accounting's Rules of Professional Conduct and the Code of Professional Conduct promulgated by the American Institute of Public Accountants. A concrete understanding of these rules of ethics is necessary for both the practice of public accounting and, prior to that, success on the CPA exam. Also discusses related legal issues, including accounting malpractice and liability to third parties such as the creditors or investors of the accounting client.

BL 6274 - Legal Environment of Business
Credits: 2
Provides a managerially relevant platform that (1) embeds legal considerations into mainstream managerial and entrepreneurial strategic development and decision making, (2) identifies a variety of legal tools entrepreneurs and mangers can use to manage the firm more effectively during different phases of business development and the business lifecycle, and (3) provides opportunities for students to develop the ability to exercise informed judgement when managing the legal aspects of business.

BL 6325 - Ethics and Related Legal Issues for Accountants
Credits: 3
Students learn the ethical and legal requirements of the accounting profession, and the legal risks associated with ethics violations. Covers the provisions of the AICPA Code of Professional Conduct, the Texas State Board of Public Accountancy's Rules of Professional Conduct, and related law. Students hone their analytical reasoning and critical-thinking skills regarding ethics dilemmas and decisions. Prerequisite: Enrollment in the M.S.A. program.

Business Leadership Institute Course

BLI 6202 - Business Communications and Development
Credits: 2
Promotes students' professional success as effective communicators and leaders. Covers interpersonal skills and the vital role that ethics, integrity, and trust play in leading a successful business. Develops communication skills necessary for effective career management, business presentations, business writing, and teamwork while increasing their understanding of contemporary business topics. Prerequisite: Enrollment in the M.S.A. program.

Entrepreneurship Courses

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

CISB 6210 - Essential Law for the Entrepreneur
Credits: 2
Provides broad awareness of critical legal issues encountered by the entrepreneur building a growth-oriented business. Students develop practical skills applying legal strategies to real-world situations faced by emerging ventures to minimize liability and take advantage of opportunities. Topics include founders' agreements, raising venture capital, intellectual property monetization, global expansion, entity formation and governance, regulatory compliance, dispute resolution, contracts and ecommerce, employees and contractors, acquisitions, and exit.

CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
Credits: 2
By successfully managing and directing the operations of his or her fledgling company, an entrepreneur can build a firm capable of withstanding the challenges of an ever-changing marketplace. The course uses lectures and cases to emphasize practical, real-world approaches to operations. Topics include industry and competitor analysis, assessing financial strength, the business model, building the management team, measuring costs, the legal foundation of the business, marketing issues, preparing for the challenges of growth, and growth by acquisition.

CISB 6212 - International Entrepreneurship
Credits: 2
Explores complex issues entrepreneurs face in doing business in a global environment and ways to successfully cope with that environment. Uses an international perspective to examine entrepreneurial opportunity identification and evaluation; market analysis and intelligence; joint ventures and partnerships; agents, VAR's and representatives; regulations, laws, and customs; regional and cultural issues; financing foreign ventures; and choice of domestic and international legal entities.

CISB 6214 - Entrepreneurial Transactions: Fundings, M&A, and IPOs
Credits: 2
Covers the legal and practical issues involved in choosing the appropriate entity for a start-up, getting "family and friends" seed financing through a private placement, negotiating a venture capital investment, motivating employees with a stock option plan, and selling the company in an M&A transaction -- or bringing it public in an IPO, all with behind-the-scenes looks at real-world examples.

CISB 6216 - Managing the Entrepreneurial Business I
Credits: 2
Focuses on entrepreneurial management and leadership issues in a rapidly changing micro and macro environment. Topics include management of adversity and/or rapid growth, entrepreneurial leadership, and contemporary management theories applied to the entrepreneurial setting.

CISB 6217 - Managing the Entrepreneurial Business II
Credits: 2
Addresses legal and financial issues encountered by entrepreneurs trying to professionalize and grow the existing enterprise. Topics include developing visionary skills, protecting intellectual property, and managing rapid change. Also, turnaround strategies and approaches. Prerequisite or corequisite: CISB 6216.

CISB 6218 - Managing the Family-Owned and Closely Held Business
Credits: 2
Explores the unique challenges and opportunities involved in owning, building, and managing family-owned and closely held enterprises. Examines key business, personal, and interpersonal issues relevant to the continuity and management of these firms, with a focus on family business systems and family dynamics.

CISB 6220 - Social Media for Entrepreneurs
Credits: 2
Equips students with the social media concepts and tools required to make informed decisions and set the direction for their company. Focuses on helping entrepreneurs build and sustain the successful, integrated, digital-media programs required to compete in the connected economy. Topics include leveraging social media, picking the right channel/platform, building a social plan, determining metrics, tracking strategies, creating a strategic differentiator matrix, and understanding social media law. Students learn how to develop buyer persona for a prototype product and how to develop an online go-to-market strategy for a new product launch.

CISB 6222 - Starting a Business
Credits: 2
Identifies, qualifies, quantifies, and validates an entrepreneurial opportunity, with the objective of deriving a repeatable, scalable, and profitable business model. Students learn how to take a validated opportunity and create a marketing plan, a financial projection, and an elevator pitch. Uses business modeling tools to develop and refine the business plan.

CISB 6223 - Early-Stage Valuation and Fund
Credits: 2
Focuses on securing funding in the early stage of a venture and on using the venture capital method for determining the valuation of the deal. Students learn how to prepare an executive summary, a financial forecast, and an investor pitch to early-stage investors, and to determine the exit valuation. Students gain an understanding of investors' screening methodology, deal metrics, and equity architecture.

CISB 6224 - Venture Financing
Credits: 2
Explores evaluating the opportunity, developing the business concept, and assessing and acquiring financial resources. Examines the most important financing concepts for the entrepreneur, including startup, expansion, leveraged buyouts, mergers, and acquisitions. Also, situations where proper venture financing can mean the difference between success and failure.

CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
Credits: 2
Examines one of the key strategies required of any entrepreneurial venture: how the founders and investors realize the appreciated value of their contributions to the business. Includes in-depth coverage of the strategies and methodologies for each of the major types of exit transactions: leveraged buyouts, the sale of the business, the use of an initial public offering, recapitalization of the firm, and liquidation of the business.

CISB 6226 - Evaluating Entrepreneurial Opportunity
Credits: 2
Provides students with the knowledge and skills needed to select viable opportunities and evolve them into high-potential concepts and business models. Topics include identifying and evaluating opportunity, evaluating markets, developing a powerful value proposition, creating a sustainable competitive advantage, developing powerful and successful business models, and evolving an insightful sales forecast.

CISB 6227 - The Entrepreneurial Family Office: Starting, Growing, and Managing
Credits: 2
Provides students with an overview of all the major components and challenges of starting, growing, and successfully managing a family office. Explores the various types of family offices and how the ultra-wealthy structure their family offices with their existing businesses to plan their family legacy. Investigates how start-ups and venture capital firms can access the billions of dollars of patient, flexible capital that family offices control through a mixture of coursework, case studies, and guest speakers. Offers unique insights into the business components and leadership practices of today's premier family offices.

CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
Credits: 2
Detailed examination of the challenges and trade-offs a corporation faces when trying to implement and manage for corporate entrepreneurship. Develops and analyzes key elements for intrapreneurship, success drivers, and business frameworks and models. Topics include the definition of intrapreneurship and comparing and contrasting it with traditional entrepreneurship; the impact of corporate culture, processes, and structures on the rate of innovation and new venture development; international impacts on intrapreneurship; and models for sustaining and adapting corporate entrepreneurship. An M.B.A. graduate who can innovate and grow new ventures within a corporation can add significant value to the company for which he/she works.

CISB 6229 - Blockchain Entrepreneurship
Credits: 2
Introduces students to the basics of blockchain, including the founding history, the ecosystem, the technology model, crypto currencies (such as Bitcoin), new business models, and the ICO (initial coin offering). Students explore current blockchain business models in established corporations as well as in startups. The term project is to write a white paper for a blockchain startup using an ICO to raise capital.

CISB 6230 - Teaming with Venture Investors
Credits: 2
Examines business practices and applications that are unique to the venture-funded, early-stage company. Building a fast-growth, venture-backed company is different from building a company using the entrepreneur's own funds or those of friends or relatives. The entrepreneur must be effective working with "smart money." Students learn management techniques, organizational processes, and collaboration models that contribute to success as an entrepreneurial executive in a venture-backed enterprise. Covers what the venture investor looks for; evolution of the entrepreneur's role as the CEO; and board responsibilities, leadership, and behavior. Also, recognizing the key challenges and typical mistakes that lead to failure in the early-stage, venture-backed company and how to prevent them.

CISB 6237 - Global Explore in Entrepreneurship
Credits: 2
Students research and compare and contrast ecosystem trends and dependencies in different global economies, including access to capital, startup assistance, and education programs. At the conclusion of the course, students propose a new business venture for – and travel to – a host country. Includes exploration of local entrepreneurship hero stories and the entrepreneurship ecosystem within economies around the globe. Prerequisite: Completion of core required courses.

CISB 6295 - Directed Study in Cisb/Entrepreneurship
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

CISB 6485 - Directed Study in Cisb/Entrepreneurship
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Finance Courses

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

FINA 6201 - Managerial Finance
Credits: 2
An analysis of the basic problems in corporate financial management. The course is organized around the theme of

asset valuation. Topics covered include stock and bond valuation, capital budgeting, cost of capital, market efficiency, and company valuation.

FINA 6205 - Finance Theory and Practice
Credits: 2
This course examines the tools and concepts that form the core of modern finance theory, with an emphasis on practical applications. Topics include risk measurement and the investor's portfolio optimization problem, asset pricing models, risk-adjusted discount rates, investment under uncertainty, capital structure theory, firm valuation, and an introduction to options pricing. This course must be taken before all other finance electives. Prerequisite: FINA 6201 or currently enrolled in M.S.F. program.

FINA 6211 - Valuation and Analysis
Credits: 2
Practical, applied overview of corporate finance that builds upon and reinforces the theoretical and institutional framework covered in introductory business and finance courses. Uses the case approach to apply concepts to real or simulated business situations. Focuses on the valuation of the enterprise. May include financial analysis and financial planning, corporate strategy, capital expenditure analysis, capital structure, or cost of capital determination. Recommended: FINA 6212 as a sequel course. Prerequisite: FINA 6205.

FINA 6212 - Corporate Financial Policies
Credits: 2
Addresses topics in corporate financial management that are more advanced, primarily using the case method of analysis but may be supplemented by mini-lectures. May include corporate restructuring, mergers and acquisitions, capital raising, risk management, project finance, dividend policy, financial distress, real options, or recent advances in theoretical and empirical finance literature. Recommended: FINA 6211. Prerequisite: FINA 6205.

FINA 6214 - International Financial Markets
Credits: 2
Provides an overview of the financial environment that globally operating companies and investors operate in. Topics include exchange rate determination and forecasting, international fixed income and equity markets, barriers to international investing and the securities that overcome these barriers, international portfolio home bias, and law and finance. Prerequisite: FINA 6205.

FINA 6216 - Portfolio Theory and Asset Pricing
Credits: 2
Covers the theory and applications of risk and return in capital markets. Topics include the measurement of risk, diversification, portfolio theory, asset allocation, CAPM and APT models of asset pricing, and various measures of portfolio performance evaluation that arise from these models. Applications stress the use of portfolio theory and asset pricing models in contemporary investment decisions. Students examine the empirical evidence as it pertains to these theories and practices. Prerequisite: FINA 6201 or enrollment in the M.S.F. program.

FINA 6218 - Fixed Income Securities
Credits: 2
Provides an analysis of fixed income securities and interest rate derivatives. Topics include an overview of key bond markets, bond mathematics, theories and models of the term structure of interest rates, evaluation of credit risk, determination of duration, bond portfolio management, and interest rate derivatives. Prerequisite: FINA 6205.

FINA 6219 - Derivatives
Credits: 2
Provides an in-depth analysis of forwards, futures, options, and swaps, with a focus on forward futures-option and swap pricing and the use of these instruments to hedge risks and formulate trading strategies. Includes applications to assess and manage risks associated with the energy business. Requires some proficiency in mathematics and statistics. Prerequisite: FINA 6205.

FINA 6222 - Financial Markets and Monetary Policy
Credits: 2
Uses cases dealing with contemporary issues to address the role of the Federal Reserve System in stabilizing the U.S. and international economies. Covers the transmission mechanisms of monetary policy as it influences the cost and availability of credit in financial markets and its impact through financial institutions. Analyzes the changing linkages that stress the equity and fixed income markets rather than the banking system. May include the Fed's role in international crisis management; the complexities of globalization and linked capital markets; the growing international emphasis on price stability as the primary goal of central banks; and the difficulties of dealing with an economy that is evolving toward a new, high-productivity paradigm characterized by government surpluses and private sector savings shortfalls. Prerequisite: FINA 6205.

FINA 6223 - Global Mergers and Acquisitions
Credits: 2
An application-oriented course that draws heavily upon real world change of control case studies. Seeks to apply finance principles and analytical techniques to actual problems likely to be encountered by senior management of major corporations or those who are the advisers to such management in the context of an M&A transaction. Students gain an appreciation for the role that M&A plays in today's corporate landscape and form an opinion as to whether or not an M&A transaction "makes sense" for the firm. At the conclusion of this course, students should expect to gain a level of competency in M&A commensurate with an entry-level investment banking associate in M&A. Whether or not students "practice" M&A, the course affords them an insider's look into what is an undeniable major force on today's corporate landscape. Accordingly, students who are interested in investment banking, consulting, equity research, corporate development, corporate lending, strategic planning, private equity, leveraged finance, or proprietary trading many wish to consider this course. Prerequisite: FINA 6205.

FINA 6226 - Quantitative Trading Strategies
Credits: 2
Focuses on designing and implementing trading strategies with controlled levels of risk exposure. Students are exposed to quantitative investing using big-data analysis; arbitrage strategies using statistical techniques; risk management using simulation techniques; and strategy implementation based on market structure and high frequency trading. Mathematical and statistical techniques, with emphasis on financial applications, are covered. Prerequisite: FINA 6205.

FINA 6228 - Topics in Energy Finance
Credits: 2
Through a combination of case studies, spreadsheet models, and class discussions, students learn about energy project valuation; techniques to recognize and measure the value of real optionality in project design; link between project structure and financial performance; hedging techniques to assess and manage commodity price risk, and the major industry players and the economics driving the energy value chain. Prerequisite: FINA 6205.

FINA 6230 - Practicum in Portfolio Management I
Credits: 2
First of a two-course practicum. Provides real-time money management experience with the Nancy Chambers Underwood portfolio (approximately $4 million). Tasks involve sector analysis, evaluation of existing securities, analysis and due diligence underlying security transactions into and out of the portfolio, and performance assessment. Students meet 1.5 hours per week during fall term, and they are expected to take FINA 6231 in spring. Admission is by application in the spring term prior to the fall term enrollment, and an application does not guarantee admission.

FINA 6231 - Practicum in Portfolio Management II
Credits: 2
Second of a two-course practicum. Provides real-time money-management experience with the Nancy Chambers Underwood portfolio (approximately $4 million). Tasks involve sector analysis, evaluation of existing securities, analysis and due diligence underlying security transactions into and out of the portfolio, and performance assessment. Students meet 1.5 hours per week during spring term. Admission is by application in the spring term prior to the fall term enrollment for the first course, FINA 6230, and an application does not guarantee admission.

FINA 6233 - Private Equity
Credits: 2
Examines the breadth of the private equity category as it relates to the assets, investment styles, and structures that this term encompass. Discusses the risk and return characteristics that makes the asset class interesting to investors. Provides a quick introduction to hedge funds and liquid alternatives, but focuses primarily on what is considered traditional private equity leveraged buyouts (LBOs) and its closely related cousin, private debt or mezzanine debt. Examines how private equity companies assess investments (equity and debt) both qualitatively and quantitatively by examining deal team memorandums and investment committee discussions. The class relies on weekly cases to examine these issues, and students are expected to be highly engaged every week in these discussions. The course features discussions with private equity investors as they relate to the cases and broadly on PE investing and due diligence. Prerequisites: FINA 6377 or FINA 6211 or FINA 6223.

FINA 6238 - Financial Modeling
Credits: 2
Presents practical examples and real-world templates and tools used by investment bankers and private equity professionals in 1) financial statement spreading and analysis, 2) valuation (using comparables, precedent transactions, and discounted cash flow analyses) of public and private companies in both minority interest and controlling interest situations, 3) construction and sensitivity of integrated cash flow models (financial statement projections), 4) analysis and construction of leveraged buyout models, and 5) analysis and construction of merger and acquisition (accretion/dilution) models. Classroom discussions are a blend of lecture and case studies, with case studies involving a hands-on modeling approach by all students. Homework/projects provide additional real-world context and practice for in-class discussions and case studies. Prerequisites: FINA 6205 or currently enrolled in M.S.F. program.

FINA 6275 - Global Mergers and Acquisitions and Corporate Governance
Credits: 2
The course is divided into two discrete sections: (1) developing an in-depth understanding of how and when to apply the appropriate tools and skills to successfully complete a transaction, and (2) applying what has been learned to solving real-world business problems. All major elements of the acquisition process are discussed in the context of a logical process. The course involves the application of what the student may have learned in such courses as finance, accounting, business law, micro and macroeconomics, management, negotiation, new ventures, entrepreneurship, strategic planning, human resource management, risk management, financial modeling, and business policy/organization. As part of pre-class preparation and in-class discussions, students are asked to solve both quantitative and qualitative problems and to analyze both publicly traded and privately owned companies with respect to valuing synergies, control premiums, and leveraged buyouts. Prerequisite: FINA 6377 or FINA 6205.

FINA 6280 - Directed Studies in Finance
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

FINA 6281 - Directed Studies in Finance
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

FINA 6374 - Fundamentals of Finance
Credits: 3
Examines basic tools and concepts in financial management, focusing on the responsibilities, concerns, and methods of analysis employed by corporate financial managers. Students learn the difference between earnings and cash flow, present value mathematics, stock and bond valuation, capital budgeting, risk and return, capital structure, and related topics. Prerequisite: Enrollment in the Online MBA Program.

FINA 6377 - Applied Corporate Finance
Credits: 3
Examines the practical application of concepts and tools introduced in earlier finance and accounting courses. Develops the financial knowledge and capabilities that leaders require to successfully guide their organizations through investment, financing, and operational decisions. The primary learning framework is based on case studies of real and simulated business situations. Students become very familiar with spreadsheet analysis, cash flow projections, valuation tools and techniques, capital structuring alternatives, and available sources of capital employed in growing a successful business. Prerequisites: FINA 6374 and enrollment in the Online MBA Program.

FINA 6430 - Asset and Wealth Management
Credits: 4
Combines hands-on money management of equity and fixed income investments and the survey and application of the asset allocation and portfolio management process. Includes active investment management; student investment presentations; case studies; discussions of current investment topics; the study and applied analysis of different asset classes; and the management of multi-asset portfolios. Admission is by application in the spring term prior to the fall term enrollment; an application does not guarantee admission.

FINA 6495 - Directed Studies in Finance
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

Information Technology and Operations Management Courses

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

ITOM 6202 - Management Decision Analysis
Credits: 2
Explores how complex business problems can be analyzed, modeled, and solved in an optimal manner. Reviews decision-making under risk and uncertainty; the use and application of decision trees, including the incorporation of utility theory; the use and application of mathematical optimization models, including linear programming, network models, and integer programming; and simulation. Students develop spreadsheet models for making complex business decisions and interpret the results of such models.

ITOM 6203 - Operations Management
Credits: 2
Focuses on understanding tools and levers for structuring, analyzing, and improving a firm's business processes in order to achieve competitive advantage. Students learn how to manage the flow of materials and information through supply chain networks and how operations can be designed to support a firm's business strategy. As such, this course is essential to students aspiring to become management consultants, entrepreneurs, or supply chain and operations managers. Prerequisite: ITOM 6202.

ITOM 6205 - Digital Strategy
Credits: 2
Specifying an organization's vision, goals, opportunities, and initiatives in order to leverage the increasing digitalization of people, places, and things for competitive advantage entails key objectives of a digital strategy that include building deeper interactions with customers, offering more customized and personalized products and services, making more data-driven decisions, and implementing organizational models and processes that are more flexible and dynamically adjustable to changes in an organization's environment. Provides students with both conceptual tools and an understanding of digital technology so that they can analyze and critically assess the viability of digital strategies intended to create value and competitive differentiation. Prerequisite: ITOM 6202.

ITOM 6206 - Business Intelligence
Credits: 2
Covers the design and use of enterprise data management systems for management decision support, such as data warehouses and data marts, multidimensional databases, and OLAP. Students gain hands-on experience with data warehouses and related peripheral systems, as well as data management skills that are essential for successful business analytics in large and medium-size traditional enterprises. Prerequisite: ITOM 6202 or enrollment in M.S.B.A. program.

ITOM 6207 - Supply Chain Management
Credits: 2
Covers the supply chain from the perspective of a general manager. Students learn how supply chain design and planning decisions impact the performance of the firm as well as the entire supply chain. Each class session is a blend of theory presentation and case discussion, during which some spreadsheet modeling and analysis may be required. Prerequisite: ITOM 6203 or enrollment in the M.S.B.A. program.

ITOM 6208 - Managing Big Data
Credits: 2
Covers data warehouse and big data technologies at the heart of modern enterprise analytics programs. Heavy emphasis is placed on the development of skills required to enable students to be successful in their roles as effective managers of or consumers of business analytics. Topics include grid systems, federated and distributed database systems, and technologies such as Hadoop and MapReduce. Awareness of relational database technologies is important for success in this class. Prerequisite: ITOM 6215 or enrollment in the M.S.B.A. Program.

ITOM 6212 - Data Visualization and Communication
Credits: 2
Students learn how to effectively develop visualization, gather insights, and communicate the results of the business analytics they perform. The course objective is to enable students to learn what data visualization is, the best methods of communicating with data, how to blend data using Alteryx, how to visualize data using Tableau, and how to build insights and communicate these insights through stories. Prerequisite: ITOM 6202 or enrollment in the M.S.B.A. program.

ITOM 6214 - Advanced Management Decision Analysis
Credits: 2
Students gain experience using spreadsheets to model and analyze quantitative business problems. Augments data analysis skills for business analytics in operations, finance, marketing, and strategy. Covers various modeling techniques (e.g., linear programming, nonlinear programming, integer programming, and simulation) and how these techniques can be employed in spreadsheets to improve risk assessment and decision-making in business. Presents spreadsheet design and the use of spreadsheet tools for model analysis (e.g., Visual Basic for Applications). Prerequisites: ITOM 6202.

ITOM 6215 - Database Design for Business Applications
Credits: 2
Covers fundamental issues in database creation and design. Starts with mapping data collection in organizations onto a relational database with the objective of storing data consistently over time. Covers methods for information extraction from databases and generating reports to answer business questions related to the database. Homework assignments and an implementation project reinforce both the design issues and the practical skills covered in the course. Prerequisite: ITOM 6202.

ITOM 6217 - Data Mining and Machine Learning
Credits: 2
Examines how companies can leverage machine learning and data mining to gain insights for operational and competitive intelligence. Reviews the use of artificial intelligence (AI) and machine learning (ML) for business applications. Discusses several data mining technologies such as CART, neural networks, clustering, and association-based reasoning, and examines relevant considerations that managers must make in applying these

technologies to different types of decision and planning problems. Includes lectures, cases, and hands-on exercises using appropriate software. Prerequisite: ITOM 6202.

ITOM 6218 - Business Analytics Consulting
Credits: 2
Organizations are faced with an ever-increasing velocity and volume of data, as well as more and more powerful technologies and sophisticated techniques for analyzing these data. Under these circumstances, a key challenge is to design and develop analytics solutions that provide insights that are perceived as reliable and useful by decision makers. The focus of this class is to identify concepts, methods and conceptual tools that will increase the likelihood of an analytics solution's success with respect to improving organizational performance. Prerequisite: ITOM 6202.

ITOM 6219 - Predictive Modeling with Web and Social Media Data
Credits: 2
Focuses on social network analysis, including how and why networks form, how network structure impacts platform and product strategies, and how innovation diffuses in such networks. Explores text and data mining, including how to interpret structured, semi-structured, and unstructured user generated content. Discusses web analytics, including what metric to use while measuring a platform's performance in web and social media and how to address challenges such as the attribution problem. Covers the use of analytic tools such as NodeXL, SAS (Text Miner, Sentiment Analyzer), R, Python, and Google Analytics to model, visualize, and understand such network data. Prerequisite: ITOM 6202 or enrollment in M.S.B.A. Program.

ITOM 6220 - Revenue Management
Credits: 2
Investigates methods and models for increasing revenue by actively managing prices and capacities for the firm (airline, hotel, railroad, rental car, retail sectors, etc.). Covers a broad range of topics, including price optimization (with and without capacity constraints), Littlewood's two-class model (and extensions), the n-class single resource revenue management problem, nested capacity controls, bid price controls, heuristic approaches, network capacity control (multiresource problems), overbooking models, markdown optimization, and assortment optimization. Students learn how to implement all models in spreadsheets. Prerequisites: MAST 6201 or MAST 6478 and ITOM 6202 or enrollment in the M.S.B.A. program.

ITOM 6222 - Business Forecasting
Credits: 2
From forecasting aggregate-level sales to predicting whether a customer will choose a particular product, analytic techniques are used by businesses to make rigorous, data-driven predictions. Students learn to distinguish between trend and seasonality and to utilize both for making forecasts in such areas as sales and operational planning. Explores analytic models such as deterministic time-trend, exponential smoothing, Holt-Winters, autoregressive exogenous, and Box-Jenkins. Covers how to use industry and government metrics and how to present results to management. Prerequisites: MAST 6201 or MAST 6478 and ITOM 6202, or current enrollment in the M.S.B.A. program.

ITOM 6224 - Managing Service Operations
Credits: 2
The service sector represents the largest part of most industrial economies. Industries such as financial services, health care, transportation, hospitality, and communications all face ever-more intense competition and increasing customer expectations based on their operational performance. Students explore the major managerial problems and issues in service sector companies and in the service functions of manufacturing firms, and they use analytical techniques (e.g., process analysis, forecasting, optimization, simulation, and yield management) to explore questions about the strategic service vision, design and delivery of services, capacity and demand management, service quality and productivity, customer service management, technology in service operations, and globalization of services. Provides the language, concepts, insights, and tools to deal with these issues and to gain a competitive advantage. Prerequisites: ITOM 6202, ITOM 6203 or current enrollment in the M.S.B.A. program.

ITOM 6225 - Project Management
Credits: 2
Managing projects in a cost-effective and timely manner is one of the most challenging tasks in any organization. Competent project leadership requires understanding how to allocate financial, material, and time-based resources and how to motivate and maintain the project team's focus. Students learn relevant project management skills by examining project decisions. Includes structuring and managing the task and leading the project team in an individual project. Also, aggregate linkages across a portfolio of projects and management of programs, and alliances across firms, project contracting, and open innovation management. Introduces tools and concepts that enable project managers to evaluate, manage, and execute critical functions of any project while ensuring speed, efficiency, and market impact. Prerequisite: ITOM 6203 or enrollment in the M.S.B.A. program.

ITOM 6226 - Operations Analytics
Credits: 2
Organizations invest the bulk of their human and financial resources in their operations functions. Operations that are more efficient typically result in better performance. Students study analytical models and techniques to understand the role that analytics and analytical models can play in improving an organization's operational processes. Decision-making under uncertainty is addressed using static stochastic optimization, two-stage optimization with recourse, and sequential decision-making. Uses optimization models to tackle problems in inventory management, revenue management, supply chain management, project management, and new product development. Also, how strategic decisions can be aided by data-driven, analytical models. Covers some core aspects of business strategy, including external analysis, competitor analysis, and opportunity analysis. Prerequisites: ITOM 6202, ITOM 6203 or enrollment in the M.S.B.A. program.

ITOM 6227 - FinTech: Blockchain and Beyond
Credits: 2
Blockchain is a highly disruptive technology that brings about profound changes to business. This course provides an overview of the foundations of Blockchain and cryptocurrencies and discusses their significant role in FinTech. Topics covered include basics of the Blockchain technology, mechanics of popular cryptocurrencies, FinTech applications, Blockchain-based business models, digital tokens and regulations, etc. Students gain understanding of opportunities and challenges associated with Blockchain, and explore specific business situations where the technology can be effectively deployed. Prerequisites: ITOM 6203 or enrollment in M.S.B.A. program.

ITOM 6231 - Special Topics in Information Technology and Operations Management
Credits: 2
Surveys contemporary issues and trends in the management of information technology, and its use in both operations and competitive markets. Recent topics include IT-enabled organizational change and business process outsourcing and offshoring. Prerequisites: ITOM 6202, ITOM 6203.

ITOM 6234 - Introduction to Impact Analytics
Credits: 2
Covers how analytical models can be used to examine the impact of marketing treatments like advertising, list price strategies, product and operations modifications, policy changes, etc. on key performance indicators of businesses and management decisions. The stimuli may be planned and executed or could be exogenous. Stimuli such as macroeconomic and geopolitical events also impact the business so the influence of those factors is considered as well. Topics surveyed include experimental design, marketing mix models, survival analysis, and GIS. Prerequisites: MAST 6201 or MAST 6474 or MAST 6478.

ITOM 6252 - Decision Models
Credits: 2
Explores how complex business problems can be analyzed, modeled, and solved in an optimal manner. Reviews decision-making under risk and uncertainty; the use and application of decision trees; the use and application of mathematical optimization models, including linear programming, network models, and integer programming; and simulation. Students develop spreadsheet models for making complex business decisions and interpret the results of such models. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6253 - Programming for Analytics
Credits: 2
This course is an introduction to practical analysis with emphasis on the use of programs and computer packages. The student will learn the essentials of and demonstrate proficiency in data management including acquisition, storage and access to real world data; Exploratory Data Analysis (EDA); Analytic programming: structured programming in R and Python; introduction to Data Mining. Prerequisite: Enrollment in M.S.B.A. Program.

ITOM 6254 - Impact Analytics
Credits: 2
Covers the impact of management decisions on key performance indicators of businesses. The stimuli may be planned and executed such as marketing treatments like advertising, list price strategies, product and operations modifications, policy changes, etc. Exogenous stimuli such as macroeconomic and geopolitical events also impact the business so the influence of those factors is also considered. Topics surveyed include experimental design, marketing mix models such as Almon lag models, survival analysis including Cox proportional hazards models, and GIS. Prerequisites: Enrollment in the M.S.B.A. program and knowledge of R and Python.

ITOM 6256 - Business Intelligence
Credits: 2
Covers the design and use of enterprise data management systems for management decision support, such as data warehouses and data marts, multidimensional databases, and OLAP. Students gain hands-on experience with data warehouses and related peripheral systems, as well as data management skills that are essential for successful business analytics in large and medium-size traditional enterprises. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6258 - Big Data Platforms
Credits: 2
Covers Hadoop and Spark, the platforms at the heart of most big data analytics initiatives. Heavy emphasis is on the development of skills required for students to be successful as analysts. Students attempt a professional certification as a demonstration of their newly developed skills. Prerequisites: Enrollment in the M.S.B.A. program and knowledge of SQL and Python.

ITOM 6264 - Advanced Decision Models
Credits: 2
Students gain experience using spreadsheets to model and analyze quantitative business problems. Augments data analysis skills for business analytics in operations, finance, marketing, and strategy. Covers various modeling techniques (e.g., linear programming, nonlinear programming, integer programming and simulation) and how these techniques can be employed in spreadsheets to improve risk assessment and decision-making in business. Presents spreadsheet design and the use of spreadsheet tools for model analysis (e.g., Visual Basic for Applications). Prerequisites: Enrollment in the M.S.B.A. program and ITOM 6252.

ITOM 6265 - Database Design for Business Applications
Credits: 2
Covers fundamental issues in database creation and design. Begins with mapping data collection in organizations onto a relational database with the objective of storing data consistently over time. Covers methods for information extraction from databases and generating reports to answer business questions related to the database. Homework assignments and an implementation project reinforce both the design issues and the practical skills covered in the course. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6267 - Data Mining
Credits: 2
Examines how companies can build models to gain knowledge and insights for operational and competitive intelligence from their data resources. Surveys several data mining technologies such as machine learning, neural networks, clustering, and association-based reasoning and examines relevant considerations that managers must make in applying these technologies to different types of decision and planning problems. Includes lectures, cases,

and hands-on exercises using appropriate software. Prerequisites: Enrollment in the M.S.B.A. program and ITOM 6252.

ITOM 6268 - Business Analytics Consulting
Credits: 2
Focuses on identifying concepts, methods, and conceptual tools that will increase the likelihood of an analytics solution's success with respect to improving organizational performance. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6269 - Web and Social Media Analytics
Credits: 2
Focuses on social network analysis, including how and why networks form, how network structure impacts platform and product strategies, and how innovation diffuses in such networks. Explores text and data mining, including how to interpret structured, semi-structured, and unstructured user generated content. Discusses web analytics, including what metric to use while measuring a platform's performance in web and social media and how to address challenges such as the attribution problem. Covers the use of analytic tools such as NodeXL, SAS (Text Miner, Sentiment Analyzer), R, Python, and Google Analytics to model, visualize, and understand such network data. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6274 - Data Analytics II
Credits: 2
An introduction to some of the decision-modeling techniques available for analyzing business problems. Discusses various modeling techniques, including nonlinear programming (optimization), linear programming, integer programming, and simulation. Involves building models for some of the following: monitoring mutual fund managers, managing portfolios, benchmarking organizations, redesigning distribution networks, scoring credit, purchasing subassemblies, stocking retail inventory, and processing checks. Prerequisite: Enrollment in Online MBA Program.

ITOM 6275 - Predictive Analytics and Machine Learning
Credits: 2
Covers methods for predictive modeling methods for business decision making. Starts with time series forecasting, and then examines a variety of machine learning and data mining modeling approaches such as classification and regression trees (CART), neural networks, clustering, and association-based reasoning. Examines relevant considerations that managers must make in applying these technologies to different types of decision-making and planning problems. Course format includes lectures, cases, and hands-on exercises using appropriate software. Prerequisites: MAST 6474 and ITOM 6274.

ITOM 6277 - Operations and Supply Chain Management
Credits: 2
Focuses on understanding tools and levers for structuring, analyzing, and improving a firm's business processes in order to achieve competitive advantage. Students learn how to manage the flow of materials and information through supply chain networks, and how operations can be designed to support a firm's business strategy. As such, this course is essential to students aspiring to become management consultants, entrepreneurs, or supply chain and operations managers. Prerequisite: Enrollment in Online MBA or MBA Direct Programs or ITOM 6202 or ITOM 6274.

ITOM 6285 - Directed Studies in Information and Operations
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ITOM 6295 - Directed Studies in Business Analytics
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. The student must submit a proposal to a professor for directed study credit.

ITOM 6410 - Business Analytics Capstone
Credits: 4
A semester-long course that enables students to understand the complexities of a complete analytics project and the major components of the system development life cycle (SDLC) and agile analytics development. Students work with real companies to understand their business analytics challenge and, using real data, apply the academic concepts, including the analysis of the business needs which they have learned in the classroom, to build an analytic system for the company. Prerequisite: Enrollment in the M.S.B.A. program.

ITOM 6485 - Directed Studies in Information and Operations
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

ITOM 6495 - Directed Studies in Business Analytics
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. The student must submit a proposal to a professor for directed study credit.

Management Courses

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

MNGT 6001 - Managing Your Career
Credits: 0
Professional M.B.A. students gain the knowledge and tools to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Students who complete the course use the services of the Career Management Center.

MNGT 6003 - Business Presentation Techniques
Credits: 0
Today's competitive marketplace demands that managers be successful on both a technical and an individual level, exhibiting a high degree of leadership skills. Professional M.B.A. students gain proficiency in the oral presentation techniques needed to enhance academic and career success. This required course is graded on a pass/fail basis.

MNGT 6004 - Managing a Career
Credits: 0
Students gain the knowledge and tools needed to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Reserved for M.S. in finance majors.

MNGT 6005 - Managing a Career
Credits: 0
Students gain the knowledge and tools needed to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan. Reserved for M.S. in management majors.

MNGT 6011 - Managing Your Career, Part Two
Credits: 0
Builds on the knowledge and tools developed in MNGT 6101 to assist students in obtaining the required graduate corporate internship for the summer term. Required course in the full-time M.B.A. program; graded pass/fail. Prerequisite: MNGT 6101.

MNGT 6020 - First-Year Foundations
Credits: 0
Students participate in various required activities to enhance their professional development. The sessions will take place most Fridays during the first year of the M.B.A. program. Required course in the full-time M.B.A. program; graded pass/fail.

MNGT 6049 - Graduate Full-Time Status
Credits: 0

MNGT 6050 - M.B.A. Internship
Credits: 0
Optional course for students in the full-time or professional M.B.A. program who are not attending as an international student on an F1 visa. Provides compensated or noncompensated career experience related to a student's degree goals. Graded pass/fail. Does not meet SMU's International Student and Scholar Services curricular practical training standards. Prerequisite: Completion of core required courses.

MNGT 6101 - Managing Your Career
Credits: 1
Full-time M.B.A. students gain the knowledge and tools to effectively manage their own careers. Topics include finding a career focus, exploring career options, building and leveraging a professional network, and developing a personal marketing plan.

MNGT 6103 - Business Presentation Techniques
Credits: 1
Today's competitive marketplace demands that managers be successful on both a technical and an individual level, exhibiting a high degree of leadership skills. Full-time M.B.A. students gain proficiency in the oral presentation techniques needed to enhance academic and career success.

MNGT 6130 - The Unbridled Venture Project
Credits: 1
Over a period of three modules, students work in groups of five applying concepts and methods learned in their core courses to launch a new product or service in a new venture or create a new product or service within an existing organization. Student groups create and present a business plan, including prototypes, with a final project presentation to venture capitalists. Students may partner this project with their required Global Leadership Programs course to conduct research and test out their prototypes in non-US markets. Prerequisite: Enrollment in the Full-Time Two-Year MBA program.

MNGT 6150 - Graduate Corporate Internship Program
Credits: 1
Required course for students in the full-time M.B.A. program during the third (summer) term in the program. Provides compensated or noncompensated career experience related to a student's degree goals. Graded pass/fail. Meets SMU's International Student and Scholar Services curricular practical training standards.

MNGT 6161 - Graduate Corporate Internship Program
Credits: 1
A one-credit hour, pass/fail, one semester long optional course for students enrolled full time in one of our M.B.A. programs. Provides compensated or non-compensated M.B.A. career experience related to the students' degree goals. Students may work between 10 hours (minimum) and 20 hours (maximum) per week while school is in session. This internship meets the Curricular Practical Training standards set forth by the University's International Student Office. Prerequisites: Completion of all core required courses, minimum GPA of 3.2. May be taken twice.

MNGT 6162 - Graduate Corporate Internship Program
Credits: 1
A one-credit hour, pass/fail, one semester long optional course for students enrolled full time in one of our M.B.A. programs. Provides compensated or non-compensated M.B.A. career experience related to the students' degree goals. Students may work between 10 hours (minimum) and 20 hours (maximum) per week while school is in session. This internship meets the Curricular Practical Training standards set forth by the University's International Student Office. Prerequisites: Completion of all core required courses, minimum GPA of 3.2. May be taken twice.

MNGT 6175 - Global Immersion
Credits: 1
Explores organizations and the methods they use to accommodate, and even exploit, ambiguity in their business and social environment to enhance opportunities and to find and take advantage of competitors' weaknesses. Prerequisite: Enrollment in the Online MBA and MBA Direct Programs.

MNGT 6177 - Domestic Immersion
Credits: 1
Explores organizations and the methods they use to tie data to real strategy, providing opportunities to discern new opportunities and even create opportunities where other competitors would be experiencing constraint. Prerequisite: Enrollment in the Online MBA Program.

MNGT 6203 - Business Communications & Presentations
Credits: 2
Introduction to business speaking where students gain skills to become effective storytellers, design effective visual aids, learn the language of business, determine how to respond to audience questions, and study the element of persuasion in order to convey important concepts to key decision makers within an organization.

MNGT 6210 - Global Leadership Program
Credits: 2
An experience abroad in which students meet with local business and government leaders; visit manufacturing facilities; and come to understand the dynamics of global business, including the impact of cultural and social customs. Provides students with a perspective on the opportunities and challenges of conducting business in the global economy.

MNGT 6230 - The Unbridled Venture Project
Credits: 2
Over a period of three modules, students work in groups of five applying concepts and methods learned in their core courses to launch a new product or service in a new venture or create a new product or service within an existing organization. Student groups create and present a business plan, including prototypes, with a final project presentation to venture capitalists. Students may partner this project with their required Global Leadership Programs course to conduct research and test out their prototypes in non-US markets. Prerequisite: Enrollment in the Full-Time Two-Year MBA program.

MNGT 6270 - Global Business Strategy
Credits: 2
Designed to provide implementable strategies and authentic opportunities to assist students in creating a solid foundation to support global business efforts. Submersion in immersive practical experiences to foster and

implement best practices in an adverse environment in the areas of cultural, geo-political forces, local practices, prejudice, and implicit bias – issues that will either liberate strategy or subvert and destroy it. Actively challenge global business thinking in authentic ways to prepare for challenges that lay ahead. Are you ready to be one step ahead in the world of global business strategies?

MNGT 6275 - Global Immersion
Credits: 2
Explores organizations and the methods they use to accommodate, and even exploit, ambiguity in their business and social environment to enhance opportunities and to find and take advantage of competitors' weaknesses. Prerequisite: Enrollment in the Online MBA Program.

MNGT 6277 - Domestic Immersion
Credits: 2
Explores organizations and the methods they use to tie data to real strategy, providing opportunities to discern new opportunities and even create opportunities where other competitors would be experiencing constraint. Prerequisite: Enrollment in the Online MBA Program.

MNGT 6375 - Complex Problem Solving
Credits: 3
Provides students with the skills and practice necessary to identify and solve complex business problems that are ambiguous, uncertain, and unstructured. Prerequisite: Enrollment in Online MBA Program.

Management and Organizations Courses

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

MNO 6201 - Organizational Behavior: Managing and Leading People
Credits: 2
Strengthens the skills students need to become effective leaders. Topics include transitioning successfully from individual contributor to effective leader, motivating others for peak performance, identifying traps that prevent effective decision-making, acquiring skills to manage conflict, identifying strategies for becoming a person of influence, and navigating through dilemmas associated with performance management.

MNO 6202 - Leading Teams and Organizations
Credits: 2
Provides students the analytical and behavioral tools necessary to effectively develop and utilize groups of people to accomplish organizational strategies and goals. Describes critical theories, concepts, and contemporary practices to successfully identify the threats and opportunities teams face and take action to improve organizational culture and structure. Provides insight into the key factors that separate successful teams from the many that fail. Explains how to harness the power of teams, relational dynamics, and organizational systems to drive firm performance and innovation. Required for the management concentration.

MNO 6210 - Coaching to Build Potential and Performance
Credits: 2
Students learn coaching skills in the context of being a leader. Research indicates the more coach-like the leaders, the more successful the organizations they lead. A leader as coach develops and enables a team by using specific coaching skills to promote development and results. This highly experiential course teaches coaching skills, provides a lab environment for practice, and explores research on the most successful leadership styles. A significant portion of the course grade is class participation; therefore, attendance is critical for successful completion of the course. Because each class session builds on the previous class meetings, students should schedule this course when they are confident they can be present for all class sessions. Prerequisite: MNO 6201.

MNO 6212 - The Management Consulting Process
Credits: 2
This practical and applied course in consulting covers topics such as defining an effective consultant, understanding client needs, and implementing change. Also, strategic approaches to marketing, data gathering techniques, and tactics for ending an engagement. Requires students to develop an action plan. Prerequisite or corequisite: MNO 6201.

MNO 6214 - Strategic Management of Human Capital
Credits: 2
The success or failure of most organizations depends on their ability to utilize two types of capital effectively: financial and human. While organizations must have a core value proposition at the heart of the enterprise, be it a service or a product that it provides to its customers, they depend upon the effective leadership, management, and execution by individuals and teams to deliver that value proposition in a profitable way. Provides insights into the link between people and business results and into the ways companies manage talent to improve performance. Students gain an understanding of how to lead teams, how to start and build a company, and how to support their own careers. The ability to manage people effectively to achieve superior business results is a leadership differentiator. In an increasingly competitive and global business environment, hiring, developing, engaging, and retaining strategically relevant talent is a critical competitive advantage. Students consider how to apply a range of best practices to their own organization's business needs. Prerequisite: MNO 6201.

MNO 6215 - Master Negotiation
Credits: 2
Provides the conceptual foundation and basic tools needed to negotiate like a master negotiator - the elite class of negotiators who are most capable of obtaining substantial value through negotiation. Master negotiators use a flexible set of strategies that allow them to be proactive and reactive, to partner with the other party by increasing their value and decreasing their costs and options for going elsewhere, and to make the process a pleasant one. Prerequisite or corequisite: MNO 6201 or MNO 6474.

MNO 6218 - Global Leadership in a Complex World
Credits: 2
Addresses the challenges of leading in today's complex environments. Students learn how changing business contexts are placing new demands on leaders for innovation, adaptability, learning, and growth. Specific focus will be on how today's societal, technological, and global forces require different ways of conceptualizing and practicing leadership as well as the role of integrity, ethics, and inclusion. Prerequisite: MNO 6201.

MNO 6219 - People and Organizational Analytics
Credits: 2
Equips students with analytical skills for employing data, scientific methods, and sophisticated analyses to address people-related issues, such as selection, job design, talent development, performance evaluation, engagement, and retention. Examines how and when to use and collect hard data to inform people issues and help achieve organizational goals. Explains techniques for linking people-oriented metrics to business strategies and organizational performance to maximally leverage a firm's human capital to sustain competitive advantage. Prerequisite: MAST 6201 or MAST 6478.

MNO 6220 - Corporate Governance
Credits: 2
Students learn how to make informed decisions about corporate governance issues. Highlights critical governance issues, including ethical behaviors and communications. Topics include evaluating board roles, understanding the attributes of effective boards, and evaluating and rewarding board effectiveness. CEOs from the community participate in the course. Prerequisite: MNO 6201 or enrollment in the M.S.A. program.

MNO 6222 - Organizational Innovation and Change by Design
Credits: 2
Introduces a breadth of human-centered design frameworks while focusing on the benefits and challenges of change

within various organizations. Students develop critical insights for effective change management, being able to utilize innovative techniques to ensure positive impact in a variety of scenarios.

MNO 6226 - Leveraging Diversity and Inclusion for Organizational Excellence
Credits: 2
Introduces students to the challenges and opportunities of diversity and provides evidence-based insights and practical strategies for how to accelerate inclusion and equity as a path to sustainability and competitive advantage. Utilizing intense discussion and experiential learning, this course equips students with fundamental insights and tools to successfully design a diverse workforce and inclusive workplace that enhances effectiveness. Prerequisite: MNO 6201 or MNO 6474.

MNO 6228 - Complex Problem Solving
Credits: 2
Provide students with the skills and practice necessary to identify and solve complex business problems that are ambiguous, uncertain, and unstructured.

MNO 6230 - Global Challenges Facing the United States
Credits: 2
Builds on the global leadership experience and extends the discussion to the major economic, political, and social challenges that the U.S. will face over the next thirty years. Topics include the role of free trade and globalization in the decline of manufacturing and the erosion of the middle class; the growing income and wealth gap between rich and poor; the historic rise of women and the movement toward gender equality; the positive contributions of immigrants and the growing tension surrounding illegal immigration; America's rapid shift to a minority dominant nation; the strengths and weaknesses of capitalism; the growth of government; the population explosion in emerging markets; America's dwindling education advantage in the global marketplace; the intense competition among states for jobs.

MNO 6232 - Ethical Leadership and Corporate Social Responsibility
Credits: 2
Examines contemporary challenges in ethics and corporate social responsibility (CSR). Explores questions such as: How does one make consistent ethical decisions? How should a person who wants to act ethically conduct business? Does ethics even have a place in business activity? Should companies engage in corporate social responsibility? Students will gain enhanced awareness of their own ethics and develop a personal ethical plan that aligns with their core values to help guide their decision making in the future. Prerequisite: MNO 6201.

MNO 6234 - Managerial Judgement and Decision Making
Credits: 2
Focuses on managerial decision making. Discusses concepts, theories, and findings from behavioral science (e.g., social and cognitive psychology, behavioral economics, consumer research, behavioral finance) that provide insights into how actual decision making differs from the traditional rational-decision-maker model. Examines how these behavioral findings can be leveraged to improve one's decision making abilities as a manager across a wide range of contexts.

MNO 6238 - Management in Action Project
Credits: 2
Student teams collaborate with organizations to solve current business challenges with actionable solutions that draw upon their integrated curriculum and acquired expertise. The Management in Action Project (MAP) also gives students the opportunity to network with people and organizations that will advance their careers. Prerequisite: Enrollment in M.S.M. Program.

MNO 6275 - Managing and Leading People Experiential Learning Project
Credits: 2
By deriving principles and frameworks based on scientific evidence from the field of organizational behavior, this course exposes students to contemporary management thinking with an emphasis on driving results. Rather than

learning about human behavior from the sidelines, students are expected to actively engage throughout the course utilizing exercises, cases, and discussions to share their personal experiences while appropriately challenging their current level of understanding as well as those of their cohort members. Prerequisite: Enrollment in Online MBA or MBA Direct Programs or MNO 6201.

MNO 6277 - Executive Leadership
Credits: 2
Examine and apply the skills needed to lead at higher levels within an organization. Leadership requires seeing the need for change and having the courage, skills, and ability to implement effective change. Learn to recognize the interaction among elements of complex organizational systems and to successfully leverage teams in order to move the organization in the right direction. The class uses an evidence-based approach to examine the social processes and structural characteristics that influence teams and the larger organizations they comprise to drive firm performance. Prerequisite: Enrollment in the Online MBA Program.

MNO 6285 - Directed Study in Management and Organizations
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

MNO 6474 - Managing and Leading People
Credits: 4
Designed to prepare students for a variety of leadership experiences within organizations. Students learn more about themselves and others to improve leadership competencies in any career, specialty area, or industry. Students who are or have been managers quantify what they already do well and target specific areas for improvement to be a more effective manager. Students who want to become managers learn and practice competencies that are needed to become effective managers. Finally, students who do not want to become managers learn to understand and navigate organizations successfully, become better team members, and learn to manage a boss more effectively. Prerequisite: Enrollment in Online MBA or MBA Direct Programs.

MNO 6485 - Directed Study in Management and Organizations
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

MNO 62148 - Complex Problem Solving
Credits: 2
Provides students with the skills and practice necessary to identify and solve complex business problems that are ambiguous, uncertain, and unstructured. Prerequisite: Enrollment in the Online MBA Program.

Managerial Statistics Courses

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

MAST 6201 - Managerial Statistics
Credits: 2
This course provides an overview of statistical methodologies and applications. It includes probability applications, hypothesis testing, simple and multiple regression analysis, sampling, quality control, and forecasting. The course is taught using lectures, cases, and Excel programs and spreadsheets.

MAST 6251 - Applied Predictive Analytics I
Credits: 2
From forecasting aggregate-level sales to predicting whether a customer will choose a particular product, analytic techniques are used by businesses to make rigorous, data-driven predictions. This course explores analytic methods such as logistic regression, instrumental variable regression, and simultaneous equation models. Students learn to

distinguish between trend and seasonality and to utilize both for making forecasts in such areas as sales and operational planning. Prerequisite: Enrollment in the M.S.B.A. program.

MAST 6252 - Test and Learn
Credits: 2
Examines how to optimize decision-making through testing various factors and scenarios using experimental design on a small scale where risk is low so learnings can be applied on a larger scale. Topics include test prioritization and planning, design of experiments, sample selection and sizing, operationalization, and analysis/dissemination of results. Prerequisite: MAST 6251.

MAST 6258 - Business Metrics
Credits: 2
Introduces different metrics used across all business activities (e.g., marketing operations, finance), including financial statements, profit/loss analysis, and key business and economic concepts for the firm. Prerequisite: Enrollment in the M.S.B.A. program.

MAST 6275 - Introduction to Data Analysis I Experiential Learning Project
Credits: 2
Develops a fundamental understanding of data and its applications to business. Focuses on solving problems, including recognizing which statistical methodology to use and applying the methodology. Students become comfortable with statistical methods for analyzing data and learn how to use statistics to help make better business decisions. These goals are achieved by discussing/solving problems in class and by working similar problems for homework. Many of the courses students take during the MBA program use and build on the statistical techniques covered in this class. Prerequisite: Enrollment in Online MBA Program. Corequisite: MAST 6474.

MAST 6460 - Business Analytics Internship
Credits: 4
Integrates the students' specific knowledge of business analytics learned during the MSBA program with the key skills of critical thinking, independent research, interdisciplinary learning, and civic engagement. Students are required to engage in a part time (no more than 20 hours per week) internship with a company in a role in the analytics field during the Spring semester. This is a required semester-long course for all full-time students to understand the complexities of a complete analytics project and the major components of the system development life cycle (SDLC). This project allows students to apply the academic concepts, including the analysis of the business needs which have been discussed in the classroom. Students are required to complete a set of deliverables as part of the project to be graded. Prerequisite: Enrollment in M.S.B.A. Program.

MAST 6474 - Introduction to Data Analysis I
Credits: 4
Develops a fundamental understanding of data and its applications to business. Focuses on solving problems, including recognizing which statistical methodology to use and applying the methodology. Students become comfortable with statistical methods for analyzing data and learn how to use statistics to help make better business decisions. These goals are achieved by discussing/solving problems in class and by working similar problems for homework. Many of the courses students take during the MBA program use and build on the statistical techniques covered in this class. Prerequisite: Enrollment in Online MBA or MBA Direct Programs.

MAST 6478 - Data Analytics
Credits: 4
Develops a fundamental understanding of data and its applications to business. Focuses on solving problems, including recognizing which statistical methodology to use and applying the methodology. Students become comfortable with statistical methods for analyzing data and learn how to use statistics to help make better business decisions. These goals are achieved by discussing/solving problems in class and by working similar problems for homework. Many of the courses students take during the MBA program use and build on the statistical techniques covered in this class.

Marketing Courses

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

MKTG 6201 - Marketing Management
Credits: 2
Introduces common marketing problems encountered by marketing managers and general managers. Emphasizes the analysis and development of the organization's marketing policy, strategy, and tactics, with a global perspective of business. Students develop a disciplined process for addressing marketing issues and challenges.

MKTG 6204 - Consumer Behavior
Credits: 2
Students study why people buy what they buy. Includes in-depth examination of consumer decision-making processes and factors that influence those processes. Also, how people make product-related decisions and the information used to make those decisions. Uses a consumer-psychology perspective and shows how that perspective can be applied to business. Prerequisite: MAST 6201 or MAST 6478 and MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6205 - Customer Insights and Market Intelligence
Credits: 2
Demonstrates how firms can gain insights about a product market and its customers and competitors by using primary data from surveys and qualitative research as well as secondary data from syndicated sources and scanner data. Such insights form the basis for making sound marketing decisions related to product, price, place, and promotions. Emphasis is placed on quantitative and qualitative analytical approaches to inferring insights. Topics include the dashboard and drilldown approach, marketing metrics, and market dynamics analysis. Also, insights from attitudinal, behavioral, and online data. Includes lectures, data analysis exercises, and projects. Prerequisites: MAST 6201 or MAST 6478 and MKTG 6201, or enrollment in the M.S.B.A. program.

MKTG 6206 - Marketing Mix Implementation
Credits: 2
This course integrates customer, consumer, collaborator, and company analysis; segmentation, targeting, and positioning choices; and marketing mix decisions using a computer simulation format that spans several years. Students are assigned to groups, with each group representing a firm. Each firm competes with other firms in the market over several rounds (years) and makes marketing decisions to achieve the company's objectives. This dynamic game prepares students to make, modify, and implement marketing decisions over time. Prerequisite: MKTG 6201.

MKTG 6212 - Advanced Marketing Communications Management
Credits: 2
This course reviews and integrates basic promotional tools, including advertising and sales promotion. Class lectures provide the background necessary for understanding marketing communications and developing an advertising campaign. Students then work and compete in teams developing and presenting their campaign ideas for marketing a brand. Prerequisite: MKTG 6204.

MKTG 6214 - Advanced Pricing Management
Credits: 2
This course deepens students' understanding of the pricing component of the marketing mix. Emphasis is placed on analysis, development, and implementation of pricing as a key component of the organization's marketing strategy and tactics. The goal of this course is to develop a disciplined process for addressing pricing issues, problems, and opportunities in a variety of settings, and to integrate knowledge acquired in marketing and other business courses. Prerequisite: MKTG 6201.

MKTG 6215 - Advanced Product and Brand Management
Credits: 2
Focuses on strategic issues and decisions germane to the management of consumer products and brands. Includes product market structure, category management, product life cycle and product line strategy, brand equity, brand growth strategies, and financial valuation of brands. Integrates lecture, discussion, and case analysis, with a focus on student case presentations. Prerequisite: MKTG 6201.

MKTG 6218 - Multichannel Marketing Management
Credits: 2
The evolution of social media, tablets, and smartphone technologies equips today's consumer with access to information across multiple platforms and to their friends and associates who can provide instant feedback along the purchase process. Marketers must create touchpoints with their loyal and prospective consumers so they are available, on call, to respond to the needs of those consumers. This ability involves the integration of bricks and mortar, social media, the Internet, and all manner of personal communication devices. The course surveys these myriad touchpoints in conjunction with all the distribution systems used to get products and services to consumers in the U.S. and around the world. Includes lectures, cases, and exercises to reinforce the information presented in the course. Prerequisite: MKTG 6201.

MKTG 6222 - New Product Development
Credits: 2
Provides students with a better understanding of the new product development process, highlighting the inherent risks and different strategies for overcoming them as more than 40 percent of the new products that are launched each year eventually fail in the marketplace. The course emphasizes understanding the interplay between creativity and analytical marketing research throughout the development process, focusing special attention on issues related to the "fuzzy front end." It examines the process of designing and testing new products by using a combination of lectures, cases, and a project. Prerequisite: MKTG 6201.

MKTG 6223 - Understanding What Customers Value
Credits: 2
Determining what is valued by customers is perhaps the most important issue facing marketing managers. Recently, conjoint and choice models have become popular techniques to help marketing mangers understand what customers value in terms of the importance placed on specific product features and services. The course includes a variety of preference models used by brand managers and marketing analysts to give students hands-on experience with conjoint and choice modeling techniques, and examines these marketing decisions using a combination of lectures, cases, and exercises. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6224 - Research for Marketing Decisions
Credits: 2
Marketing research is the formal process of gathering information needed by managers to make decisions with respect to marketing opportunities and problems. This course develops skills in the following areas so students can competently implement decision-oriented marketing research projects in the real world: 1) translate a business decision into a research problem, 2) choose an appropriate research design, 3) collect secondary data using the Internet and other sources, 4) conduct exploratory research using focus groups, etc., 5) construct an effective data collection instrument (questionnaire design), 6) select a cost-effective sampling plan, 7) collect and analyze data using spreadsheets or statistical packages, and 8) recommend decisions based on the analysis. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6225 - Retailer Behavior and Sales Promotion
Credits: 2
The vast majority of consumer expenditures, which represent more than $5 trillion and 68 percent of the U.S. gross domestic product, are made through retailers. Moreover, the average consumer product company spends as much on trade promotions (such as promoting its products to retailers) as it does on media advertising and consumer promotions combined. These facts highlight the importance of retailer behavior and sales promotions in consumer marketing. This course takes the retailer's point of view, exploring strategic and tactical decision-making by assessing the impact of these decisions on both consumer shopping behavior and the retailer's own operating costs.

Students explore issues in sales promotion, pricing, product mix, and store location to gain an understanding of consumer response in these areas. The course is useful to students who plan to work in retailing, consumer marketing, brand or product management, or sales and distribution. Prerequisite: MKTG 6201.

MKTG 6226 - Advanced Marketing Strategy
Credits: 2
The course focuses on the strategic marketing choices made by top management that have a significant influence on an organization's performance and competitive success. These choices include selecting markets in which to compete, defining and choosing which customer needs to address, developing meaningfully distinct offerings and programs, deciding on how to access a market, and addressing issues of timing and pace of strategy execution. The pedagogy for this course consists of class discussion on key strategic issues, as well as case analysis that describes classic marketing situations faced by top management in a variety of industries. Prerequisite: MKTG 6201.

MKTG 6227 - Global Marketing Management
Credits: 2
This course examines the major marketing issues and opportunities facing companies that sell products outside their domestic markets. Students learn the theories and strategies that guide marketing in foreign environments as well as the analytical tools required in practicing global marketing. The emphasis of the course is on decisions companies make about product, price, place, and promotion in foreign markets. In the process, students learn about economic, political, cultural, and legal differences among nations as they affect marketing opportunities and operations. Prerequisite: MKTG 6201.

MKTG 6230 - Customer Engagement and Loyalty Management
Credits: 2
Explores the key principles, metrics, tactics, and strategies of engaging customers in order to drive customer loyalty and value. Balancing creative thinking skills with analytical competence, students identify opportunities to make existing customer relationships dramatically more profitable with the goal of engineering customer behavior change. Built on a model of customer engagement (CE), students learn to evaluate the effectiveness of CE programs across industries and promote business practices that build relationships, create the right incentives to drive desired behavior change, and employ the best tactics and strategies to drive incremental profit from your customer base. Includes case analysis, lectures, corporate speakers, and hands-on interactive exercises. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6231 - Social Impact Marketing
Credits: 2
Explores how marketers can engage their consumers on topics of environmental sustainability, social justice, and DEI (diversity, equity, and inclusion) in a way that builds brand equity, drives sales, and makes a positive impact. Prerequisite: MKTG 6201 or MKTG 6476.

MKTG 6232 - Digital and Social Media Marketing
Credits: 2
Digital and social media (Facebook, Twitter, Foursquare, etc.) present managers and marketers with new tools for connecting and building relationships with consumers. Developments of the last decade have changed the practice of marketing more than at any time since the advent of television. This course examines how corporations are using these platforms to build digital marketing and Web branding strategies in business and identifies techniques and frameworks to generalize from these practices. The course covers strategies for building consumer relationships through social media that lead to strong financial performance while also building trust with the brand. The course also examines how digital and social media are used as promotion tools and how these strategies are integrated with key elements of the marketing mix - product, price, and placement. The course features real-life business scenarios and case study analysis from marketing leaders and big-name brands. Prerequisite: MKTG 6201.

MKTG 6233 - Nonprofit Marketing Strategy
Credits: 2
Introduces strategic management and marketing of the nonprofit or nongovernmental organization with a global perspective. Explores how NPO management and marketing strategy are critical to the survival and stabilization of

humanity and the environment. Using case studies of NPOs worldwide, students examine strategic orientation, stakeholder theory, identity management, funding management, segmentation, strategic alliances, financial management, and entrepreneurship. Includes a comprehensive look at how NPOs are organized, how they manage their various stakeholder relationships for maximum impact, and how they can lead social change. Prerequisite: MKTG 6201.

MKTG 6234 - Managerial Judgement and Decision Making
Credits: 2
Focuses on managerial decision making. Discusses concepts, theories, and findings from behavioral science (e.g., social and cognitive psychology, behavioral economics, consumer research, behavioral finance) that provide insights into how actual decision making differs from the traditional rational-decision-maker model. Examines how these behavioral findings can be leveraged to improve one's decision making abilities as a manager across a wide range of contexts. Prerequisite: MKTG 6201 or enrollment in M.S.B.A. program.

MKTG 6235 - Digital Marketing Foundations
Credits: 2
Explores the fast-changing world of digital marketing and advertising ("DMA"). Reviews DMA channels and platforms, from Google to Facebook and beyond. Examines the major DMA channels, including search marketing (paid and organic), social media, email marketing, and influencer marketing. Evaluates how and when to optimally utilize the channels noted above, depending on what part of the journey a prospective consumer is in. Learning outcomes include a clear understanding of the major DMA channels, knowledge of how to measure performance across each channel, a CMO-like ability to build and critique multi-channel media plans, understanding how consumer intent and audience targeting may be deployed in DMA, and a new glossary of DMA terminology and KPIs. Prerequisites: MKTG 6201 and MKTG 6476.

MKTG 6236 - Practicum in Customer Engagement and Loyalty
Credits: 2
Provides hands-on customer engagement experience through a consulting project for one or more corporations, applying concepts, metrics, strategies, and tactics of customer engagement to drive loyalty and profit. Through the consulting project, students analyze real-time customer data using regression and summary statistics, calculate customer lifetime value for individual customers, then segment customers based on CLVs. In a final group presentation to corporate sponsors of the project, students draw customer insights from their analyses and propose strategic and tactical recommendations for profitable growth. Prerequisite: MKTG 6201.

MKTG 6237 - Digital Marketing Applied
Credits: 2
Builds on the foundational digital marketing skills learned in Digital Marketing Foundations and applies that knowledge in a simulated environment. Covers the following topics: mobile as a platform, measurement and analytics, web design for DM optimization, and Online Relationship Management. Students build, grow, manage, and optimize digital marketing campaigns using Mimic Pro, a robust, digital marketing simulation software. Students refine their skills and have a chance to compete against classmates in this gamified, simulated DM experience. Prerequisite: MKTG 6235.

MKTG 6238 - Advanced Customer Engagement Practicum
Credits: 2
In this capstone course, Customer Engagement (CE) students work directly with a company to either evaluate and redesign an existing CE program or to design and implement a new CE program. Students consider CE opportunities from both the company's and the customer's perspective, articulate goals for desired customer behavior change, identify customer segments offering the greatest profit potential, evaluate the competitive landscape, develop a strawman CE program design, conduct qualitative and quantitative research to measure customer receptivity, quantify the financial impact, and build a business case (including a communications plan featuring digital/social/traditional media) for implementing the proposed CE program. This course is a requirement to earn the specialization in Customer Engagement for those concentrating in Marketing. Prerequisite: MKTG 6230. MKTG 6224 and/or MKTG 6236 are recommended.

MKTG 6242 - Applied Digital Marketing
Credits: 2
Through experience-based learning, students further develop their digital marketing skills allowing them to clearly define a business' digital objectives and a meaningful target market, collect and analyze data to uncover critical customer insights, and develop a fully-integrated digital marketing plan to effectively reach and motivate the defined target segment. Prerequisite: MKTG 6201 or MKTG 6476.

MKTG 6248 - Competitive Intelligence, War Gaming and Scenario Planning
Credits: 2
Discusses the process of developing actionable foresight regarding competitive dynamics used to enhance the speed and quality of decision-making for companies globally. Explores war games and scenario planning as competitive intelligence tools to help business leaders think through their strategy formulation and likely external moves of key stakeholders in a controlled environment. Explains how competitive intelligence enables key business decisions to be made in a more systematic and informed manner by role playing the key players' reactions in the marketplace, to really understand their intentions and how they are looking at the marketplace, and to stress test strategies by using scenarios. Prerequisite: Completion of core and/or required courses.

MKTG 6255 - Directed Studies in Marketing
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

MKTG 6258 - Business Metrics
Credits: 2
Introduces different metrics used across all businesses activities (e.g., marketing operations and finance), financial statement and profit/loss analysis, and key business and economic concepts for the firm. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6273 - Customer Value and Pricing Analytics
Credits: 2
Delivering customer value is an important objective for long-run market success. To deliver value, however, requires that the firm understands the extent to which the quality it delivers is aligned with the price it charges. This course focuses on methodologies that will allow firms to better understand the importance consumers place on product and service features and the role of price in driving customer value. In this hands-on course, students become comfortable in using a variety of trade-off protocols and in designing conjoint and choice model experiments, and they gain a firm understanding of how to design, implement, and analyze conjoint and choice studies and how to use simulators that provide a platform for analyzing current and future product and pricing decisions. Students also become familiar with the primary commercially available software for implementing these modeling techniques. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6274 - Business Research Methods
Credits: 2
Students develop skills in business research (the formal process of gathering information needed by managers to make decisions) so they can competently implement decision-oriented business research projects in the real world. Skills include translating a business decision into a research problem, choosing an appropriate research design, collecting data from secondary and primary data sources (e.g., survey research, experimental design, and focus groups), analyzing data using spreadsheets or statistical packages, and recommending decisions based on the analysis. Prerequisite: MKTG 6201 or enrollment in the M.S.B.A. program.

MKTG 6275 - Fundamentals of Marketing Simulation
Credits: 2
Introduces common marketing problems encountered by marketing managers and general managers. Emphasizes the analysis and development of the organization's marketing policy, strategy, and tactics, with a global perspective of business. Students develop a disciplined process for addressing marketing issues and challenges. Prerequisite: Enrollment in Online MBA Program.

MKTG 6279 - Data-Driven Marketing
Credits: 2
Covers multivariate statistical techniques, including cluster and discriminant analysis, factor and principal component analysis, multidimensional scaling, perceptual mapping, experimental design, and variance techniques analysis used to understand customers and competitors, to select target markets, to provide specialized offerings, and to choose the various elements of a marketing mix. Emphasis is on application of these techniques to real-world marketing problems. Prerequisite: Enrollment in the M.S.B.A. program.

MKTG 6284 - Retailing Analytics
Credits: 2
Consumer expenditures, which comprise nearly 70 percent of the U.S. gross domestic product, are made primarily through retailers. The sheer size of the retail sector highlights the importance of measuring and understanding the impact of retailers' decisions. Students analyze retail decisions in terms of their impact on consumer demand and retailer performance, with a focus on retail pricing, promotion and inventory management, and retail competition. The overriding objective is to use point-of-sale data, in various forms, to improve retail decision-making. Prerequisites: MAST 6201 and MKTG 6201, or enrollment in the M.S.B.A. program.

MKTG 6377 - Digital Marketing - A Tactical Approach
Credits: 3
Discusses the major digital marketing and advertising channels and serves as a beginner's guide to deploying tactical media buying skills in a real-world environment. Prerequisite: Enrollment in Online MBA Program.

MKTG 6435 - Digital Marketing - A Tactical Approach
Credits: 4
Discusses the major digital marketing and advertising channels and serves as a beginner's guide to deploying tactical media buying skills in a real-world environment. Prerequisite: MKTG 6201.

MKTG 6455 - Directed Studies in Marketing
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed studies credit.

MKTG 6476 - Fundamentals of Marketing
Credits: 4
Introduces common marketing problems encountered by marketing managers and general managers. Emphasizes the analysis and development of the organization's marketing policy, strategy, and tactics, with a global perspective of business. Students develop a disciplined process for addressing marketing issues and challenges. Prerequisite: Enrollment in Online MBA Program.

Real Estate, Risk Management and Business Law Courses

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

RE 6011 - Real Estate Financial Modeling (Argus)
Credits: 0
Covers the fundamental skills of real estate financial modeling in Argus. Students are required to attend the two-day Argus training workshop, classroom sessions, and take the Argus Certification Exam. Course is graded Pass/Fail. Prerequisite or corequisite: RE 6411 and enrollment in the M.S.R.E. program.

RE 6012 - Real Estate Financial Modeling (Excel)
Credits: 0
Excel modeling is a fundamental skill in real estate. Students work through the Adventures in CRE Accelerator Program, along with classroom modeling sessions. Topics covered include modeling cash flows for multiple

property types, modeling mortgage amortization schedules, joint venture partnership cash flow waterfalls, and real estate development deals. Financial modeling best practices are also discussed. Course is graded Pass/Fail. Prerequisite or corequisite: RE 6411 and enrollment in the M.S.R.E. program.

RE 6211 - Real Estate Investment
Credits: 2
A survey of commercial real estate investments. Includes the underlying determinants of supply and demand for various property types, leases, pro forma statements of cash flows, measurement of rates of return, and approaches to valuation. This is the prerequisite for all the other real estate courses. Prerequisite: FINA 6201 or enrollment in the M.S.F. program.

RE 6212 - Real Estate Analysis and Strategy
Credits: 2
Examines the physical and financial aspects of real estate development and acquisitions from the perspective of the equity investor. Focuses on land use concepts critical to the physical development of various real estate property types. Students become conversant in relevant investment return metrics and applied valuation methodology through case study analysis of real estate transactions. Prerequisite: RE 6211 or RE 6411.

RE 6213 - Real Estate Finance
Credits: 2
Includes case studies dealing with property selection, acquisition, leasing strategy, financing, sources of debt, and equity capital. Prerequisite: RE 6211 or RE 6411.

RE 6215 - Real Estate Development
Credits: 2
Surveys topics relating to due diligence in real property acquisition, zoning and land use law, contracts and agency, leases, and development. Topics are addressed from a legal perspective. Prerequisite: RE 6211 or RE 6411.

RE 6216 - Applied Real Estate Practice
Credits: 2
Explores the practice of real estate. The course consists of two components: guest lectures from industry experts, and in-depth property site visits/case studies. Students are required to write reports on current topics presented by guest speakers and best practices learned from real estate projects studied in the course. Prerequisite or corequisite: RE 6411 and enrollment in the M.S.R.E. program.

RE 6217 - Real Estate Transactions and Due Diligence
Credits: 2
Discusses the due diligence process for a property transaction, focusing on documentation and the negotiation of the legal documents required at each stage of the transaction process. Students work through documents including purchase and sales agreements, leases, mortgages, environmental reports, and joint venture partnership agreements. Prerequisite or corequisite: RE 6411 or enrollment in the M.S.R.E program.

RE 6220 - Real Estate Practicum
Credits: 2
Students work in groups on applied real estate projects furnished by participating firms. Projects may include research topics, deal analysis, and opportunity assessments. Provides benefits such as preparation for a career in real estate and hands-on, real-world experience in a consultative setting. Students also attend a series of on-campus meetings, facilitated by various industry experts, to review their progress and get advice on project components and areas of focus. Culminates in deliverables for the clients and a team presentation to the class and invited industry guests. Prerequisites: RE 6411.

RE 6221 - Real Estate Practicum
Credits: 2
Students work in groups on applied real estate projects furnished by participating firms. Projects may include

research topics, deal analysis, and opportunity assessments. Provides benefits such as preparation for a career in real estate and hands-on, real-world experience in a consultative setting. Students also attend a series of on-campus meetings, facilitated by various industry experts, to review their progress and get advice on project components and areas of focus. Culminates in deliverables for the clients and a team presentation to the class and invited industry guests. Prerequisites: RE 6411 and RE 6220.

RE 6295 - Directed Study in Real Estate
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

RE 6411 - Real Estate Investment
Credits: 4
A survey of commercial real estate investments. Includes the underlying determinants of supply and demand for various property types, leases, pro forma statements of cash flows, measurement of rates of return, and approaches to valuation. This is the prerequisite for all the other real estate courses. Prerequisite: FINA 6201 or enrollment in the M.S.F. program or M.S.R.E. program.

RE 6415 - Real Estate Development
Credits: 4
Surveys topics relating to due diligence in real property acquisition, zoning and land use law, contracts and agency, leases, and development. Topics are addressed from a legal perspective. Prerequisite: RE 6211 or RE 6411 or enrollment in the Real Estate, M.S. program.

RE 6420 - Real Estate Practicum
Credits: 4
Students work in groups on applied real estate projects furnished by participating firms. Projects may include research topics, deal analysis, and opportunity assessments. Provides benefits such as preparation for a career in real estate and hands-on, real-world experience in a consultative setting. Students also attend a series of on-campus meetings, facilitated by various industry experts, to review their progress and get advice on project components and areas of focus. Culminates in deliverables for the clients and a team presentation to the class and invited industry guests. Prerequisites: RE 6211 and RE 6212.

Risk Management and Insurance Course

RMI 6230 - Insurance and Corporate Risk Management
Credits: 2
Students explore the evolution of business risk management from traditional risk management to enterprise risk management. What is good risk management practice today? How should a company's risks be handled? Why do some companies buy insurance and others do not? Students learn a risk management paradigm that includes operational, strategic, financial, and hazard risks, then, for specific applications, make decisions about how to map the risks into a framework for good management decisions. Most class days involve an introductory lecture, then hands-on collaborative work on the day's topic. By the end of the course students should be able to evidence understanding of each of the following: 1) why hazard risks should matter to owners of firms, 2) how the tax system and managerial compensation is important to how a risk is handled, 3) identify and assess risks and show how they can impact firm value, 4) evaluate risk-handling tools and show how they can impact firm value, and 5) demonstrate an understanding of enterprise risk management and how it can enhance managerial decision-making. Prerequisite: FINA 6201.

Strategy Courses

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

STRA 6195 - Directed Study in Strategy
Credits: 1
Students work directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

STRA 6201 - Strategic Management
Credits: 2
This course examines the fundamental concepts of strategy of the firm as they are applied in domestic and global markets. Topics include business strategy, industry analysis, vertical integration, strategy execution, and diversification. It is taught using cases, text, and readings.

STRA 6202 - Advanced Strategic Management
Credits: 2
Builds on the core course STRA 6201, which focuses on issues of strategy at the business unit level. Topics include global strategy, technology strategy, management of the multibusiness firm, and strategic alliances and networks. Additional topics may be introduced at the instructor's discretion. Required course for the strategy and entrepreneurship concentration. Prerequisite or corequisite: STRA 6201.

STRA 6219 - Private Equity and Venture Capital
Credits: 2
Complements entrepreneurship courses by examining issues associated with venture capital from the viewpoint of the venture capitalist. Focuses on strategic and organizational issues associated with the firms that provide private equity to entrepreneurial firms. Examines the process by which private equity firms raise money from their investors as well as the associated agency problems. Explores the private equity firm's decision to invest in a new venture, how to evaluate the strategy of the new venture, and its likelihood for success or failure. Also, the process by which the private equity firm exits from its investments and how nonfinancial corporations can use a private equity model to finance new business ventures. Prerequisite or corequisite: STRA 6201.

STRA 6220 - Strategic Mergers and Acquisitions
Credits: 2
Focuses on the strategic and organizational issues associated with mergers and acquisitions. Students examine the factors that lead to successful and unsuccessful mergers and acquisitions. Topics include mergers within an industry, international acquisitions, diversification, vertical integration, organizational design concepts, and the management of organizational behavior issues associated with mergers. Uses a case study approach to classroom learning. Prerequisite: STRA 6202.

STRA 6222 - International Corporate Strategy
Credits: 2
Explores a range of issues faced by global multibusiness firms from the perspective of a senior executive (group level) in a multinational firm, with a focus on the effects of decisions on mid- and lower-level managers. Possible topics include 1) product diversification and the rollout of new products across regions; 2) entry and exit strategies for emerging and developed markets; 3) the development of global infrastructure (HR, IT, legal, and administrative structure) to support the operating value chain; 4) the use and misuse of conflicts among regional, product, and functional interests within the firm; and 5) tools for evaluating business unit performance across diverse regions and the stages of industry and product life cycles. Additional possible topics include the engagement of management consultants, strategy implementation, and the nuances of management development in a global firm. Prerequisite: STRA 6201.

STRA 6224 - Entrepreneurial Strategy
Credits: 2
Integrates a number of approaches while addressing strategic issues facing new and small businesses, including enduring factors that influence entrepreneurial and small business management. Topics include business strategy, strategies particular to entrepreneurship, and market and industry analysis. Also, organizing to implement innovative ideas. Assumes the perspective of the entrepreneur. Uses a blend of cases and other readings. Prerequisite or corequisite: STRA 6201.

STRA 6225 - Strategic Alliances
Credits: 2
Focuses on the planning and execution of strategic alliances, especially in high-technology industries. Addresses issues of partner selection, performance evaluation, and adaptation of the partnership over time. Also, alliances between large and small firms. Prerequisite or corequisite: STRA 6201.

STRA 6226 - Competitive Advantage
Credits: 2
Focuses on decision-making by top managers at the strategic business unit level. Students utilize all skills learned thus far in the program and apply them to a broad array of business policy problems (e.g., acting as the decision-maker and setting corporate strategy in specific situations). Cases are drawn from a variety of industries and situations and involve all facets of corporate strategy, including marketing, operations, finance, information technology, and organizational structure. Emphasis is placed on understanding the competitive dynamics of the current environment and on recommending strategy that considers the resources at the organization's disposal. The course is entirely discussion-based, case method with occasional supplemental readings. Prerequisite or corequisite: STRA 6201.

STRA 6228 - Global Strategy
Credits: 2
Focuses on issues related to competing in global industries for both single- and multibusiness firms. Key topics addressed include sources and dynamics of comparative advantages; modes of entry into foreign markets, such as joint venture, acquisition, and greenfield investment; global sourcing for operations and information technology; and the structure of multinational firms. Uses cases and readings. Prerequisite or corequisite: STRA 6201.

STRA 6230 - Technology Strategy
Credits: 2
Case-based course designed to cover the broad domain of how organizations invest in and manage the technologies that are central to the strategic positions of their businesses and thus to their future financial performance. Product and process technology topics covered include: the digital transformation of the enterprise, the internet of things and its implications for business strategy, the digital product life cycle, technologies transforming the supply chain, the role of acquisitions in reshaping the firm's technology portfolio, the rise and implications of big data, the uses of AI and ML, and the role of the CIO. Prerequisite: STRA 6201.

STRA 6231 - AI Strategy
Credits: 2
Focuses on the opportunities and challenges the latest developments in AI create for companies. Addresses the question of how leaders develop winning strategies applying AI in their internal processes and enhance the value they create for their customers; this includes early experiments to scaled solutions. Discusses the main players in the AI value chain and AI governance including the question of 'responsible AI' and regulatory developments. Prerequisite: STRA 6201.

STRA 6232 - Strategic Leadership in Times of Exponential Change
Credits: 2
This experiential learning course presents new methodology to address the challenges of exponential change driven by digital innovations called the "4th Industrial Revolution". Exponential change requires a new strategy development and implementation, "Dreams and Details". Students develop team projects to apply the Dreams and Details framework to specific problems faced in corporations. Prerequisite: STRA 6201.

STRA 6236 - The Practice of International Business
Credits: 2
Provides a case-based, pragmatic understanding of international business in today's flat world. The nation's international trade and investments, already substantially above the gross domestic product figure, will climb in the next decade to several times GDP. International business skills will therefore become increasingly important for all managers. Examines how the international business environment (culture, history, governments, politics, law, war, and demographics) affects the strategy and operations of the global firm. Includes a number of international business

executives as guest speakers, presentations of team projects, and the creation of scenarios for the future. Prerequisite: STRA 6201.

STRA 6240 - Emerging Markets
Credits: 2
Designed for students interested in emerging markets in the global economy. Focuses on countries such as the BRIC countries of Brazil, Russia, India, and China; other countries in South America and Asia; the Persian Gulf states; and South Africa and other emerging African countries, especially Nigeria. During the past 20 years, these nations have increased their participation, qualitatively and quantitatively, in the global capitalist system. Covers economic and institutional perspectives on emerging markets and uses cases to explore specific business problems. Following the sessions in the classroom, students take a weeklong trip to Dubai and Abu Dhabi to visit companies and policymakers. Prerequisite: Completion of core required courses.

STRA 6242 - The Rise of Asia
Credits: 2
In the past fifty years, global capitalism has been transformed by the rise of countries in Asia. Their domestic markets and multinationals have had a dominant influence on the economies of the United States, European countries, and newly emerging markets in Africa, Latin and South America, and in Asia itself. Using cases and readings, this course outlines the social and economic history of this remarkable development and discusses its current implications for the world economy. Prerequisite: Completion of core courses.

STRA 6248 - Competitive Intelligence, War Gaming and Scenario Planning
Credits: 2
Discusses the process of developing actionable foresight regarding competitive dynamics used to enhance the speed and quality of decision-making for companies globally. Explores war games and scenario planning as competitive intelligence tools to help business leaders think through their strategy formulation and likely external moves of key stakeholders in a controlled environment. Explains how competitive intelligence enables key business decisions to be made in a more systematic and informed manner by role playing the key players' reactions in the marketplace, to really understand their intentions and how they are looking at the marketplace, and to stress test strategies by using scenarios. Prerequisite: Completion of core and/or required courses.

STRA 6295 - Directed Study in Strategy
Credits: 2
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

STRA 6410 - Venture Capital Practicum
Credits: 4
Provides hands-on-venture capital experience applying the skills developed in finance, strategy, and entrepreneurship courses. Students partner with local venture capital firms and meet weekly outside of class to identify, qualify, analyze, and present recommendations regarding prospective investments for the Cox M.B.A. Venture Fund. Topics include filtering and qualifying opportunities presented by entrepreneurs in business plans, evaluating funding presentations, applying basic due diligence, and managing a portfolio company. Acceptance to the course is competitive and based on submitted applications. It is preferred that applicants have taken STRA 6219. An application does not guarantee admission.

STRA 6430 - Strategy Consulting
Credits: 4
This is a semester long course, split into two modules. The first module is composed of cases and exercises designed to expose students to the practice of strategy consulting. The curriculum focuses on the strategy consulting industry, the variety of practices consultants employ, and the types of problems they encounter. Speakers with deep consulting experience share their insights on a variety of topics. In the second module teams of students execute a consulting project with a local company. Prerequisite: STRA 6201.

STRA 6495 - Directed Study in Strategy
Credits: 4
The student works directly with a professor on a specific project or projects. Credit is given based upon evaluation by the professor. Students are responsible for submitting a proposal to a professor for directed study credit.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Merit-based Scholarships and Financial Aid

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

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

Student Identification Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please see our website for a current list of VA ineligible programs.

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

Final Examinations

Final course examinations shall be given in all courses where they are appropriate, must be administered as specified on the official examination schedule and shall not be administered during the last week of classes. Exceptions to the examination schedule may be made only upon written recommendation of the chair of the department sponsoring the course and with the concurrence of the senior associate dean, who will allow exceptions only in accordance with guidelines from the Office of the Provost. The Graduate Cox examination schedule is published at the start of each term; note that an exam may be held on a day and/or at a time different from the regular class time.

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students, for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three-credit-hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours, with the total out-of-class work equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

Nine credit hours is full-time in the fall and spring terms. Six hours is full-time in the summer term (all sessions in the summer term combined).

Cox graduate programs have two seven-week modules in each term, and two credit hours are earned in each seven-week module. Each class session generally requires a minimum of nine hours of advance preparation time on the part of the student.

Due to the structure of the Cox graduate programs, students must follow the appropriate degree curriculum as outlined in the Academic Programs section of this catalog. These programs do not include thesis, dissertation, performance recitals, co-op programs or fellowships that other SMU graduate programs might utilize for a full-time status equivalent. There is a one-hour summer internship required of all students in the Full-Time Two Year M.B.A. Program, which is included in the curriculum.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Policies for transfer credit are found under Transfer Courses From Other Institutions in the Cox Graduate Programs Policies and Procedures section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

Students should consult with Cox graduate student services staff for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. The academic dean's office or the records office monitors academic progress and maintains official degree plans for all students in a school.

Each fall, spring and summer term has an enrollment period during which the formal process of enrollment in the University is completed. Prior to each enrollment period, the Cox graduate student services staff will publish enrollment instructions. Additional information about enrollment cycles is found under Course Enrollment in the Cox Graduate Programs Policies and Procedures section of this catalog.

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an

undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Other Graduate Course Enrollment by Undergraduate Students

In addition to the Accelerated Pathway Programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level coursework that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed in the Cox Graduate Programs Academic Calendar. Students are encouraged to seek assistance from Cox graduate student services staff when considering whether to add or drop a course. A student may drop a course with a grade of *W* (Withdrew) by using the my.SMU Student Dashboard by the specific deadline listed in the Cox Graduate Programs Academic Calendar.

After the deadline date on the Cox Graduate Programs Academic Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified on the Cox Graduate Programs Academic Calendar. **Note:** Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office. Additional information about schedule changes is found under Course Enrollment in the Cox Graduate Programs Policies and Procedures section of this catalog.

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

International Students. Students must consult with the International Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain in status, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Cox Graduate Programs Academic Calendar. A *drop* occurs when students remove one or more courses from their 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

The Cox modules within the term can be negatively affected by the withdrawal process; therefore, students should always contact Cox graduate student services staff prior to initiating this transaction.

Students who wish to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from their school's records office. The records office will then submit the form to the University Registrar's Office. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Cox Graduate Programs Academic Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Cox School of Business students currently enrolled in one of the graduate programs who want to audit a course (take a course without credit) must complete and submit a Class Auditor Form for Current Cox Students to obtain permission through the Cox Graduate Programs registrar, who coordinates with the instructor the availability of the course for auditing. Audit enrollment will be permitted only on a space-available basis. Audit enrollment starts on the first class day of the term, and there is no tuition charge for a currently enrolled student.

Individuals not currently matriculated graduate students in a Cox School of Business program who desire to audit a course are required to submit a Class Auditor Form for Non-Cox Students to obtain permission through the Cox

Graduate Programs registrar, who coordinates with the instructor the availability of the course for auditing. Audit enrollment starts on the first class day of the term and will be permitted on a space-available basis. If the course is approved for audit, the individual must pay the current published audit fee to the Cox School of Business. The following regulations are applicable:

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

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release a student from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

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

Students may also be dropped by a course instructor for extreme inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the Cox deadline to drop. Department Chair approval is required. After the deadline, the student must remain enrolled in the class and receive a final grade of *F*.

A student who has a passing grade in a course at the time of the final examination, but who misses the examination due to an unavoidable situation, should immediately contact the instructor and the assistant dean of Cox graduate student services to determine what accommodations may be available.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel,

the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the assistant dean of Cox graduate student services to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

	1000–1999	First-year	
	2000–2999	Sophomore	
	3000–3999	Junior	
	4000–4999	Senior	
	5000–5999	Senior or Graduate	
	6000–9999	Graduate	

The second digit specifies the number of credit hours; exceptions are noted below.

		Digit	*Credit Hours*	
		0	0, 0.5 or 10–15	
		1	1 or 1.5	

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available the through my.SMU Student Dashboard.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

All graduate courses in the Cox School of Business, except those noted in this paragraph, are assigned a letter grade with grade point value and cannot be taken as pass/fail. The courses specifically established with the pass/fail grading basis are all BAEX courses, and MNGT 6001, MNGT 6003, MNGT 6004, MNGT 6005, MNGT 6011, MNGT 6020, MNGT 6101, MNGT 6103, MNGT 6150, MNGT 6161, MNGT 6162.

Grade of F, D, W, X and Missing/Blank

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

When the Cox School of Business assigns the grade of *D, D-* or *D+* for poor scholarship, it is not a passing grade. For more details, students should see Course Grades Not Meeting Degree Requirement in the Cox Graduate Program Policies and Procedures section of this catalog.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all X's prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

A student may temporarily receive a grade of Incomplete (*I*) if the majority (90 percent) of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.

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

At the time a grade of *I* is given, the instructor must stipulate in my.SMU the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

The instructor and the student sign the Incomplete Grade Agreement form, with a copy of the form given to the student and to Cox graduate student services staff and with the instructor retaining the original form.

If the Incomplete grade is not cleared by the date set by the instructor or by the end of the next term, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

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

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

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

Grade Changes

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

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

Grade Appeals

A student who feels that an assigned grade is other than the grade earned must first discuss the matter with the course instructor to determine if the discrepancy is caused by error or misunderstanding. At the time of the initial discussion, the student may be asked to provide a written petition requesting the change of grade. Written grade appeals must be initiated by the student within fourteen calendar days of the initial grade being posted. Exceptions to deadlines set forth herein for students in unusual circumstances (e.g., Spring Break, Christmas Break, studying abroad) may be granted in writing by the associate dean of graduate programs.

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

Within seven calendar days of receiving a decision on the grade appeal which was submitted to the department chair (or faculty agent), a student who is not satisfied by the disposition of the appeal may appeal the decision to the associate dean of graduate programs. The associate dean will take action as deemed appropriate, but the action taken

must respect the principle that the determination of a grade rests with the course instructor. The course instructor will report in writing to the student the disposition of the appeal.

These provisions are the sole rules that govern the Cox School of Business course grade appeals at Southern Methodist University.

Satisfactory Progress Policies

Leave of Absence

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

The process to return to SMU after a leave-of-absence period can be an easy one, especially if the student has gone through the steps to file for a leave of absence and planned ahead for the return. Following Cox's leave-of-absence guidelines helps 1) assure that the degree requirements per the catalog of record when the student initially matriculated at SMU still apply upon return, 2) assist with financial aid processing, and 3) provide the support needed to return to Cox and successfully finish the degree. The first step to effect a leave of absence is for the student to arrange an appointment to meet with Cox graduate student services staff, who will assist the student with the process.

Students in good standing may take a leave of absence for up to 12 months by sending a written notice to Cox graduate student services staff. To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more hours, and must have a clear student financial record. Students seeking to re-enroll after a leave of absence must notify graduate student services staff in writing. A leave of absence does not affect the statute of limitations established by the initial enrollment. Any former student with less than the criteria outlined herein for good standing must reapply to the program. Students who have not enrolled for more than 12 months must follow the guidelines for readmission.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation or dismissal. Information regarding disciplinary action can be found under the Cox Graduate Honor Code and Charter of Community Conduct on the Cox School of Business website.

Graduate students must maintain a cumulative GPA of 3.000. If in any term the student falls below this cumulative GPA, the student will be placed on probation.

To graduate from a Cox School of Business graduate program, students must earn a cumulative GPA of 3.000 or higher (without rounding) with no grade less than a *C*- (1.700) applying toward the degree. The academic performance of all graduate students is reviewed at the end of each term. All calculations for academic performance evaluations are based on grades earned in Cox programs. Grades earned in accepted transfer courses are not counted in Cox School of Business cumulative GPA calculations.

Students in a graduate Cox program with a cumulative GPA below 3.000 upon completion of the credit hours required for the degree may petition the Cox Graduate Policy Committee to take additional credit hours at Cox to raise their cumulative GPA to 3.000, the required level. Students who receive approval to take additional hours will not be permitted to earn more than the maximum hours allowed toward their degree for GPA purposes. A chart of maximum hours allowed is found under Course Grades Not Meeting Degree Requirement in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic Probation, Scholarships and Academic Dismissal

Academic probation is a serious warning that the student is not making satisfactory academic progress. A student on academic probation is still eligible to enroll and is considered in good standing for enrolling in classes and for certification purposes. Academic probation is not noted on the permanent academic record; however, a student on academic probation may be subject to certain conditions.

In addition, any student with a scholarship who goes on academic probation will have one term to raise the cumulative GPA above 3.000 to retain the scholarship. If the student does not raise the cumulative GPA above 3.000 and remains on academic probation at the end of the term, the scholarship will not be allocated for the following term. However, the student may regain the scholarship in a subsequent term if the cumulative GPA later increases to 3.000 or higher before the start of that term.

Cox graduate students on academic probation are not permitted to serve in any student leadership position of any organization representing either Cox or SMU. A student on academic probation is not permitted to enroll in a directed study. **Note:** Full-time M.B.A. students are still required to enroll in the internship course as part of the full-time M.B.A. curriculum in the summer term between the first and second year of the program. Additional information about probation policies is found in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic dismissal is final, with no possibility of reinstatement or readmission to the University. Academic dismissal is recorded on the student's permanent academic record. Additional information is found under Academic Dismissal From the Cox School of Business in the Cox Graduate Programs Policies and Procedures section of this catalog.

Academic Petitions and Waivers

Petitions and/or waiver requests concerning academic issues should be submitted to graduate student services staff.

Transfer Coursework

Policies for transfer credit are found in this catalog under Transfer Courses From Other Institutions in the Cox Graduate Programs Policies and Procedures section.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Dashboard by the deadline on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August).

Prior to approving a graduate business student for degree conferral, Cox faculty and administration will consider any documented judicial or disciplinary complaints on record and audit the student's academic standing, including satisfactory completion of the required but noncredit-bearing aspects of the Cox program.

Commencement Participation

The Cox School of Business holds a diploma recognition ceremony each year in May following the University-wide commencement program. Students in good academic standing, within eight credit hours of graduating and enrolled to complete all degree requirements during the following summer term may also participate in the May ceremonies, although their degrees will not be conferred until August. To participate in a ceremony, a student must apply online and file with their school's records office an Application for Candidacy to Graduate or Intent to Participate Form.

Statute of Limitations for Degree Plans

The maximum length of time for degree completion in any and all graduate business degree programs is six calendar years. All course and degree requirements must be completed in this time period, which begins at the time of initial enrollment, with no absence greater than three consecutive calendar years.

Cox Graduate Programs Policies and Procedures

Honor Code of Cox School of Business

By becoming members of the Cox School of Business, students are bound to hold intellectual integrity to the highest standard and commit to uphold the Cox School of Business Honor Code. Any actions committed by a member of the student body in violation of the Honor Code degrades the principles underlying the mission of the University and profoundly affects the integrity and reputation of the degrees to be earned, as well as the reputation of the institution. **At the core of the Cox School Honor Code is the student who will not lie, cheat or steal, or tolerate those who do. Not reporting an honor violation is an honor violation.** New graduate students receive a copy of the entire Honor Code at orientation and review all standards and policies. For more information, students can access the Honor Code or contact the assistant dean of graduate student services.

Admissions Information

The Cox School of Business seeks candidates who show a strong potential for success in today's global business environment. Candidates who demonstrate analytical capabilities, leadership experience, interpersonal and communication skills, and personal commitment and motivation are invited to apply. The Admissions Committee seeks candidates who possess outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores, previous academic records, references who can speak to the candidate's professional performance and self-evaluation essays. Complete details and an application packet are available from Cox graduate admissions: www.coxgrad.com, telephone 214-768-1214 or 1-800-472-3622, fax 214-768-3956, M.B.A.info@cox.smu.edu.

Deferral of Admission

An accepted graduate business applicant must enter the program for the specific term of acceptance. If extenuating circumstances prevent students from matriculating for the specific term, they may petition the graduate Admissions Committee for deferral prior to the first day of instruction of that term. This petition should state the reason for requesting a deferral to the next entering term. If the applicant fails to matriculate for the deferred term, the deposit is forfeited and the applicant must reapply for acceptance to the Cox School of Business.

Course Enrollment

Students process their own enrollment transactions, including add, drop and swap, on the my.SMU Student Dashboard (my.smu.edu). Prior to each term, there is a period during which the formal process of course enrollment is completed. Graduate student services staff distribute enrollment information and dates for that term's enrollment transactions by email.

In October, enrollment information is distributed for spring term registration, which starts in November with a week of priority registration. In March, information is distributed for summer term and fall term registration, which starts in April with a week of priority registration. In November and April, after the week of priority registration, open enrollment starts and continues until the first week of classes. P.M.B.A., Online M.B.A., M.B.A., Direct, and M.S. students enroll for the summer term prior to the fall enrollment in April.

Cox graduate students have priority for course enrollment until the week prior to the start of classes. Options for enrolling in courses for credit are available for other students as follows: 1) an M.B.A. graduate of an AACSB-accredited school, 2) visiting students in the P.M.B.A. program and 3) *approved* non-Cox SMU graduate students taking graduate Cox courses. Other individuals interested in taking a Cox graduate course may be able to do so as an auditor. Policies for these student classifications are included in this catalog.

Changes can be made to enrollments without penalty through the first week of class. In addition, an elective course may be dropped with no refund given and assigned a grade of W (Withdrew) through the deadline listed in the Cox Graduate Programs Academic Calendar. After the deadline date, students may not drop a class. Note that students cannot drop required core courses without the specific written permission of graduate student services staff.

After the deadline date in the Cox Graduate Programs Academic Calendar, a student may not drop a class. All schedule changes must be processed by the deadline date specified in this calendar.

Additional information is found in the Enrollment Policies section of this catalog.

Course Loads and Scheduling

Students need to be aware that examinations, special class meetings and other informal and formal events may be scheduled for alternate times than stated in the course schedule.

Full-Time Two-Year M.B.A. Program. Students complete 36-44 credit hours in the first year (20-22 credit hours in the first term and 16-20 credit hours in the second term), one credit hour internship in the summer (third term) and 28-32 credit hours in the second year (14 credit hours per term) plus one noncredit-bearing requirement (First-Year Foundations) for a total of 71 credit hours for the two-year program. The maximum hours of course enrollment allowed during the program is 79 credit hours. The required core courses and some elective courses are scheduled for weekdays, with additional elective courses offered in the evenings and Saturday mornings.

Professional M.B.A. Program. Students complete six terms of eight credit hours each term, including summer terms, for a total of 50 credit hours for the part-time program. The maximum hours of course enrollment allowed during the program is 58 credit hours. The usual schedule for the required core curriculum is Tuesday and Thursday evenings. Elective courses are offered Monday through Thursday evenings with limited offerings Saturday mornings.

Full-Time One-Year M.B.A. Program. Students complete 52 credit hours for this one-year program (18 credit hours in the first term, 16 credit hours in the second term and 18 credit hours in the third term). The maximum hours of course enrollment allowed during the program is 60 credit hours. Required core courses and elective courses are scheduled during the day, in the evening and Saturday mornings.

Online M.B.A. Program. Students complete 52 credit hours for this cohort-based six term program. The maximum hours of course enrollment allowed during the program is 60 credit hours. All courses are delivered in an interactive learning environment so students will get an in-person MBA, face-to-face with faculty and classmates, simply administered in a virtual classroom.

M.B.A. Direct Program. Students complete 53 credit hours for this cohort-based eight term program. The maximum hours of course enrollment allowed during the program is 61 credit hours. All courses are delivered in an interactive learning environment so students will get an in-person MBA, face-to-face with faculty and classmates, simply administered in a virtual classroom.

Master of Science in Accounting. M.S.A. students complete 16 credit hours each term for a total of 32 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 36 credit hours. The courses for this program are generally offered Monday through Thursday during the day and evening.

Master of Science in Business Analytics. M.S.B.A. students complete 17 credit hours in fall and 16 credit hours in spring for a total of 33 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 37 credit hours. The courses for this program are generally offered Monday through Thursday during the evening and Saturday mornings.

Master of Science in Finance. M.S. F. students complete 16 credit hours and 16 credit hours in two consecutive terms for a total of 32 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 36 credit hours. The courses for this program are generally offered Monday through Thursday during the day and evening.

Master of Science in Management. M.S.M. students complete 18 credit hours and 14 credit hours in two consecutive terms for a total of 32 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 36 credit hours. The courses for this program are generally offered Monday through Thursday (day and evening) and Saturday mornings.

Master of Science in Real Estate. M.S.R.E. students complete 15 credit hours and 16 credit hours in two consecutive terms for a total of 31 credit hours for the full-time, one-year program. The maximum hours of course enrollment allowed during the program is 35 credit hours. The courses for this program are generally offered Monday through Thursday (day and evening) and Saturday mornings.

Course Overloading

Full-Time Two-Year M.B.A. Program. After successfully completing the first term of the full-time M.B.A. program, students with a cumulative GPA of 3.500 or higher may elect to take additional credit hours in one future term. The total number of overload hours can be no more than eight hours during the two-year program. Full-time M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term regardless of the number of hours in which the student is enrolled. Students should contact graduate student enrollment and engagement staff for assistance.

Full-Time One-Year M.B.A. Program. After successfully completing the required core courses with a cumulative GPA of 3.500 or higher, students in the One-Year M.B.A. program may elect to take additional credit hours in one future term. One-Year M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term, regardless of the number of hours in which the student is enrolled. Students should contact graduate student enrollment and engagement staff for assistance.

Professional M.B.A. Program. After successfully completing all 28 credit hours of required core courses with a cumulative GPA of 3.200 or higher, students in the P.M.B.A. program may elect to take up to three courses or six credit hours in a module, a total of 12 credit hours in a term. Students need to contact graduate student enrollment and engagement staff for override permission when taking 12 credit hours. P.M.B.A. students are not permitted to transfer into the full-time M.B.A. program; however, with approval from graduate student enrollment and engagement staff, an unemployed student may be given permission to carry a full-time academic course load of up to 16 credit hours per term. P.M.B.A. students who take additional credit hours (maximum is 58 allowed in the program) will continue to pay the published hourly tuition rates.

Online M.B.A. Program. The online M.B.A. program is a lock-step program and students will be enrolling in a specific number of hours each term.

M.B.A. Direct Program. The M.B.A. Direct program is a lock-step program and students will be enrolling in a specific number of hours each term.

Executive M.B.A. Program. After successfully completing the first year of the E.M.B.A. program, students with a cumulative GPA of 3.500 or higher, may elect to take more than the normal load of 9 – 12 credit hours, with a maximum of 14 credit hours in one future term. Executive M.B.A. students may overload at no additional cost as they are charged a flat-rate tuition per term, regardless of the number of hours in which the student is enrolled. Students should contact the graduate student enrollment and engagement staff for assistance.

Master of Science in Accounting, Business Analytics, Finance, Management or Real Estate. After successfully completing the first term of the M.S.A., M.S.B.A., M.S.F., M.S.M. or M.S.R.E. programs, students with a cumulative GPA of 3.500 or higher may elect to take additional credit hours, with a maximum of 20 credit hours in one future term. The total number of overload hours can be no more than four credit hours or two courses during the program. Students may overload at no additional cost if they are enrolled in 12–18 credit hours, including their overload credit hours, as they are charged a flat-rate tuition. If 18 credit hours per term are exceeded, students will pay the hourly tuition rate for the hours in excess of 18 credit hours. Students should contact graduate student enrollment and engagement staff for assistance.

Acceleration

Acceleration of the M.B.A. degree is defined as P.M.B.A. students with enough additional credit hours to advance their expected graduation date by at least one term. P.M.B.A. students are not permitted to transfer into the Full-Time Two-Year M.B.A. program. However, with approval from graduate student enrollment and engagement staff, an unemployed student may be granted permission to carry a full-time academic course load of up to 16 credit hours per term, paying the published hourly tuition rates. Additional information is available at smu.edu/EnrollmentServices/Bursar/CostofAttendance.

Readmission

Students in good standing who have not enrolled in more than 12 months must complete a Readmission Request form. To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more hours, and must have a clear student financial record. After receiving the Readmission Request form, the

graduate programs registrar will review the student's request and academic record to determine the student's eligibility to be readmitted to the same program. If approval to return to the Cox graduate program is granted, the student will receive information detailing her or his new degree plan, including any updates to the curriculum that must be followed. Readmitted students are charged a re-matriculation fee of $75. Readmission does not affect the statute of limitations established by the initial enrollment.

Any former student with less than the criteria outlined for good standing must reapply to the program. Note: For coursework to count toward a degree, it must be completed within six years of matriculation with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to re-admittance to a graduate program may need to be repeated or replaced with current coursework, at the discretion of the associate dean for graduate programs.

Students seeking readmission to the same Cox program within 12 months of the last term of attendance should follow the guidelines for leave of absence.

Student in Good Standing Criteria

To be in good standing, a student must have a cumulative GPA of 3.000 or higher, must have earned eight or more credit hours, and must have a clear student financial record.

Second Master's Degree

Graduates of Cox M.S. Programs Applying to the Cox Full-Time One-Year M.B.A., P.M.B.A., Online M.B.A. or M.B.A. Direct Programs *(Students who are graduates of the M.S. in Sports Management and M.S. in Health Promotion Management are discussed in a later section)*. Students who are graduates of a Cox M.S. program and who want to pursue a Cox M.B.A. degree may apply to the Full-Time One-Year M.B.A., P.M.B.A., Online M.B.A., or M.B.A. Direct programs. Students must complete the application and satisfy all application criteria to be considered for admission. The Full-Time Two-Year M.B.A. and the Executive M.B.A. programs are excluded from this option.

When a graduate of one of the M.S. programs is accepted into the Full-Time One-Year M.B.A, P.M.B.A., Online M.B.A., or M.B.A. Direct programs, the student will be required to complete a minimum of 34 additional credit hours in order to earn the M.B.A. degree. Completion of the M.B.A. degree may require more than 34 credit hours of additional coursework. These hours will consist of M.B.A. core academic courses not taken as part of the M.S. degree plus elective courses not previously taken. All degree requirements of the M.B.A. program must be met for successful completion of the M.B.A. program. The requirements for the M.B.A. degree will be those listed in the catalog at the future time the M.S. graduate student matriculates into the M.B.A. program, which may be different than the M.B.A. degree requirements that were in effect when the student was an M.S. student.

Students will not need to retake successfully completed core required courses if the M.S. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.S. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.B.A. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The M.S. graduate admitted to the P.M.B.A., Online M.B.A., or M.B.A. Direct will pay the current tuition rate for that program at the time of matriculation. The M.S. graduate admitted to the Full-Time One-Year M.B.A. will pay the current One-Year M.B.A. tuition rate at the time of matriculation.

Graduates of the Master of Science in Sport Management Program and Master of Science in Health Promotion Management Applying to the Full-Time One-Year M.B.A., P.M.B.A., Online M.B.A., or M.B.A. Direct Programs. Students who are graduates of SMU's M.S.S.M. or M.S.H.P.M. programs and who want to pursue a Cox M.B.A. degree may apply to the Full-Time One-Year M.B.A., P.M.B.A., Online M.B.A. or M.B.A. Direct programs. Students must complete the application and satisfy all application criteria to be considered for admission. The Full-Time Two-Year M.B.A. and the Executive M.B.A. programs are excluded from this option.

When a graduate of the M.S.S.M. or M.S.H.P.M. programs are accepted into the Full-Time One-Year M.B.A., P.M.B.A., Online M.B.A. or M.B.A. Direct program, the student will be required to complete a minimum of 36 additional credit hours in order to earn the M.B.A. degree. Completion of the M.B.A. degree may require more than

36 credit hours of additional coursework. All degree requirements of the M.B.A. program must be met for successful completion of the M.B.A. degree program. The requirements for the M.B.A. degree will be those in the catalog at the future time the M.S. graduate student matriculates into the M.B.A. program, which may be different than the M.B.A. degree requirements that were in effect when the student was an M.S. student. Students will not need to retake successfully completed core required courses if the M.S. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.S. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.B.A. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The M.S.S.M or M.S.H.P.M. graduate admitted to the P.M.B.A., Online M.B.A. or M.B.A. Direct will pay the current tuition rate of that program at the time of matriculation. The M.S. graduate admitted to the Full-Time One-Year M.B.A. will pay the current One-Year M.B.A. tuition rate at the time of matriculation.

Graduates of Cox M.S. Programs Applying to Another Cox M.S. Program. Students who are graduates of a Cox M.S. program and who want to pursue another Cox M.S. degree may apply to the specific M.S. program. Students must complete the application and satisfy all application criteria to be considered for admission. When a graduate of one of the M.S. programs is accepted into another M.S. program, the student will be required to complete a minimum of 26 additional credit hours in order to earn another M.S. degree. Completion of the M.S. degree may require more than 26 credit hours of additional coursework. These hours will consist of courses not previously taken as part of the initial M.S. degree. All degree requirements of the subsequent M.S. program must be met for successful completion of the M.S. degree program. The requirements for the M.S. degree will be those in the catalog at the future time the M.S. graduate student matriculates into the additional M.S. program, which may be different than the M.S. degree requirements that were in effect when the student was an M.S. student.

Students will not need to retake successfully completed core required courses if the two M.S. degrees are completed within six years from the original matriculation date of the initial M.S. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the subsequent M.S. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for graduate programs.

The student admitted to a subsequent M.S. degree program will pay the current M.S. program tuition rate at the time of matriculation.

Graduates of Cox M.B.A. Programs Applying to Cox M.S. Programs. Students who are graduates of a Cox M.B.A. program and who want to pursue a Cox M.S. degree may apply to the specific M.S. program. Students must complete the application and satisfy all application criteria to be considered for admission.

When a graduate of one of the M.B.A. programs is accepted into an M.S. program, the student will be required to complete a minimum of 18–26 additional credit hours in order to earn the M.S. degree. Completion of the M.S. degree may require more than 26 credit hours of coursework. These hours will consist of courses not previously taken as part of the M.B.A. degree. All degree requirements of the specific M.S. program must be met for successful completion of the M.S. degree program. The requirements for the M.S. degree will be those in the catalog at the future time the M.B.A. graduate student matriculates into the M.S. program, which may be different than the M.S. degree requirements that were in effect when the student was an M.B.A. student.

Students will not need to retake successfully completed core required courses if the M.S. and the M.B.A. degrees are completed within six years from the original matriculation date of the M.B.A. program with no absence greater than three consecutive calendar years. Coursework completed more than three years prior to admittance into the M.S. program may need to be repeated or replaced with current courses, at the discretion of the associate dean for master's programs.

There are constraints on what M.S. degrees an M.B.A. graduate will be able to complete based on coursework taken during the M.B.A. program. For example, if a student took most of the finance courses, a Master of Science in Finance would not be possible. Students who apply to an M.S. degree program with a potential conflict can request an evaluation of their academic record. The Master of Science in Management is not an option for M.B.A. graduates.

The M.B.A. graduate admitted to an M.S. degree program will pay the current M.S. program tuition rate at the time of matriculation.

Course Waiver for Required Core Courses

While the Cox School is not obligated to grant any waiver credit, in certain cases, up to eight credit hours for full-time and P.M.B.A. students and up to four credit hours for M.S. students of required core courses may be waived, at entrance only, thereby eliminating the need to take a specific required course. This does not reduce the total number of credit hours required for the degree; it allows only for another course(s) to be substituted for the required course(s) as determined in the waiver process. Requests for waived credit are reviewed and processed only after the student's enrollment deposit is received in the Admissions Office. For complete details and a Course Waiver Petition Request form, students should contact the graduate programs registrar at gradcox@cox.smu.edu.

Transfer Courses From Other Institutions

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

Southwestern Graduate School of Banking Credit

For candidates admitted to the full-time M.B.A. or P.M.B.A. programs, the Cox School of Business will grant eight graduate credit hours (equivalent to four graduate elective module courses) to graduates of the Southwestern Graduate School of Banking who completed the SWGSB program no more than two years prior to admission to the full-time M.B.A., P.M.B.A., O.M.B.A. or M.B.A. Direct programs. The credits will be treated as general graduate elective credits and will not be counted toward any specific area of concentration. The credit may not be applied to the Executive M.B.A. program.

Students Taking Courses in Other SMU Graduate Programs

M.B.A. students may petition to take one course offered in another SMU graduate or professional program that is specifically relevant to the student's academic business goals. Each petition will be reviewed on an individual basis. Additional information is available from the graduate programs registrar (gradcox@cox.smu.edu).

Directed Studies

Although faculty members generally discourage the use of directed studies to replace regularly scheduled elective courses, some students may benefit from a highly focused, specialized research-based project designed in conjunction with a full-time faculty member in a specific academic department of the Cox School of Business. These nonpaying academic projects may involve further study of a specific topic from a previous course or may deal with an area of business or management research not covered in regularly scheduled business courses. No more than four credit hours may be earned through directed study. In general, directed studies do not count toward a concentration; any exception to the policy must be approved by the respective department chair. Students must be in good standing academically and must have completed the required core course sequence prior to enrolling for a directed study. The Directed Study Request form is available from graduate student services staff. The student must meet with the instructor to establish the course criteria, and the instructor must sign the Directed Study Request form acknowledging approval of the request. The documented and signed Directed Studies Request form is returned to graduate student services staff for final approval.

Courses for Credit After Graduation

Cox M.B.A. graduates, and graduates of other AACSB accredited M.B.A. programs, can apply to take graduate courses for credit by submitting the application and providing an official transcript listing the graduation date and program and documenting a final cumulative GPA of 3.000 or higher. Criteria for course enrollment include meeting the course prerequisites and earning grades of *B* and above in each postgraduate course taken. For Cox

E.M.B.A. program graduates and non-Cox graduates, the academic department chair or designee will review prior coursework for meeting the course prerequisites. Enrollment is on a space-available basis one week prior to the start of the course.

For Cox M.B.A. graduates, an additional concentration may be earned and posted to their academic record with the successful completion of the credit hours and specific courses required for the concentration. (Additional details are found in the Concentrations and Minors section of this catalog.)

Enrollment charges include a one-time application fee, the published per credit hour tuition and general student fees at the P.M.B.A. program rate. Students should contact the graduate programs registrar at gradcox@cox.smu.edu for additional information.

Visiting Students

Students currently matriculated at an AACSB-accredited school not located in the greater metropolitan area of Dallas-Fort Worth may apply to take a limited number of courses at the Cox School of Business to transfer back to the student's home school. For details on this limited program, students should contact the graduate programs registrar at gradcox@cox.smu.edu.

Non-Cox SMU Graduate Students Taking Graduate Cox Courses

Matriculated graduate students in other SMU programs may request permission to enroll in elective courses on the first day of class for the term or module based on the Cox Graduate Programs Academic Calendar. Enrollment is on a space-available basis. For more information, students should contact graduate student services staff at gradcox@cox.smu.edu.

Course Grades Not Meeting Degree Requirement

All required core courses must be successfully completed with an earned grade of *C*- or above. Required core courses completed with grades of *D*+, *D*, *D*- or *F* have not been successfully completed and must be retaken the next time the course is taught. Additional information can be found in the policy section Grade Forgiveness Opportunity.

An elective course completed with a grade of *D*+, *D*, *D*- or *F* has not been successfully completed. The student has the option of taking either the same course or a different one, but must earn a grade of *C*- or above for a course to count toward the degree; therefore, a student must take an additional course and successfully complete it to earn the credit hours to count toward the degree.

In both situations of required and elective courses not successfully completed, these courses and grades are listed on the student's transcript. While the grades are included in the student's cumulative GPA, the credit hours of the unsuccessful attempt are not counted toward the degree. Students are permitted to take no more than the maximum hours allowed (listed below) toward their degree for GPA purposes.

Maximum Hours Allowed

Program	*Cox Hours Needed to Complete Degree*	*Maximum Hours Allowed*
Full-Time Two-Year M.B.A.	71 credit hours	79 credit hours
Full-time J.D./M.B.A.	52 credit hours	60 credit hours
M.A./M.B.A.	52 credit hours	60 credit hours
Full-Time One-Year M.B.A.	52 credit hours	60 credit hours
Professional M.B.A.	50 credit hours	58 credit hours
Online M.B.A.	52 credit hours	60 credit hours
M.B.A. Direct	53 credit hours	61 credit hours
Part-time J.D./P.M.B.A.	50 credit hours	58 credit hours
3-year J.D./P.M.B.A.	38 credit hours	46 credit hours

M.S.E./M.B.A.	50 credit hours	58 credit hours
Executive M.B.A.	50 credit hours	58 credit hours
Master of Science in Accounting	32 - 40 credit hours	36 - 44 credit hours
Master of Science in Business Analytics	33 credit hours	37 credit hours
Master of Science in Engineering Entrepreneurship	12 credit hours	16 credit hours
Master of Science in Finance	32 credit hours	36 credit hours
Master of Science in Health Promotion Management	10 credit hours	14 credit hours
Master of Science in Management	32 credit hours	36 credit hours
Master of Science in Real Estate	31 credit hours	35 credit hours
Master of Science in Sport Management	15 credit hours	19 credit hours

Note: Cox hours needed could include transfer credit of up to eight hours for full-time and P.M.B.A. programs, and up to four hours for M.S. programs if approved by the Cox Graduate Policy Committee prior to enrollment in a Cox program.

Grade Forgiveness Opportunity for Required Core Courses

Students in the M.B.A. programs may repeat up to two different required core courses for which grades of *D+* or lower were received, provided the first enrollment of the course was completed during a student's first three terms of enrollment, or for the E.M.B.A. during the student's first four terms of enrollment.

Students in the M.S. programs may repeat one course for which a grade of *D+* or lower was received for any course completed during a student's first two terms of enrollment.

The student who repeats a course with the grade forgiveness option remains on academic probation until the course is successfully completed, even if the cumulative GPA is raised to 3.000 or higher. Note that the grade from the second time the course is taken, even if lower than the first attempt, will be the grade used to calculate the student's GPA.

A specific course may be repeated only once for grade forgiveness, and it must be repeated within the next two terms following the term in which the course was initially taken. Exceptions to the two-term restriction may be requested from the program registrar if the course is not taught again within that period. Students must declare which course(s) they will repeat under this policy with the program registrar by the seventh day of classes in the module or term of the repeated course enrollment.

Under this policy, the course hours and grade from the second time the course is taken count toward the degree. However, the initial course and grade also are listed on the student's permanent academic record with an explanatory note. All completed attempts of the courses are included in the count of "Maximum Hours Allowed" listed under the Course Grades Not Meeting Degree Requirement Policy.

Academic Dismissal From the Cox School of Business

Failure to meet established minimum acceptable standards of academic or disciplinary performance will result in dismissal from the Cox School of Business. Dismissal is a permanent and involuntary separation of the student from the school. The student is not eligible for readmission to the Cox School and is not in good standing in the school. "Academic Dismissal" is permanently recorded on the student's transcript. The following criteria, also used for financial aid satisfactory progress, outline when graduate students will be dismissed from the Cox School of Business but does not limit dismissal to these criteria:

Full-Time Two-Year M.B.A. Program. Full-Time Two-Year M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 20 GPA hours or the first term.
- Less than a cumulative 2.500 GPA at the end of 38 GPA hours or the second term.
- Less than a cumulative 2.750 GPA at the end of 56 GPA hours or the third term.
- Less than a cumulative 2.950 GPA at the end of 71 GPA hours or the fourth term.

With an approved petition to take up to eight additional hours beyond the 71 GPA hours required for the degree, Full-Time Two-Year M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 71 GPA hours or the fourth term.
- Less than a cumulative 2.970 GPA at the end of 73 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 75 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 77 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 79 GPA hours (+ 8 hours).

Full-Time Two-Year M.B.A. students MUST have a cumulative 3.000 GPA at the end of 79 GPA hours.

Full-Time One-Year M.B.A. Program. Full-Time One-Year M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 18 GPA hours or first term.
- Less than a cumulative 2.750 GPA at the end of 34 GPA hours or second term.
- Less than a cumulative 2.950 GPA at the end of 52 GPA hours or third term.

With an approved petition to take up to eight additional hours beyond the 44 GPA hours required for the degree, Full-Tine One-Year M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 52 GPA hours or third term
- Less than a cumulative 2.970 GPA at the end of 54 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 56 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 58 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 60 GPA hours (+ 8 hours).

Full-Time One-Year M.B.A. students MUST have a cumulative 3.000 GPA at the end of 60 GPA hours.

Master of Arts /Master of Business Administration and Juris Doctor/Master of Business Administration Programs. M.A./M.B.A. and J.D./M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.250 GPA at the end of 14 GPA Cox hours or the first term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA Cox hours or the second term.
- Less than a cumulative 2.750 GPA at the end of 34 GPA Cox hours or the third term.
- Less than a cumulative 2.950 GPA at the end of 46 GPA Cox hours or the fourth term.

With an approved petition to take up to eight additional hours beyond the 46 GPA hours required for the degree, M.A./M.B.A. and J.D./M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 46 GPA Cox hours or the fourth term.
- Less than a cumulative 2.970 GPA at the end of 48 GPA Cox hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 50 GPA Cox hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 52 GPA Cox hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 54 GPA Cox hours (+ 8 hours).

M.A./M.B.A. and J.D./M.B.A. students MUST have a cumulative 3.000 GPA at the end of 79 GPA hours.

Professional M.B.A. Program. P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.900 GPA at the end of 42 GPA hours or fifth term.
- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or sixth term.

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

- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 52 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 54 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 56 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 58 GPA hours (+ 8 hours).

P.M.B.A. students MUST have a cumulative 3.000 GPA at the end of 58 GPA hours.

Online M.B.A. Program. O.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.900 GPA at the end of 42 GPA hours or fifth term.
- Less than a cumulative 2.950 GPA at the end of 52 GPA hours or sixth term.

With an approved petition to take up to eight additional hours beyond the 52 GPA hours required for the degree, O.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 52 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 54 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 56 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 58 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 60 GPA hours (+ 8 hours).

O.M.B.A. students MUST have a cumulative 3.000 GPA at the end of 60 GPA hours.

M.B.A. Direct Program. M.B.A. Direct students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 22 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 30 GPA hours or fourth term.
- Less than a cumulative 2.800 GPA at the end of 35 GPA hours or fifth term.
- Less than a cumulative 2.900 GPA at the end of 41 GPA hours or sixth term.
- Less than a cumulative 2.950 GPA at the end of 47 GPA hours or seventh term.
- Less than a cumulative 2.960 GPA at the end of 53 GPA hours or eighth term.

With an approved petition to take up to eight additional hours beyond the 53 GPA hours required for the degree, M.B.A. Direct students will be dismissed if they achieve

- Less than a cumulative 2.960 GPA at the end of 53 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 55 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 57 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 59 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 61 GPA hours (+ 8 hours).

M.B.A. Direct students MUST have a cumulative 3.000 GPA at the end of 61 GPA hours.

Part-Time Juris Doctor and Professional Master of Business Administration Program. Part-time J.D./P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.000 GPA at the end of 8 GPA hours or first term.
- Less than a cumulative 2.250 GPA at the end of 16 GPA hours or second term.
- Less than a cumulative 2.500 GPA at the end of 24 GPA hours or third term.
- Less than a cumulative 2.750 GPA at the end of 32 GPA hours or fourth term.
- Less than a cumulative 2.900 GPA at the end of 42 GPA hours or fifth term.
- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or sixth term.

With an approved petition to take up to eight additional hours beyond the 48 GPA hours required for the degree, part-time J.D./P.M.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 50 GPA hours or sixth term.
- Less than a cumulative 2.970 GPA at the end of 52 GPA hours (+ 2 hours).
- Less than a cumulative 2.980 GPA at the end of 54 GPA hours (+ 4 hours).
- Less than a cumulative 2.990 GPA at the end of 56 GPA hours (+ 6 hours).
- Less than a cumulative 3.000 GPA at the end of 58 GPA hours (+ 8 hours).

Part-Time J.D./P.M.B.A. students MUST have a cumulative 3.000 GPA at the end of 58 GPA hours.

Master of Science in Accounting. M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 32 GPA hours required for the degree, M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 34 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 36 GPA hours (+ 4 hours).

Master of Science in Business Analytics. M.S.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 33 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 33 GPA hours required for the degree, M.S.B.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 33 GPA hours or second term.
- Less than a cumulative 2.970 GPA at the end of 35 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 37 GPA hours (+ 4 hours).

M.S.B.A. students MUST have a cumulative 3.000 GPA at the end of 37 GPA hours.

Master of Science in Finance. M.S.F. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 16 GPA hours or first term.
- Less than a cumulative 2.900 GPA at the end of 32 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 32 GPA hours required for the degree, M.S.F. students will be dismissed if they achieve

- Less than a cumulative 2.900 GPA at the end of 32 GPA hours or second term.
- Less than a cumulative 2.950 GPA at the end of 34 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 36 GPA hours (+ 4 hours).

M.S.F. students MUST have a cumulative 3.000 GPA at the end of 36 GPA hours.

Master of Science in Management. M.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 18 GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.

With an approved petition to take up to four additional credit hours beyond the 30 GPA hours required for the degree, M.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 32 GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 34 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 36 GPA hours (+ 4 hours).

M.S.M. students MUST have a cumulative 3.000 GPA at the end of 36 GPA hours.

Master of Science in Real Estate. M.S.R.E. students MUST have a cumulative 3.000 GPA at the end of 31 GPA hours. M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 15 GPA hours or first term.

- Less than a cumulative 2.950 GPA at the end of 31 GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 31 GPA hours required for the degree, M.S.A. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 31 GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 33 GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 35 GPA hours (+ 4 hours).

M.S.R.E. students MUST have a cumulative 3.000 GPA at the end of 35 GPA hours.

Master of Science in Sport Management. M.S.S.M students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 8 Cox GPA hours or first term.
- Less than a cumulative 2.950 GPA at the end of 15 Cox GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 15 Cox GPA hours required for the degree, M.S.S.M. students will be dismissed if they achieve

- Less than a cumulative 2.950 GPA at the end of 15 Cox GPA hours or second term.
- Less than a cumulative 2.980 GPA at the end of 17 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 19 Cox GPA hours (+ 4 hours).

M.S.S.M. students MUST have a cumulative 3.000 GPA at the end of 19 Cox GPA hours.

Master of Science in Health Promotion Management. M.S.H.P.M. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 6 Cox GPA hours or first year.
- Less than a cumulative 2.900 GPA at the end of 10 Cox GPA hours or second year.

With an approved petition to take up to four additional hours beyond the 10 Cox GPA hours required for the degree, M.S.P.H.M. students will be dismissed if they achieve

- Less than a cumulative 2.900 GPA at the end of 10 Cox GPA hours or second year.
- Less than a cumulative 2.980 GPA at the end of 12 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 14 Cox GPA hours (+ 4 hours).

M.S.H.P.M. students MUST have a cumulative 3.000 GPA at the end of 14 Cox GPA hours.

Master of Science in Engineering Entrepreneurship. M.S.E.E. students will be dismissed if they achieve

- Less than a cumulative 2.500 GPA at the end of 8 Cox GPA hours or first term.
- Less than a cumulative 2.800 GPA at the end of 12 Cox GPA hours or second term.

With an approved petition to take up to four additional hours beyond the 15 Cox GPA hours required for the degree, M.S.E.E. students will be dismissed if they achieve

- Less than a cumulative 2.800 GPA at the end of 12 Cox GPA hours or second term.
- Less than a cumulative 2.950 GPA at the end of 14 Cox GPA hours (+ 2 hours).
- Less than a cumulative 3.000 GPA at the end of 16 Cox GPA hours (+ 4 hours).

M.S.E.E. students MUST have a cumulative 3.000 GPA at the end of 16 Cox GPA hours.

Guidelines for In-class Use of Laptops, PDAs and Mobile Communication Equipment

All graduate students are expected to have access to a laptop computer for use in the classroom. The instructor has the right and responsibility to set the policy for the specific class, which should be included the course syllabus. Students are bound by the class policy regardless of what other instructors or courses may accept and/or require. This policy may include (but is not restricted to) the following alternatives:

- The use of laptop computers is limited to one of the following levels:
    - Laptop use is restricted to course-related (and possibly session-related) content and applications only.
    - If there is no course-related content that students can reasonably be expected to need during class sessions, laptop use can be restricted to note-taking use only.
    - If in-class tests are provided in electronic form, students may be allowed to take the exam on their laptops.

    - If none of the above uses is desired, the use of laptops can be prohibited during class sessions.
- The use of text messaging services during class sessions is prohibited.
- The use of mobile devices during class sessions is prohibited unless there are course-related mobile devices apps. Mobile phones are required to be shut off or set to silent mode during class sessions, and answering phone calls and text messages during class is prohibited.
- The use of cameras and video cameras on mobile phones and laptops during class sessions may be prohibited or allowed. For example, students may be allowed to take photos of the whiteboard and/or projected materials in the session.
- Students should seek permission of the course instructor before recording any class session.

The Cox School does not prescribe any specific brand or configuration of laptop hardware for student laptops. Rather, it is expected that student laptops will be able to reasonably execute all application programs that are site licensed by SMU for student use in business-related programs. Information about relevant application programs as well as suggested minimum functionality for laptop systems will be made available to incoming students prior to the beginning of their program and can be obtained from the Cox Computer Support staff at support@cox.smu.edu.

Awards

Students who excel during the course of their graduate work in the Cox School may be honored with awards available through the various subject areas. At graduation, students who reach high academic achievement are recognized through an invitation to join Beta Gamma Sigma, the business honor fraternity.

Merit-based Scholarships

Scholarships are awarded by the Cox School to students entering the full-time M.B.A., P.M.B.A., Master of Science in Accounting and Master of Science in Finance programs on the basis of demonstrated academic achievement and capability as well as significant career experience and leadership achievement at the time of acceptance into the Cox program. Scholarships must be used in the term awarded.

Students with a scholarship who go on academic probation will immediately go on scholarship probation for the following term. If their cumulative GPA is not raised to 3.000 or higher by the end of that term, students will lose the scholarship.

Financial Aid

In addition to the merit-based scholarships described above, grants, private and federal loans, and employment programs may be available to Cox students. The Cox School of Business encourages all graduate students to complete the Free Application for Federal Student Aid form, which may be completed at www.fafsa.ed.gov. Students can obtain a personal identification number which may be used to electronically sign the application. SMU's code number is 003613. Students should see www.smu.edu/bursar for more information.

Tuition Information

The Student Financials Office (Bursar's Office) provides information on tuition rates, general student fees, payment due dates and contact references as well as other relevant information to assist students with their financial planning on its website smu.edu/EnrollmentServices/Bursar/CostofAttendance.

Accommodations for Students With Disabilities

Cox students who have disabilities and need special accommodations, such as extended time to take exams or other reasonable academic accommodations, should contact the Disability Accommodations and Success Strategies Office immediately after accepting admission to a Cox program or as soon as possible after arriving at Cox. Since Cox graduate courses are taught in eight-week modules, students may have projects due by the second class meeting or midterm exams three or four weeks after classes begin. It is necessary that students requesting reasonable accommodations do so as early as possible as the eligibility process must be completed prior to the arrangements being made.

In addition, because of the short duration of Cox modules and once-per-week class sessions, faculty must have a full week (seven calendar days) to arrange reasonable accommodations once students have been certified as eligible for reasonable accommodations and have notified their instructor.

More information about DASS is available at www.smu.edu/Provost/ALEC/DASS and in the University Life and Services section of this catalog.

Faculty and Staff

Offices of the Academic Dean

Matthew B. Myers, *Dean, Tolleson Chair in Business Leadership and David B. Miller Endowed Professor in Business*
William R. Dillon, *Senior Associate Dean for Academic Affairs*
James N. Bryan, *Associate Dean for BBA Admissions and Advising*
Shane C. Goodwin, *Associate Dean for Graduate Programs and Executive Education*
Gary T. Moskowitz, *Associate Dean for Strategic Planning and Accreditation*
Catherine Collins, *Assistant Dean for Administration and Facilities*
Steven Denson*, Assistant Dean of Diversity*
Linda Kao, *Assistant Dean for Global Operations*
Kevin Knox, *Assistant Dean for Alumni and External Relations*
Deborah Macedonia, *Assistant Dean for FT/MS Graduate Admissions*
Lacey Jeffrey, *Executive Director of Marketing*
Anna Martinez, *Executive Director for Communications*
Julie Maass*, Assistant Dean for Graduate Student Enrollment and Engagement*

Administration

Elizabeth Aguirre, *Executive Assistant to the Dean*
Joshua Taylor, *Executive Director of Spears Institute for Entrepreneurial Leadership*
Mark G. Roberts, *Research Director in Real Estate and Land Use Economics*
Benjamin Dow, *Director of Masters of Science Management*
Edward J. Fox, *W. R. and Judy Howell Director of the JCPenney Center for Retail Excellence*
Justin Gressel, *Director of Masters of Science in Business Analytics*
David Jacobson, *Director of Experiential and Engaged Education*
Maria Langlois, *Assistant Professor of Marketing, Ph.D., INSEAD*
Robert A. Lawson, *Director of the Bridwell Institute for Economic Freedom*
Helmuth Walther Ludwig, *Director of the Hart Institute for Technology, Innovation and Entrepreneurship*
William F. Maxwell, *Director of the EnCap Investments & LCM Group Alternative Asset Management Center, Kitt Trading Center, and The Don Jackson Center for Financial Studies*
Barbara P. Mohrle, *Director of BBA Academic Advising and Records*
Mukunathan Santhanakrishnan, *Director of Masters of Science in Finance*
Gregory Sommers, *Academic Director of Masters of Science in Accounting*
Mary Tays, *Financial Business Manager*

Cox Faculty

Vishal Ahuja, *Associate Professor of Information Technology and Operations Management, Marilyn R. and Leo F. Corrigan, Jr. Endowed Research Professor,* Ph.D. Chicago
Richard Gordon Alm, *Writer-in-Residence for the Bridwell Center for Global Markets and Freedom*, M.A., Kansas
Marci Armstrong, *Professor of Practice of Marketing*, Ph.D., University of Texas (Dallas)
Amit Basu, *Professor of Information Technology and Operations Management, Carr P. Collins, Jr. Chair in Management Information Science, Department of Information Technology and Operations Management Chair*, Ph.D., Rochester
Sreekumar R. Bhaskaran, *Associate Professor of Information Technology and Operations Management, Marilyn R. and Leo F. Corrigan, Jr. Endowed Professor*, Ph.D., Texas (Austin)
Gauri Bhat, *Associate Professor of Accounting*, Ph.D., Toronto (Ontario)
Nilabhra Bhattacharya, *Professor of Accounting*, *Marilyn R. and Leo F. Corrigan, Jr. Endowed Professor*, Ph.D., Georgia (Athens)
Walter I. Boudry, *Clinical Professor of Real Estate, Clara R. and Leo F. Corrigan, Sr. Endowed Chair in Real Estate,* Ph.D., New York University
Wendy Ann Bradley, *Assistant Professor of Management, Strategy and Entrepreneurship*, Ph.D., HEC Paris
Michael Howard Braun, *Associate Professor of Marketing*, Ph.D., Pennsylvania

Marcus Butts, *Professor of Management, Strategy and Entrepreneurship, Department of Management, Strategy and Entrepreneurship Chair, Dean's Distinguished Research Professor,* Ph.D., Georgia
Chester Chambers, *Clinical Professor of Information Technology and Operations Management*, Ph.D., Duke
Jim Chester, *Professor of Practice in Business Law,* JD., Houston
Yunok Cho, *Assistant Professor of Management, Strategy and Entrepreneurship*, Ph.D., New York University
William Michael Cox, *Executive-in-Residence of Management, Strategy and Entrepreneurship*, Ph.D., Tulane
Michael L. Davis, *Clinical Professor of Management, Strategy and Entrepreneurship*, Ph.D., SMU
Hemang A. Desai, *Professor of Accounting, Distinguished Chair in Accounting, Department of Accounting Chair*, Ph.D., Tulane
William R. Dillon, *Professor of Marketing, Herman W. Lay Chair of Marketing*, Ph.D., City University of New York
Benjamin Dow, *Professor of Practice of Management, Strategy and Entrepreneurship, Director of the Masters of Science in Management Program,* Ph.D., Texas (Austin)
Nuri Ersahin, Assistant Professor of Finance, Ph.D., Illinois (Urbana-Champaign)
Matthew Fisher, *Assistant Professor of Marketing,* Ph.D., Yale
Edward J. Fox, *Associate Professor of Marketing, Department of Marketing Chair, W. R. and Judy Howell Director of the JCPenney Center for Retail Excellence, Dean's Distinguished Research Professor,* Ph.D., Pennsylvania (Philadelphia)
Rowena Jingxing Gan, *Assistant Professor of Information Technology and Operations Management,* Ph.D., Pennsylvania
Amar Gande, *Associate Professor of Finance*, Ph.D., New York
Justin Gressel, *Professor of Practice in Marketing, Director of the Masters of Science in Business Analytics,* Ph.D., Purdue
Robert A. Gwinn, *Professor of Practice Information Technology and Operations Management,* MBA, SMU
Charlotte Haendler, *Assistant Professor of Finance*, Ph.D., Boston College
John Russell Hamilton, *Clinical Professor of Accounting*, Ph.D., Arizona
J. Douglas Hanna, *Associate Professor of Accounting*, Ph.D., Cornell
Scott Hensley, *Professor of Practice in Management, Strategy and Entrepreneurship,* Ph.D., SMU
Xiaowen Hu, *Assistant Professor of Finance,* Ph.D., Colorado (Boulder)
Ruidi Huang, *Assistant Professor of Finance,* Ph.D., Illinois (Urbana-Champaign)
Stacey Elizabeth Jacobsen, *Fabacher Endowed Professor of Alternative Asset Management, Associate Professor of Finance*, Ph.D., Indiana
David Jacobson, *Clinical Professor in Management, Strategy and Entrepreneurship and Director of Experiential and Engaged Education*, M.B.A and J.D., Chase Western Reserve
Chotibhak Jotikasthira, *Professor of Finance, Dean's Distinguished Research Professor,* Ph.D., Indiana
Yurianna Kim, *Professor of Practice of Management, Strategy and Entrepreneurship,* Ph.D., Texas (Austin)
Maribeth Kuenzi, *Associate Professor of Management, Strategy and Entrepreneurship, Merriman Family Foundation Endowed Professor in Economic Growth and Leadership Development*, *Director of the Albert W. Niemi Center for Economic Growth and Leadership Development,* Ph.D., Central Florida
Maria Langlois, *Assistant Professor of Marketing*, Ph.D., INSEAD
Robert A. Lawson, *Professor of Practice in Management, Strategy and Entrepreneurship, Jerome M. Fullinwider Centennial Chair in Economic Freedom, Director of the Bridwell Institute for Global Markets and Freedom*, Ph.D., Florida State
David T. Lei, *Associate Professor of Management, Strategy and Entrepreneurship*, Ph.D., Columbia
Angelika Leskovskaya, *Clinical Professor of Information Technology and Operations Management*, Ph.D., SMU
James S. Linck, *Professor of Finance, Distinguished Chair in Finance, Department of Finance Chair*, Ph.D., Arizona State
Xiao Liu, *Assistant Professor of Accounting*, Ph.D., Rice
Helmuth Walther Ludwig, *Professor of Practice Management, Strategy and Entrepreneurship, Director of the Hart Institute for Technology, Innovation and Entrepreneurship,* Ph.D., University of Kiel
William F. Maxwell, *Professor of Finance, Mary Jo Vaughn Rauscher Chair in Financial Investments, Director of the EnCap Investments & LCM Group Alternative Asset Management Center, Kitt Trading Center, and The Don Jackson Center for Financial Studies,* Ph.D., George Washington
Timothy McDonough, *Clinical Professor of Information Technology and Operations Management*, Ph.D., Texas (Dallas)
D. David McIntyre, *Professor of Practice in Accounting,* Ph.D., Kentucky

Darius P. Miller, *Professor of Finance, Caruth Chair of Financial Management*, Ph.D., California (Irvine)
Milica Mormann, *Associate Professor of Marketing, Fisher Endowed Professor,* Ph.D., Florida Atlantic University
Gary T. Moskowitz, *Professor of Practice of Management, Strategy and Entrepreneurship*, Ph.D., Pennsylvania
Tobias Muhlhofer, *Clinical Professor of Finance,* Ph.D., London School of Economics
Ryan Harrison Murphy, *Research Professor of Practice of Strategy, Entrepreneurship and Business Economics*, Ph.D., Suffolk University
Matthew B. Myers, *Professor of Marketing, Tolleson Chair in Business Leadership and David B. Miller Endowed Professor in Business,* Ph.D., Michigan State
Jayoung Nam, *Assistant Professor of Finance*, Ph.D., Indiana
Karthik Nattamai Kannan, *Assistant Professor of Information Technology and Operations Management*, Ph.D., Georgia Institute of Technology
Albert W. Niemi, Jr., *Professor of Management, Strategy and Entrepreneurship, William J. O'Neil Chair in Global Markets and Freedom,* Ph.D., Connecticut
Joonwook Park, *Visiting Professor of Practice in Marketing*, Ph.D., Pennsylvania State
Tarun Dinesh Patel, *Assistant Professor of Finance*, Ph.D., Washington
Robin L. Pinkley, *Janet and Craig Duchossois Endowed Professor in Management and Organizations*, Ph.D., North Carolina (Chapel Hill)
Amy V. Puelz, *Clinical Professor of Information Technology and Operations Management*, Ph.D., Nebraska (Lincoln)
Robert Puelz, *Associate Professor of Insurance and Financial Services, Charles L. Dexter Chair of Insurance*, Ph.D., Georgia
Jason Rife, *Professor of Practice in Management, Strategy and Entrepreneurship, Director of Business Presentation Education,* M.B.A., Duke
Susan M. Riffe, *Clinical Professor in Accounting*, Ph.D., Southern California
Mukunathan Santhanakrishnan, *Professor of Practice of Finance*, *Director of the Masters of Science in Finance,* Ph.D., Arizona State
R. Canan Savaskan-Ebert, *Associate Professor of Information Technology and Operations Management*, Ph.D., INSEAD
Michael Seeligson, *Clinical Professor of Finance*, J.D., Virginia
Art Selender, *Clinical Professor of Practice in Finance*, Ph.D., Chicago
John H. Semple, *Professor of Information Technology and Operations Management, Eugene J. and Ruth F. Constantine, Jr. Distinguished Chair in Business*, Ph.D., Texas (Austin)
Raj Sethuraman, *Professor of Marketing, Harold Simmons Chair in Marketing,* Ph.D., Northwestern
Venkatesh Shankar, *Professor of Marketing, Brierley Endowed Chair of Customer Engagement in Marketing*, Ph.D., Northwestern
Wayne H. Shaw, *Professor of Accounting and Robert B. Cullum Chair in Accounting*, Ph.D., Texas (Austin)
Donald Shelly, *Professor of Practice in Finance,* M.B.A., Michigan (Ann Arbor)
Tasadduq Shervani, *Associate Professor of Marketing*, Ph.D., Southern California
Gregory A. Sommers, *Professor of Practice in Accounting, Academic Director of Masters of Science in Accounting,* Ph.D., Ohio State
Dean B. Stansel, *Research Associate Professor of Management, Strategy and Entrepreneurship,* Ph.D., George Mason
Fangyun T. Tan, *Associate Professor of Information Technology and Operations Management, Marilyn R. and Leo F. Corrigan, Jr. Endowed Professor,* Ph.D., Pennsylvania
Xue Jane Tan, *Assistant Professor of Information Technology and Operations Management,* Ph.D., Washington
Yanhan Savannah Tang, *Assistant Professor of Information Technology and Operations Management,* Ph.D., Carnegie Mellon
Wayne Taylor, *Assistant Professor of Marketing,* Ph.D., California (Los Angeles)
Jacquelyn S. Thomas, *Professor of Marketing*, Ph.D., Northwestern
Sorabh Tomar, *Assistant Professor of Accounting,* Ph.D., Chicago
Marcel Tuijn, *Assistant Professor of Accounting,* Erasmus University, Rotterdam
Meg Tuszynski, *Research Assistant Professor of Management, Strategy and Entrepreneurship*, Ph.D., George Mason
Nils Van Den Steen, *Clinical Professor of Information Technology and Operations Management*, PhD., Ghent University
Donald M. VandeWalle, *Associate Professor of Management, Strategy and Entrepreneurship*, Ph.D., Minnesota

Kumar Venkataraman, *Professor of Finance, Maguire Chair of Oil and Gas Management, James M. Collins Chair in Finance*, Ph.D., Arizona State
Michel R. Vetsuypens, *Professor of Finance*, Ph.D., Rochester
Nathan Walcott, *Clinical Professor of Finance,* Ph.D., Washington
Gordon Walker, *Professor of Management, Strategy and Entrepreneurship, Bobby B. Lyle Endowed Professor of Entrepreneurial Studies*, Ph.D., Pennsylvania
Sol Sean Wang, *Assistant Professor of Accounting,* Ph.D., Cornell
Catherine Weber, *Professor of Practice in Business Law, Program Director of BBA Business Law,* J.D., SMU
Erika Michelle Wheeler, *Clinical Professor of Accounting,* Ph.D., Wisconsin
Wendy M. Wilson, *Professor of Practice in Accounting*, Ph.D., North Carolina (Chapel Hill)
David Xu, *Assistant Professor of Finance*, Ph.D., Texas (Austin)
Jinming Xue, *Assistant Professor of Finance,* Ph.D., Wisconsin
Keyang Daniel Yang, *Clinical Professor of Finance,* Ph.D., Iowa
Hayoung Yoon, *Assistant Professor of Accounting*, Ph.D. Illinois (Urbana-Champaign)
Radhika Zaveri, *Clinical Professor of Marketing*, MBA, Case Western Reserve
Feng Zhang, *Associate Professor of Finance, Marilyn R. and Leo F. Corrigan, Jr. Endowed Research Professor,* Ph.D., University of British Columbia
Zhen Zhang, *O. Paul Corley Distinguished Chair in Organizational Behavior and Administration,* Ph.D., Minnesota
Xing Alex Zhou, *Associate Professor of Finance, Marilyn R. and Leo F. Corrigan, Jr. Endowed Research Professor,* Ph.D., Cornell
Daniel Jinyong Zyung, *Assistant Professor of Management, Strategy and Entrepreneurship*, Ph.D., Rice

Cox Emeritus Faculty

Thomas E. Barry, *Professor Emeritus of Marketing,* Ph.D., North Texas
William B. Brueggeman, *Professor Emeritus of Accounting*, Ph.D., Ohio State
Andrew H. Chen, *Professor Emeritus of Finance*, Ph.D., Berkeley
Alan B. Coleman, *Professor Emeritus of Finance*, Ph.D., Stanford
Richard W. Hansen, *Professor Emeritus of Marketing*, Ph.D., Minnesota
Thomas V. Hedges, *Professor Emeritus of Accounting*, D.B.A., Indiana
Daniel J. Howard, *Professor of Marketing*, Ph.D., Ohio State
Ellen F. Jackofsky, *Professor Emeritus of Management, Strategy and Entrepreneurship*, Ph.D., Texas (Dallas)
Roger A. Kerin, *Professor Emeritus of Marketing*, Ph.D., Minnesota
Chun H. Lam, *Professor Emeritus of Finance*, Ph.D., Duke
Joseph Magliolo, III, *Professor Emeritus of Accounting*, Ph.D., Stanford
Richard O. Mason, *Professor Emeritus of Management Sciences*, Ph.D., California (Berkeley)
Robert W. Rasberry, *Professor Emeritus of Management, Strategy and Entrepreneurship*, Ph.D., Kansas
John W. Slocum, Jr., *Professor Emeritus of Management, Strategy and Entrepreneurship,* Ph.D., Washington
James L. Smith, *Professor Emeritus of Finance*, Ph.D., Harvard
John A. Stieber, *Professor Emeritus of Finance*, M.A., SMU
Rex W. Thompson, *Professor Emeritus of Finance*, Ph.D., Rochester
Glenn Voss, *Professor Emeritus of Marketing*, Ph.D., Texas A&M

Dedman College of Humanities and Sciences

Academic Calendar

https://www.smu.edu/-/media/site/enrollmentservices/registrar/calendars/official-university-calendar-2024-25-updated.pdf

General Information

History

Dedman College of Humanities and Sciences has been the intellectual heart of the University since SMU was founded in 1911. The college, one of the nation's premier liberal arts institutions, has earned a reputation for the breadth and depth of its graduate programs and the quality of its learning and research resources. Graduate work at the master's level has been offered at SMU since the University first opened its doors in 1915 and doctoral work began in 1959.

Degrees Offered

The degrees available through the graduate faculty of Dedman College are the M.A., M.S. and Ph.D.

- Anthropology, M.A., Ph.D.
- Medical Anthropology, M.A.
- Molecular and Cellular Biology, M.A., M.S., Ph.D.
- Chemistry, M.S.
- Chemistry, Ph.D., (Materials/Polymer Track)
- Chemistry, Ph.D., (Organic/Medicinal/Bioorganic Track)
- Theoretical and Computational Chemistry, Ph.D.
- Data Science, Graduate Certificate, M.S.D.S., Ph.D.
- Decision Analytics, Graduate Certificate
- Machine Learning, Graduate Certificate
- Geology, M.S., Ph.D.
- Geophysics, M.S., Ph.D.
- Applied Geophysics, M.S.
- Economics, M.A., Ph.D.
- Applied Economics, Graduate Certificate
- Applied Economics, M.A., Applied Economics Track
- Applied Economics, M.A., Law and Economics Track
- Applied Economics and Predictive Analytics, M.S.
- English, M.A., Ph.D.
- History, M.A., Ph.D.
- Computational and Applied Mathematics, M.S., Ph.D.
- Medieval Studies, M.A.
- Physics, M.S., Ph.D.
- Psychological Clinical Science, M.A., Ph.D.
- Organizational Psychology, M.S.
- Religious Studies, M.A., Ph.D.
- Statistical Science, M.S., Ph.D.
- Data Science and Applied Statistics, M.S.
- Biostatistics, Ph.D.
- Women's and Gender Studies, Graduate Certificate

Admission

Admission may be of two types:

1. **Full**, without restriction.
2. **Nondegree**, when the student needs background courses or desires transferable graduate credit for certification or some other purpose but is not undertaking a degree program. Nondegree admission is selective. Not more than six credit hours of graduate credit earned under nondegree status may be applied toward an advanced degree in Dedman College.

No student is allowed to enroll unless notified of admission by the Moody School of Graduate and Advanced Studies.

Admission Requirements

Applicants holding the bachelor's degree from an institution of standard collegiate rank, recognized by the accrediting agencies in whose jurisdiction the college is located, may apply for admission to graduate studies. Graduates of colleges not fully recognized will be treated as special cases and required to produce evidence attesting to the quality of their programs. Any student whose bachelor's degree is not equivalent to the comparable baccalaureate degree from Southern Methodist University may be required to take sufficient additional work to make up the deficiency. All applicants must have adequate subject preparation in the chosen major field, normally an overall grade point average of 3.000 (on a 4.000 scale) and a satisfactory score on the GRE graduate school admission test.

International Students

Applicants must meet the University's admissions requirements for English language proficiency.

Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test, the IELTS English competency test, the Duolingo English Test (DET), or the TOEFL Essentials exam. The minimum TOEFL score for admission is 80. The minimum IELTS score is 6.5. The minimum score for the TOEFL Essentials is 8.5 with a minimum score of 8 in all subsections. The minimum DET score is 110 unless specified otherwise by a program or department. SMU's ETS (TOEFL) school code is 6660. For the IELTS, please indicate "SMU - Graduate Application Processing Office". For DET, please send scores to "SMU - Dedman College of Humanities and Sciences."

This requirement can only be waived if applicants have either a bachelor's or master's degree from a U.S. institution or a qualifying country from the list below:

- American Samoa
- Australia
- Bahamas
- Barbados
- Belize
- Canada (except Quebec)
- Dominica
- Ghana
- Grenada
- Grand Cayman
- Guyana
- Ireland
- Jamaica
- Kenya
- Liberia
- New Zealand
- Nigeria
- Singapore
- South Africa
- Trinidad/Tobago
- Turks and Caicos Islands
- United Kingdom
- U.S. Pacific Trust

The Test of Spoken English or equivalent is required for teaching assistants.

Applicants who have completed studies at and received diplomas or professional titles from institutions outside the United States should ordinarily have completed 16 years of study: 12 years at the elementary and secondary school level and four years at the university level. Eligibility is judged by grades (marks), class obtained or rank achieved in class. Evidence of class placement therefore should be specifically set forth in the official records submitted.

Applicants holding bachelor's degrees from foreign universities should not assume that these degrees will be automatically accepted in U.S. universities. Applicants who have achieved first or high second class from universities that confer classes based on grades (marks) will be preferred. Applicants holding bachelor's degrees with honors or master's degrees have a better chance of being accepted in U.S. universities. Also, decisions will be based on the academic standing of the institutions from which the applicant has graduated. Professional diplomas and higher certificates from technical or vocational schools are normally not considered as equivalent to a bachelor's degree. Departments have the option of making authentication of transcripts part of the process of offering assistantships to international students.

Application Procedure

The online application for Dedman College graduate degrees can be accessed at gradadmission.smu.edu/apply/.

For more information, students should contact smugrad@smu.edu. A complete application should include the following:

1. The online application.
2. An official transcript for all schoolwork after high school.
3. The application fee of $75 collected online.
4. Three letters of recommendation submitted online.
5. GRE graduate school admission test scores submitted electronically.
6. TOEFL English language proficiency test scores for international applicants.
7. Writing samples required for English, history and religious studies programs.

Application Deadlines

Fall	**December 1:**	Psychology
	December 15:	History, Statistics Ph.D., Biostatistics Ph.D., Data Science, Ph.D.
	January 6:	Religious Studies
	January 15:	Anthropology, Biology, Chemistry, Theoretical and Computational Chemistry, Earth Sciences, Economics Ph.D., English, Mathematics, Physics
	February 1:	Statistics (MASDA)
	May 1:	Final deadline (non-priority), Applied Economics M.A.
	June 23:	Data Science, M.S.
Spring	**November 10:**	Data Science, M.S.
	November 30:	Final deadline for any departments accepting spring applicants
Summer	**March 1:**	Data Science, M.S.

Due to the extra time necessary for visa processing, international applicants are advised to have their online application completed at least two months before the final deadlines. Students who apply for departmental assistantships should submit their applications by the priority deadline as noted.

The online application for the Master of Science in the Data Science program can be accessed at apply.datascience.smu.edu. Application deadlines are available at datascience.smu.edu.

McNair Scholars Program

SMU encourages McNair Scholars to apply for graduate studies in Dedman College of Humanities and Sciences by waiving their application fee. In addition, 10 tuition fee waivers (five through Dedman College and five through the Lyle School of Engineering) are designated for admitted McNair Scholars applicants. SMU supports the aims of this program – to identify and mentor undergraduates as they prepare for graduate school – and would like to participate in helping students realize their goals. McNair Scholars should identify themselves as such on their application. Questions can be directed to smugrad@smu.edu.

Institute for Recruitment of Teachers Applicants

SMU provides an application fee waiver for IRT applicants and invites applications to Dedman College's graduate programs. Departments award assistantships based on the merits of the applicant and the limits of the budget.

Degree Requirements

General requirements of graduate degree programs are described on the following pages. Additional requirements for specific programs are contained in the corresponding departmental section.

Master's Degrees

Distribution of Courses

Each master's degree program includes a minimum of 30 credit hours of courses. At least 18 credit hours of the courses included in each student's program for a master's degree shall be those numbered 6000 or above. No courses below the 5000 level are allowed.

At least 18 credit hours must be earned in the major departmental field. (In order to obtain graduate credit for these courses, however, the student must have taken at least 12 credit hours of advanced credit in the major field, or else six credit hours in that and six in a closely related field approved by the chair of the major department and the Moody School Dean.) The remaining hours may also be taken in the major field, or else in one or more minor fields approved as closely related to the major subject.

Credits

The great majority of courses offered meet three hours a week and have a value of three credit hours. See the Credit Hours Policy in the Enrollment and Academic Records section. The second digit of each course number indicates the value in credit hours of that course. All courses attempted for credit on a student's graduate program must average *B* (3.000) or better, with no grade less than *C* (2.000) applying toward the degree.

Transfer of Credits

Not more than six credit hours of work from another institution shall apply toward a candidate's master's program. All credit for work transferred must show grades of *A* or *B* and is subject to the approval of the major department. An official record of such work must be on file in the Moody School of Graduate and Advanced Studies at Southern Methodist University at least 30 days before the student expects to receive the degree.

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

Time Limit

No credit will be allowed toward the master's degree for courses taken more than six years before the date on which the degree is to be conferred. An exception to this policy can be made only by approval of the department's faculty, approval of the Moody School Dean, and passing written examinations of the subject matter for each course petitioned.

Thesis

The thesis, if required, must be written under the guidance of a thesis director who is a member of the faculty. The director will be appointed by the departmental faculty after consultation with the candidate.

In submitting a thesis, the student thereby grants permission to the dean of Central University Libraries to make copies at the director's discretion, upon the request of individuals or institutions.

Examinations

Candidates may be required to pass an oral and/or written examination, which will include a defense of the thesis if applicable and will test the candidate's knowledge of the major and minor fields. This examination must be taken before or on the date set by the University calendar.

With approval of the departmental faculty, the departmental chair or the departmental director of graduate studies, as appropriate, shall appoint a committee of the graduate faculty to review the thesis (if applicable) and to conduct the

examination. The departmental chair or director will notify members of the committee of their appointments and report the committee membership to the dean of the Moody School of Graduate and Advanced Studies.

The committee for master's level shall consist of at least three members, two of whom must be the major adviser or a designate, who will serve as chair, and a tenured/tenure-track member of the candidate's major department. The third member (or additional members) of the committee may be an additional member of the candidate's major department or an external reviewer, appointed with the approval of the department chair.

The examination will be conducted by the committee and by any other members of the faculty who wish to attend as nonvoting members. The chair of the examining committee will set a date, hour and place for the examination that is agreeable to the committee members and the candidate. A unanimous vote of the committee is necessary for approval of the examination. Students who fail the examination may be given a second examination, at a time to be determined by the committee, but not later than one year after the initial examination. Those who fail the examination the second time are thereby disqualified for a degree.

The Degree of Doctor of Philosophy

The degree of Doctor of Philosophy is awarded in recognition of high attainment in a special field of knowledge, as evidenced by examination and by a dissertation presenting the results of significant and original research. General requirements are listed below. In many programs, however, there are additional requirements, and students should carefully check the policy in their particular program.

Qualifying Examination

The purpose of the qualifying examination is to test the student's knowledge of the field of specialization, to assess familiarity with the published research in the field, and to determine whether the student possesses critical and analytical skill necessary for completion of degree. The examination may be written and/or oral and normally is administered two or three years after matriculation in the program.

When a faculty committee is responsible for this examination, the members should be drawn from the field of specialization so as to be able to assess the student's ability in breadth as well as depth. If a minor field also is involved, a faculty member in the minor area should participate in administering the qualifying examination. Even though it is not necessary for the qualifying examination committee to be the same as the dissertation committee, a significant overlap between the two committees is desirable for continuity.

A student who fails the qualifying examinations may apply for the privilege of a second examination. Failure on the second examination will render a student ineligible to continue in the Ph.D. program.

Admission to Candidacy

Admission to a graduate program does not imply admission to candidacy for the doctoral degree. To be admitted to candidacy, the student must satisfy the language requirements, if any, in the program and must pass the qualifying examination in the program of study. Upon completion of these requirements, the department will recommend to the Moody School Dean that the student be admitted to candidacy. The recommendation will be made within five months of the qualifying examination or satisfying the language requirement, whichever comes later.

Residency and Coursework

The Ph.D. degree normally requires at least 48 credit hours of graduate work, of which a maximum of 12 credit hours can be in dissertation research. Normally, a transfer student may be granted up to 24 hours of credit. Additional transfer credit may be granted only with the approval of the Moody School Dean. The 48 credit hours may include research, reading and dissertation courses. Some departments may require additional hours. (See department requirements for details.)

Continuous enrollment is required of Ph.D. students, unless they are on research leave. Students undertaking full-time research off campus may petition the department for a research leave of a maximum of two years. Students who do not enroll for two consecutive terms without formal research leave must reapply for admission to the program. Students who do not enroll for one term without formal research leave may petition the Moody School Dean for reinstatement of their student status. After a student has completed the required minimum credit hours toward the Ph.D. program, enrollment for research is possible for four additional terms.

The minimum residence requirement is a total of 18 credit hours completed within three terms of residence at SMU. International students may need to satisfy additional residence requirements to comply with U.S. Citizenship and Immigration Services regulations.

Time Limits

Ordinarily a student enrolled for full-time study should pass the qualifying examination by the end of the third year. An extension of one year may be granted by the dean upon submission of a petition by the student and the endorsement of the student's department. Except under unusual circumstances, extensions beyond the fourth year will not be granted.

The doctoral dissertation should be submitted and accepted within five years after the student has been admitted to candidacy. An extension of one year can be granted by the Moody School Dean. After this time, the students will be dropped from candidacy and can be readmitted only by passing a second qualifying examination, except under special circumstances. In such cases, new time limits will be set by the student's committee with the approval of the dean.

Time spent on research leaves will not be counted as part of the time limit. If a student must take an unavoidable leave of absence for medical or family reasons, leaves may be granted without affecting time limits. The decision to grant such a leave of absence will be made by the department and approved by the Moody School Dean. In the case of part-time students, time limit requirements will be interpreted appropriately to allow for their part-time status.

No credit will be allowed toward the doctoral degree for courses (including transfers) taken more than six years before the advancement to candidacy. An exception to this policy can be made only by approval of the department's faculty, approval of the Moody School Dean, and passing written examinations of the subject matter for each course petitioned.

Dissertation

A candidate for the doctoral degree must present an acceptable dissertation within the major field of study. It must demonstrate that the candidate has technical competence in the field and has done research of an independent character. It must add to and modify what was previously known or present a significant interpretation of the subject based on original investigation.

Prior to admission to candidacy, the candidate may be required by the department to present a prospectus for the dissertation to a faculty committee.

Dissertation Defense

The defense is an examination administered by the student's Dissertation Committee. The Dissertation Committee shall consist of 1) the major adviser, who will serve as chair; 2) at least two other full-time members of the candidate's major department; and 3) at least one external reviewer who is either a faculty member outside the candidate's department or, with the approval of the department chair and the Moody School Dean, a scholar not associated with the University.

For all candidates, the major adviser (or designate) must be a full-time member of the department. Faculty members with joint appointments (excluding courtesy appointments) are considered internal members of the departments only, and they may not serve as outside members of the committee. The Dissertation Committee is appointed by the department chair or the director of graduate studies with the approval of the dean after the presentation of the prospectus, given well before the dissertation defense.

The examination will be conducted by the committee and by any other members of the faculty who wish to attend as nonvoting members. The chair of the examining committee will set a date, hour and place for the examination that is agreeable to the committee members and the candidate, with notification at least a week in advance.

Notice of the dissertation defense should be distributed to all department faculty, the dean of the college and the Moody School Dean. A unanimous vote of the committee is necessary for approval of the examination. Students who fail the examination may be given a second examination, at a time to be determined by the committee, but not later than one year after the initial examination. Those who fail the examination the second time are thereby disqualified for a degree.

Preparing the Dissertation for Submission

The basic requirements for preparing the dissertation are outlined in the *Dissertation and Thesis Guide* located online at https://www.smu.edu/Moody/Current-Students/Graduation.

The dissertation must be completed to the satisfaction of the student's dissertation adviser and Dissertation Committee, and the Moody School of Graduate and Advanced Studies. Deadlines for the submission of dissertations are outlined at the beginning of each term. Upon successful completion of the dissertation defense, the Signature Page must be signed by the Dissertation Committee. Students are responsible for all fees, including those for electronic publishing.

In submitting a dissertation, the student grants permission to the dean of Central University Libraries to make copies at the dean's discretion, upon the request of individuals or institutions.

Academic Programs

Anthropology

www.smu.edu/anthro

Professor Michael Adler, **Department Chair**

Professors: Eric G. Bing, Karen Lupo, David J. Meltzer, Neely Myers, Christopher I. Roos
Associate Professors: Michael Adler, Maryann R. Cairns (Director of Graduate Studies), Kacy Hollenback, Nia Parson
Assistant Professors: Matthew Abel, Kelly McKowen, Elizabeth Nelson, Elyse Singer
Research Assistant Professor: Matthew Boulanger
Lecturers: Elizabeth Berk, Aanmona Priyadarshini

Anthropology, Ph.D.

The Ph.D. program in anthropology offers graduate studies in cultural anthropology (with concentrations in medical anthropology or cultural anthropology) and in archaeology.

Degree Requirements

The Ph.D. degree in anthropology carries the following requirements:

1. Students must complete a minimum of 54 credit hours of approved graduate coursework at SMU, which may include credit hours of dissertation coursework. Up to 24 credit hours may be waived for advanced courses taken elsewhere. In addition, students may test out of advanced courses based on prior graduate-level experiences. Please check the Department of Anthropology's website to confirm current course listings.
2. The M.A. degree en route to the Ph.D. will be awarded to students who are accepted into the graduate program and who receive a "low pass" or higher on the general M.A. examination in their subfield given at the end of two years' coursework (36 credit hours). However, only students who achieve a "pass" or higher on this examination may advance into the Ph.D. program.
3. Students must satisfy all curricular requirements as specified by the department faculty. For additional details, students should see the department *Redbook* (also available on the department's website at www.smu.edu/anthro).
4. Students must demonstrate an ability to function proficiently in one or more languages selected from among the following: French, German, Russian, Spanish or substitute languages approved by the department.
5. Students must demonstrate a satisfactory knowledge of analytical methods (quantitative or qualitative, as appropriate).
6. Students must pass a Ph.D. qualifying examination, including an oral defense of a dissertation proposal in their subfield.
7. Students must write and make a successful defense of a dissertation. Degree candidates may concentrate in any subfield except biological anthropology.

Cultural Anthropology (21 Credit Hours)

The following courses are required for students focusing on cultural anthropology:

- ANTH 6319 - Research Methods in Ethnology
- ANTH 6320 - Regional Ethnography
- ANTH 6321 - History of Anthropology, Part One
- ANTH 6322 - History of Anthropology, Part Two
- ANTH 7333 - Advanced Research Methods
- ANTH 7342 - Seminar in Social Organization
- ANTH 7351 - Research Strategies in Ethnology

Concentration Requirements (33 Credit Hours)
Students choose one concentration: cultural anthropology or medical anthropology.

Cultural Anthropology Concentration
Required Courses (6 Credit Hours)

- ANTH 6384 - Political Economy: Global Processes and Problems
- ANTH 63XX – Varies depending on cultural course offerings each semester

Elective Courses (27 Credit Hours)
Students take 27 credit hours in anthropology (6000 level and higher), though courses from outside the department may be taken upon approval of the director of graduate studies or the student's dissertation adviser.

Medical Anthropology Concentration
Required Courses (6 Credit Hours)

- ANTH 6318 - Health in Cross-Cultural Perspective
- ANTH 6343 - Biomedicine, Culture, and Power

Elective Courses (27 Credit Courses)
Students take 27 credit hours in anthropology (6000 level and higher), though courses from outside the department may be taken upon approval of the director of graduate studies or the student's dissertation adviser. Six (6) of these credit hours must be in medical coursework.

Archaeology (24 Credit Hours)
The following courses are required for students focusing on archaeology:

Group A

- ANTH 6300 - World Archaeology
- ANTH 6301 - Principles of Archaeology
- ANTH 6321 - History of Anthropology, Part One
- ANTH 6322 - History of Anthropology, Part Two
- ANTH 6342 - Archaeological Sciences
- ANTH 6387 - Advances in the Practice of Archaeology
- ANTH 7313 - Archaeological Theory
- ANTH 7317 - Archaeological Research Strategies

Additional Requirements (30 Credit Hours)
Students must take at least one course from each of the three groups listed below (Groups B, C, and D) and a second course from one of the first two groups (Group B or C), for a total of 12 credit hours. Students can select up to 18 credit hours of electives from the elective listing of archaeology courses, six credit hours of which can be field school. (Group E)

Group B

- ANTH 6156 - Research in Anthropology
- ANTH 6256 - Research in Anthropology
- ANTH 6302 - Statistics in Anthropology
- ANTH 6324 - Hunter-Gatherers from Past and Present
- ANTH 6332 - Special Problems in Anthropology (archaeological topic)
- ANTH 6351 - Research in Anthropology
- ANTH 6352 - Research in Anthropology
- ANTH 6353 - Research in Anthropology
- ANTH 6354 - Research in Anthropology
- ANTH 6355 - Research in Anthropology
- ANTH 6383 - Geoarchaeology

- ANTH 6386 - The Archaeology of Gender and Sexuality

Group C
- ANTH 6325 - Introduction to Osteology I: Human-Animal Interactions
- ANTH 6333 - Laboratory Methods in Archaeology
- ANTH 6388 - Geospatial Archaeology
- ANTH 7321 - Ceramic Analysis for Archaeologists

Group D
- ANTH 6310 - The Prehistory of the American Southwest
- ANTH 6368 - North American Archaeology
- ANTH 6385 - Pacific Island Archaeology
- ANTH 7318 - Late Pleistocene Prehistory of North America

Group E
Students may take a maximum of six credit hours from Group E field courses (usually completed at Fort Burgwin (SMU-in-Taos) field school either during the summer before or the summer after the first year of coursework at SMU):

- ANTH 6373 - Field Methods in Archaeology
  or
- ANTH 6374 - Field Methods in Archaeology

Total: 54 Credit Hours

Anthropology, M.A.

The M.A. in anthropology degree is only available to students enrolled in the Ph.D. program in anthropology at SMU and is earned en route to the Ph.D. See the Ph.D. program information for further details on earning the M.A. degree.

Medical Anthropology, M.A.

The M.A. in medical anthropology program is a training program in applied anthropology for students seeking involvement in health care agencies, hospitals, clinics and other health delivery organizations. This program is a terminal master's degree.

Degree Requirements

Candidates must complete 36 credit hours of academic work, distributed as follows:

Required Courses (9 Credit Hours)

- ANTH 6318 - Health in Cross-Cultural Perspective
- ANTH 6319 - Research Methods in Ethnology
- ANTH 6343 - Biomedicine, Culture, and Power

Recommended Course:

- ANTH 7333 - Advanced Research Methods (strongly recommended)

Required Field/Clinical Experience (3 Credit Hours)

- ANTH 6353 - Research in Anthropology

An internship with a field or clinical component is an intrinsic part of the M.A. program. This will involve the student's participation in an extramural medical, anthropological, or medical research project, clinic, facility, or

agency. Students should identify the agency, facility, or program where they want to work by the end of their second semester. The internship/experience should last approximately 8-10 weeks with between 10 and 20 hours of service each week. Work may be limited to observation, or may be more involved, and may or may not involve an independent research question. A site supervisor must be identified, who will evaluate the student's efforts and provide a brief, written report to the student's adviser at the end of the internship. Internships may not occur where the student is currently employed, nor should they be in the same type of work in which the student is already knowledgeable and working.

A one-page written proposal of the internship/experience, including evidence of a willing site supervisor, must be submitted to and approved by the student's adviser no later than the student's third semester. If the student wishes to propose a small independent research project to conduct during their internship/experience, this proposal must be submitted to and approved by both the student's adviser and site supervisor no later than the student's third semester. Ideally, the internship will be completed in the student's third semester of coursework, under the auspices of ANTH 6353.

Students will prepare a written report on their field/clinical experience that is a minimum of twenty pages of text. It must include a bibliography and be written in appropriate anthropological style and format. This report does not need to conform to the thesis requirements for the University. Students should consult with their committee chairperson regarding the necessary and appropriate content and form of the report. The report must be submitted at least six (6) weeks in advance of the scheduled date for the M.A. exam since it will be discussed during that exam.

Elective Courses (24 Credit Hours)

Twenty-four elective hours of graduate coursework must be completed, distributed as follows. For courses outside the anthropology department, students must obtain the approval of their adviser prior to enrollment.

- **Health/Medical Topics:**
  At least two courses must be on health/medical topics; one course should be taken outside of the department.
- **Medical Anthropology/Sociocultural Anthropology:**
  The remainder of the elective courses must be either in medical anthropology or sociocultural anthropology. Students should meet with their adviser each semester to ensure appropriate selection of courses is made.

Total: 36 Credit Hours

Anthropology Courses

ANTH 6049 - Graduate Full-Time Status
Credits: 0
For students not yet advanced to candidacy.

ANTH 6156 - Research in Anthropology
Credits: 1
Independent study and research.

ANTH 6256 - Research in Anthropology
Credits: 2
Independent study and research.

ANTH 6300 - World Archaeology
Credits: 3
An archaeological overview of the human trajectory, beginning with the origins of modern humans, and then looking at human interactions with specific environments, and sociocultural development over time.

ANTH 6301 - Principles of Archaeology
Credits: 3
An advanced seminar course dealing with the fundamentals of modern archaeology.

ANTH 6302 - Statistics in Anthropology
Credits: 3
This is an introductory graduate-level course describing the specific use of quantitative and statistical methods in the subdisciplines of archaeology and cultural anthropology.

ANTH 6303 - Political Economy of Health
Credits: 3
Explores topics in health and healing from a political economy perspective. Addresses social and economic factors influencing culture change and health and healing practices within a society. Examines health inequities around the globe.

ANTH 6304 - Migration, Ethnicity, and Nationalism
Credits: 3
Examines three interrelated topics: migration, ethnicity, and nationalism. Focuses on major theoretical positions and on specific ethnographic cases.

ANTH 6305 - Applied Anthropology
Credits: 3
The application of anthropological theories and methods to problems in contemporary societies, including global business, community development, health care issues, agricultural and/or environmental programs, urban planning, tourism projects, and educational policy.

ANTH 6307 - Global and Public Health
Credits: 3
Provides an overview of issues in international health, with a focus on contributions of anthropology and anthropologists to international health issues.

ANTH 6309 - Human Rights, Indigenous Peoples, and Nation States
Credits: 3
An examination of human rights issues among contemporary indigenous peoples, especially the impact on their cultures and societies from governmental and nongovernmental organizations, large-scale development programs, and global tourism.

ANTH 6310 - The Prehistory of the American Southwest
Credits: 3
Covers current theoretical and research topics in the Native American Southwest, including origins of sedentism, community organization, regional abandonments, and the sociopolitics of indigenous archaeology.

ANTH 6316 - Advanced Seminar in Ethnology I
Credits: 3
Varying topics.

ANTH 6317 - Advanced Seminar in Ethnology II
Credits: 3
Varying topics.

ANTH 6318 - Health in Cross-Cultural Perspective
Credits: 3
Cross-cultural study of the cultural construction and social organization of medical systems in preindustrial and

industrialized societies, including the political economy of health, ethnomedicine, international health, ethnopharmacology, and bioethics.

ANTH 6319 - Research Methods in Ethnology
Credits: 3
Examination of methodologies and techniques appropriate for different types of ethnological research.

ANTH 6320 - Regional Ethnography
Credits: 3
Worldwide exploration of ethnography, exploring similarities and differences across time and space. Prepares students to write their own regional papers in preparation for their qualifying exams. Prerequisites: Second- or third-year graduate status or permission of instructor.

ANTH 6321 - History of Anthropology, Part One
Credits: 3
Analytical history of anthropology from the Classical period to the 20th century. Explains the content and development of theory, method, and interpretation.

ANTH 6322 - History of Anthropology, Part Two
Credits: 3
Traces the theoretical developments in ethnology and archaeology from 1960 to the present, with intense readings and a focus on the potential utility of theoretical coherence in the discipline.

ANTH 6324 - Hunter-Gatherers from Past and Present
Credits: 3
Survey course of our common hunter-gatherer heritage from the prehistoric record through modern times. Focuses on how understanding hunter-gatherers can inform us about our current lifeways.

ANTH 6325 - Introduction to Osteology I: Human-Animal Interactions
Credits: 3
Explores the evolution of human and animal interactions through a comparative study and analysis of their skeletons. Examines variations in nature's grand design, including the origins of different skeletal features, the evolution of these features over time, and the ways humans influenced the development of many of these features through processes such as targeted hunting and selective breeding. Introduces the science of taphonomy in hands-on learning labs. Students learn how isotopic and biomolecular analyses of animal skeletal remains helps in understanding human-animal interactions.

ANTH 6332 - Special Problems in Anthropology
Credits: 3
Varying topics.

ANTH 6333 - Laboratory Methods in Archaeology
Credits: 3
Detailed examination of Old World and New World techniques of artifact classification, with an emphasis on lithic typology.

ANTH 6342 - Archaeological Sciences
Credits: 3
Uses of biological and physical sciences in archaeology: site discovery, dating, prehistoric ecology, diet, and technology.

ANTH 6343 - Biomedicine, Culture, and Power
Credits: 3
Examines the epistemology and history of biomedicine, medical bureaucracy, professionalism, medical education, alternative and popular medicine, economics, and health care.

ANTH 6345 - Creating Global and Public Health Impact
Credits: 3
Interdisciplinary approach to creating sustainable impact in global, public, and population health. Taught by engaging discussions, case studies, and helping local health organizations solve difficult institutional and community challenges.

ANTH 6347 - Seminar in Mesoamerican Ethnology
Credits: 3
Provides an understanding of contemporary Mesoamerica by examining the literature and field data from anthropological and interdisciplinary viewpoints.

ANTH 6348 - Toxic Topics: Anthropology, Environment, and Health
Credits: 3
Engages students in the anthropological study of the relationships between environment, health, and society. Designed around environmental issues, including climate change, water, food, energy, and other topics.

ANTH 6351 - Research in Anthropology
Credits: 3

ANTH 6352 - Research in Anthropology
Credits: 3

ANTH 6353 - Research in Anthropology
Credits: 3

ANTH 6354 - Research in Anthropology
Credits: 3

ANTH 6355 - Research in Anthropology
Credits: 3

ANTH 6368 - North American Archaeology
Credits: 3
Prehistory from the peopling of the New World through initial contacts with European civilization; regional sequences and ecological changes.

ANTH 6372 - The Essentials in Biological Anthropology for Graduate Students
Credits: 3
Designed for anthropology graduate students of all sub-disciplines and intended to provide comprehensive grounding in the breadth of research, method and theory in biological anthropology. Focuses on the recent literature but frames the discussion with some of the foundational research.

ANTH 6373 - Field Methods in Archaeology
Credits: 3
Methods of excavation, survey, site analysis, and interpretation used in archaeological research. Participants also engage in discussions and written responses regarding the ethics and responsibilities of working with indigenous communities.

ANTH 6374 - Field Methods in Archaeology
Credits: 3
Methods of excavation, recording, and interpretation used in archaeological research. Students may petition to have this course fulfill the lab science requirement. (Fort Burgwin Research Center)

ANTH 6383 - Geoarchaeology
Credits: 3
An advanced survey of Earth science methods and techniques applied to archaeological research problems.

ANTH 6384 - Political Economy: Global Processes and Problems
Credits: 3
Exploration of foundational concepts in political economy, and topics such as globalization and development. Readings include classical texts and contemporary ethnography to understand how scholars conceptualize the politico-economic domain and how human actors animate it.

ANTH 6385 - Pacific Island Archaeology
Credits: 3
Seminar on the use of coastlines, oceans, rivers, marshes, lakes, and islands throughout human history.

ANTH 6386 - The Archaeology of Gender and Sexuality
Credits: 3
Explores how and why archaeologists study gender and sexual identities in the past and discovers the diversity in these institutions across cultures through time.

ANTH 6387 - Advances in the Practice of Archaeology
Credits: 3
Introduces students to applied and cultural resource management archaeology, including the laws, ethics, procedures, and expectations for the public and private spheres of archaeological practice.

ANTH 6388 - Geospatial Archaeology
Credits: 3
Methods-focused course that covers how archaeologists apply spatial technology in research.

ANTH 6390 - Current Issues in Anthropology
Credits: 3
Seminar on selected topics.

ANTH 6398 - Thesis
Credits: 3

ANTH 6399 - Thesis
Credits: 3

ANTH 7000 - Research
Credits: 0

ANTH 7313 - Archaeological Theory
Credits: 3
Logical and rational structure of discourse in archaeology. Evaluation of the quality of arguments, propositions, and constructs based on archaeological information.

ANTH 7317 - Archaeological Research Strategies
Credits: 3
An examination of the logistics and strategies used in project development and fieldwork, through project completion. Emphasis is upon individual student problems.

ANTH 7318 - Late Pleistocene Prehistory of North America
Credits: 3
Seminar on the late Pleistocene human occupation of North America from the time of initial colonization, with an emphasis on paleoclimates, paleoenvironments, and human adaptations.

ANTH 7321 - Ceramic Analysis for Archaeologists
Credits: 3
Examination of procedures for analyzing ceramic artifacts, with special attention to problems of style, typology, dating, and provenience.

ANTH 7333 - Advanced Research Methods
Credits: 3
Students explore various methods of data analysis using their own data sets or those of a member of the faculty. Combines lecture and discussion with hands-on applications. Prerequisites: ANTH 6302 (or STAT equivalent) and ANTH 6319, or permission of instructor.

ANTH 7341 - Anthropological Writing
Credits: 3
Explains forms of writing at various stages of anthropological knowledge production. Addresses ethical issues of representation and knowledge production for various audiences. Provides practical experience in anthropological writing, from fieldwork to publication.

ANTH 7342 - Seminar in Social Organization
Credits: 3
Intensive investigation of the statics and dynamics of both social organization and social structure in various populations across the globe.

ANTH 7351 - Research Strategies in Ethnology
Credits: 3
Consideration of the theoretical and practical aspects of fieldwork: preparation for research, conduct in the field, and data analysis.

ANTH 8049 - Graduate Full-Time Status
Credits: 0
For students who have passed doctoral qualifying examinations.

ANTH 8100 - Dissertation Research
Credits: 1
Dissertation research, Ph.D. candidates.

ANTH 8105 - Research
Credits: 1

ANTH 8200 - Dissertation Research
Credits: 2
Dissertation research, Ph.D. candidates.

ANTH 8398 - Dissertation Research
Credits: 3
Dissertation research, Ph.D. candidates.

ANTH 8399 - Dissertation Research
Credits: 3
Dissertation research, Ph.D. candidates.

ANTH 8698 - Dissertation Research
Credits: 6
Dissertation research, Ph.D. candidates.

ANTH 8699 - Dissertation Research
Credits: 6
Dissertation research, Ph.D. candidates.

Biological Sciences

www.smu.edu/biology

Professor Richard Jones, **Department Chair**

Professors: Edward Glasscock (Director of Graduate Studies), Robert Harrod, Richard Jones, Pia Vogel
Associate Professor: Amy Brewster
Assistant Professors: Zhihao Wu, Annika Wylie
Senior Lecturers: Bianca Batista, Carolyn Harrod, Eva Oberdörster
Lecturers: Alejandro d'Brot, Bethany Smith, Rachel Wright
Research Associate Professor: Svetlana Radyuk

Admission Requirements

In addition to meeting the minimum requirements described under Dedman College: Admission in the General Information section of this catalog, an applicant's preparation should include six credit hours of calculus or statistics, 16 credit hours of chemistry (including eight credit hours of organic chemistry) and at least four advanced courses in biology. The GRE graduate school admission test is optional. Three letters of recommendation from individuals who know the candidate well and can speak to the candidate's ability for graduate study should be submitted before the candidate is admitted to the program.

Good Standing

A student must maintain a *B* average (3.000 on a 4.000 scale) and receive no more than two grades at or below the grade of *C*. Failure to meet these requirements will result in either probationary status or in dismissal from graduate study. Enrollment in graduate seminar is required of students each term during their first two years in residence. Courses in biochemistry and molecular biology are also required of most beginning students.

Requirements with respect to proficiency in a second language, computer programming and statistical methodology or in other cognate fields will be determined for each candidate by a departmental advisory committee.

Molecular and Cellular Biology, Ph.D.

Admission to Candidacy

Admission to graduate study leading to the degree of Doctor of Philosophy does not constitute formal admission to candidacy for the degree. To become a candidate for the Ph.D. degree, a student must:

1. Complete successfully all coursework recommended by the departmental advisory committee.
2. Complete successfully a qualifying examination that involves defense before an appropriate faculty committee of a monograph detailing the area of proposed research patterned after a grant proposal.

Degree Requirements

To obtain the Ph.D. degree in molecular and cellular biology, the candidate must:

1. Meet the requirements set forth in the Degree Requirements section of this catalog.
2. Enroll for the courses necessary to bring the total number of credit hours of graduate coursework to 60 (as many as 24 credit hours may be waived for students with previous graduate work in the life sciences).
3. Carry out a research program under supervision of the faculty, prepare a dissertation and successfully defend it before an audience that includes the dissertation committee of the faculty.
4. Meet a residence requirement of two years as a full-time student at SMU.

Core Courses (9 Credit Hours)

Upon consultation with the director of graduate studies, other graduate biology courses can be substituted with approval.

- BIOL 6310 - Advanced Cell Biology
- BIOL 6318 - Advanced Topics in Biochemistry
- BIOL 6322 - Molecular Biology of Eukaryotes

Elective Courses (6 Credit Hours or More)
Two or more courses chosen from the following list; other courses may be taken upon approval of the director of graduate studies:

- BIOL 6303 - Concepts of Evolution
- BIOL 6304 - Concepts in Genetic Analysis
- BIOL 6314 - Concepts in the Biological Sciences
- BIOL 6319 - Concepts in Immunology
- BIOL 6333 - Clinical Neurobiology
- BIOL 6365 - Cancer Biology
- BIOL 6375 - Scientific Analysis and Writing: Biological Sciences
- BIOL 6403 - Concepts in Microbiology

Graduate Seminar Course (4 Credit Hours)
Students complete four terms of this course:

- BIOL 6120 - Graduate Seminar

Concepts in the Biological Sciences Course (4 Credit Hours)
Students complete four terms of this course:

- BIOL 6114 - Concepts in the Biological Sciences

Research Courses (Up to 30 Credit Hours)
After completing core courses and electives, students typically enroll in multiple terms of research courses under their adviser until reaching the required 60 credit hours for the degree. Courses that are available to meet the needs of the student, in consultation with their adviser, are as follows:

- BIOL 6170 - Graduate Research
- BIOL 6270 - Graduate Research
- BIOL 6370 - Research in Biology
- BIOL 6371 - Research in Biology
- BIOL 6372 - Research in Biology
- BIOL 6373 - Research in Biology

Dissertation Courses (3-12 Credit Hours)
Students register for these courses during their last two semesters; no more than 12 credit hours can be in dissertation courses:

- BIOL 8398 - Dissertation
- BIOL 8399 - Dissertation
- BIOL 8698 - Dissertation
- BIOL 8699 - Dissertation
- BIOL 8998 - Dissertation
- BIOL 8999 - Dissertation

Total: 60 Credit Hours

Molecular and Cellular Biology, B.S. (Accelerated Pathway to M.S.)
This degree program is designed for undergraduate students with a strong interest in a research career. It is an accelerated plan that results in both B.S. and M.S. degrees. Admission into the program is by petition and occurs

during the spring term of the student's second year at SMU. Students may take graduate courses in the final year of their baccalaureate degree. Students should refer to the B.S./M.S. program information found on the Dedman College Undergraduate Catalog or contact the department directly for a complete description of the program.

Molecular and Cellular Biology, M.A.

The M.A. in molecular and cellular biology program is designed for students who seek additional training in the biological sciences as a prerequisite to further study in professional schools or for individuals seeking additional training for secondary education.

Degree Requirements

To obtain the M.A. degree, candidates must complete 30 credit hours in biological science with at least 12 credit hours from 6000-level courses. A three-term-hour research project is required of all students. At least one year must be spent as a full-time student at SMU.

Core Courses (9 Credit Hours)

Upon consultation with the director of graduate studies, other graduate biology courses can be substituted with approval.

- BIOL 6310 - Advanced Cell Biology
- BIOL 6318 - Advanced Topics in Biochemistry
- BIOL 6322 - Molecular Biology of Eukaryotes

Elective Courses (14 Credit Hours)

Four or more courses chosen from the following list; other courses may be taken upon approval of the director of graduate studies:

- BIOL 6303 - Concepts of Evolution
- BIOL 6304 - Concepts in Genetic Analysis
- BIOL 6314 - Concepts in the Biological Sciences
- BIOL 6319 - Concepts in Immunology
- BIOL 6333 - Clinical Neurobiology
- BIOL 6365 - Cancer Biology
- BIOL 6375 - Scientific Analysis and Writing: Biological Sciences
- BIOL 6403 - Concepts in Microbiology

Graduate Seminar Course (2 Credit Hours)

Students complete two terms of this course:

- BIOL 6120 - Graduate Seminar

Concepts in the Biological Sciences Course (2 Credit Hours)

Students complete two terms of this course:

- BIOL 6114 - Concepts in the Biological Sciences

Research Courses (3-6 Credit Hours)

In addition to core courses and electives, students enroll in at least one of the following research courses to complete their research requirement:

- BIOL 6170 - Graduate Research
- BIOL 6270 - Graduate Research

- BIOL 6370 - Research in Biology
- BIOL 6371 - Research in Biology
- BIOL 6372 - Research in Biology
- BIOL 6373 - Research in Biology

Total: 30 Credit Hours

Molecular and Cellular Biology, M.S.

The M.S. in molecular and cellular biology program is designed primarily for students who are research oriented and who wish to prepare for advanced work at the doctoral level.

Degree Requirements

To become candidates for the M.S. degree, students must prepare, present and successfully defend a written research proposal.

In addition, candidates must complete 30 credit hours, including 18 credit hours at the 6000 level and BIOL 6398 - Thesis, BIOL 6399 - Thesis, and conduct a research project, the results of which must be presented orally and defended before an appropriate examining committee of the faculty. At least one year must be spent as a full-time student at SMU.

Core Courses (9 Credit Hours)

Upon consultation with the director of graduate studies, other graduate biology courses can be substituted with approval.

- BIOL 6310 - Advanced Cell Biology
- BIOL 6318 - Advanced Topics in Biochemistry
- BIOL 6322 - Molecular Biology of Eukaryotes

Graduate Seminar Course (4 Credit Hours)

Students complete four terms of this course:

- BIOL 6120 - Graduate Seminar

Concepts in the Biological Sciences Course (4 Credit Hours)

Students complete four terms of this course:

- BIOL 6114 - Concepts in the Biological Sciences

Research Courses (7 Credit Hours)

Students typically enroll in multiple terms of research courses under their adviser until reaching the required seven credit hours for the research project.

- BIOL 6170 - Graduate Research
- BIOL 6270 - Graduate Research
- BIOL 6370 - Research in Biology
- BIOL 6371 - Research in Biology
- BIOL 6372 - Research in Biology
- BIOL 6373 - Research in Biology

Thesis Courses (6 Credit Hours)

Students register for these courses during their last two semesters:

- BIOL 6398 - Thesis
- BIOL 6399 - Thesis

Total: 30 Credit Hours

Biological Sciences Courses

BIOL 6049 - Graduate Full-Time Status
Credits: 0

BIOL 6114 - Concepts in the Biological Sciences
Credits: 1
Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6120 - Graduate Seminar
Credits: 1

BIOL 6170 - Graduate Research
Credits: 1
Research in the biological sciences.

BIOL 6214 - Concepts in the Biological Sciences
Credits: 2
Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6222 - Concepts in Molecular Genetic Investigation
Credits: 2
This course instructs students in molecular genetic techniques: DNA isolation, restriction digestion/electrophoresis, PCR, bacterial transformation, plasmid purification, in vitro mutagenesis, genetic testing, and in silico analysis of DNA sequences.

BIOL 6270 - Graduate Research
Credits: 2
Research in the biological sciences.

BIOL 6301 - Biochemistry and Structural Biology
Credits: 3
Introduction to the structure and function of biological macromolecules, with specific emphasis on proteins, enzymes, catalytic mechanisms, and reaction kinetics.

BIOL 6303 - Concepts of Evolution
Credits: 3
A study of the principles of biological evolution. Includes natural selection, adaptation, molecular adaptation, the formation of new species, the fossil record, biogeography, and the principles of classification.

BIOL 6304 - Concepts in Genetic Analysis
Credits: 3
An introduction to the structure, function, and transmission of the genetic material.

BIOL 6306 - Human Physiology
Credits: 3
Homeostatic control mechanisms in vertebrates, focusing on humans. Includes 3 hours of lecture each week. Prerequisite: Graduate standing.

BIOL 6310 - Advanced Cell Biology
Credits: 3
Ultrastructure, molecular architecture, and physiologic function of cells and their organelles. Includes 3 hours of lecture and discussion each week.

BIOL 6312 - Proteins: Structure and Function
Credits: 3
Protein structure determination, predictions of secondary and tertiary structure, enzyme mechanisms and design, and current topics in protein research.

BIOL 6314 - Concepts in the Biological Sciences
Credits: 3
Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 6315 - Selected Topics I
Credits: 3

BIOL 6318 - Advanced Topics in Biochemistry
Credits: 3
Includes topics in protein and nucleic acid structure, enzyme kinetics and inhibition, binding of ligands and allostery, metabolic pathways, and methods of molecular analysis.

BIOL 6319 - Concepts in Immunology
Credits: 3
A comprehensive introduction to the immune system in all its aspects, with emphasis on the latest advances, findings, and discoveries in the field of immunology. Designed for students interested in research.

BIOL 6320 - Molecular Biology: Control and Expression of Genetic Information
Credits: 3
DNA structure and replication, control of transcription and translation, and techniques in molecular genetics and recombinant DNA technology.

BIOL 6321 - Molecular Biology of Prokaryotes
Credits: 3
Molecular biology and biochemistry of prokaryotic cells, with emphasis on molecular genetics and regulatory mechanisms. Includes 3 hours of lecture and discussion each week.

BIOL 6322 - Molecular Biology of Eukaryotes
Credits: 3
Structure and function of eukaryotic chromosomes as mediators of gene expression during growth, differentiation, and oncogenesis. Includes 3 hours of lecture and discussion each week.

BIOL 6331 - Concepts in Developmental Biology
Credits: 3
The molecular genetic mechanisms and pathways that regulate pattern formation in invertebrates and vertebrates. Also, the application of this information in fields such as reproductive medicine, cancer research, human dysmorphology, and immunology.

BIOL 6333 - Clinical Neurobiology
Credits: 3
Covers the structure and function of the nervous system under physiological and pathological conditions along with bioethics in neurobiology research. An emphasis on cellular mechanisms illustrates the links between neuropathology and neurological and psychiatric disorders.

BIOL 6350 - Advanced Topics in Developmental Genetics
Credits: 3
Genetic aspects of cellular and organismal development. Includes 3 hours of lecture and discussion each week. Prerequisites: BIOL 3304 and permission of instructor.

BIOL 6351 - Concepts in Cell Biology
Credits: 3
The structure and function of eukaryotic cells, with an emphasis on research methods in this field.

BIOL 6365 - Cancer Biology
Credits: 3
Emphasis on the molecular features of oncogenesis and human cancers, including carcinogenesis, metastasis, and roles of genetic mutations and chromosomal aberrations during neoplasia.

BIOL 6370 - Research in Biology
Credits: 3
Research in the biological sciences.

BIOL 6371 - Research in Biology
Credits: 3
Research in the biological sciences.

BIOL 6372 - Research in Biology
Credits: 3
Research in the biological sciences.

BIOL 6373 - Research in Biology
Credits: 3
Research in the biological sciences.

BIOL 6375 - Scientific Analysis and Writing: Biological Sciences
Credits: 3
Development of skills necessary for the preparation of grant applications and scientific manuscripts for publication. Includes 3 hours of lecture, discussion, and reading each week.

BIOL 6377 - Concepts in Bio/Nanotechnology
Credits: 3
Introduces state-of-the-art approaches developed to improve the production of food, pharmaceuticals, and vaccines by using microbial, plant, and animal sources. Students research and discuss the implications of bio/nanotechnology in medicine.

BIOL 6380 - Introduction to Research
Credits: 3

BIOL 6381 - Introduction to Research
Credits: 3

BIOL 6382 - Physical Chemistry of Proteins
Credits: 3
Fundamental aspects of techniques used to interrogate the thermodynamics and kinetics of protein conformational changes, with emphasis on atomic resolution structural techniques. Prerequisite: Instructor approval.

BIOL 6398 - Thesis
Credits: 3
Thesis in the biological sciences.

BIOL 6399 - Thesis
Credits: 3
Thesis in the biological sciences.

BIOL 6403 - Concepts in Microbiology
Credits: 4
The biology of microorganisms, with an emphasis on diversity, disease, and the environment. Includes 3 hours of lecture and one 3-hour laboratory each week.

BIOL 6414 - Concepts in the Biological Sciences
Credits: 4
Discussion of current literature and new concepts in varied areas of the biological sciences.

BIOL 7315 - Selected Topics
Credits: 3
Selected topics in the biological sciences.

BIOL 7316 - Selected Topics
Credits: 3
Selected topics in the biological sciences.

BIOL 8049 - Graduate Full-Time Status
Credits: 0

BIOL 8398 - Dissertation
Credits: 3
Dissertation for the Ph.D. in the biological sciences.

BIOL 8399 - Dissertation
Credits: 3
Dissertation for the Ph.D. in the biological sciences.

BIOL 8698 - Dissertation
Credits: 6
Dissertation for the Ph.D. in the biological sciences.

BIOL 8699 - Dissertation
Credits: 6
Dissertation for the Ph.D. in the biological sciences.

BIOL 8998 - Dissertation
Credits: 9
Dissertation for the Ph.D. in the biological sciences.

BIOL 8999 - Dissertation
Credits: 9
Dissertation for the Ph.D. in the biological sciences.

Chemistry
www.smu.edu/chemistry

Professor Michael Lattman, **Department Chair**

Professors: John Buynak, Werner Horsthemke, Elfi Kraka (Theoretical and Computational Chemistry, Director of Graduate Studies), Michael Lattman, Alexander Lippert (Chemistry, Director of Graduate Studies), Mark Schell, David Son, Brian Zoltowski
Associate Professors: Peng Tao, Nicolay Tsarevsky
Assistant Professors: Anindita Das, Devin Matthews, Tomce Runcevski
Professor of Practice: Jennifer O'Brien
Senior Lecturer: Helen Babbili
Lecturer: Hannah Johnson

Admission Requirements
In addition to meeting the requirements described under Dedman College: Admission in the General Information section of this catalog, an applicant must hold a bachelor's degree with a major in chemistry. Applicants are required to take the GRE general graduate school admission test. If English is not the applicant's native language, they must also take the TOEFL English language proficiency test and achieve a minimum score of 80 on the Internet-based test. Three letters of recommendation from individuals who have worked with the applicant must be submitted with the application.

Good Standing
A student must maintain a *B* average (3.000 on a 4.000 scale) and receive no more than two grades below the grade of *B*-. Failure to meet these requirements will result in either probation and/or dismissal from the graduate program.

Chemistry, Ph.D., (Materials/Polymer Track)
Degree Requirements
Primary Core Courses
The student must complete the primary core courses. The student must then complete secondary core courses, for the materials/polymer track. Additional courses will be selected based on the student's interest and research program and in consultation with the student's adviser and faculty committee. A core course may be substituted with another course with approval of the Department of Chemistry graduate adviser, in consultation with the student's research adviser.

- CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations
- CHEM 6111 - Practical Laboratory Methods
- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry
- CHEM 6118 - Overview of Materials Chemistry
- CHEM 6220 - Modern Aspects of Chemistry

Secondary Core Courses
- CHEM 6113 - Practical Aspects of Spectroscopy
- CHEM 6114 - Chemical Kinetics
- CHEM 6316 - Introduction to Polymer Chemistry

Teaching Practicum
The student will complete at least two terms of the teaching practicum to enhance communication skills.

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Current Topics in Research
All students must register for research topics courses for at least the first four terms in the program.

- CHEM 6120 - Current Topics in Research (repeated for credit)

Cumulative Exams
The student will take up to 12 cumulative exams until the required total score is obtained.

Research Paper
At the end of the second year, students will write a paper and orally describe the progress of their research, including a plan for the future research program to be completed for the dissertation. This will be presented to the department and graded by a faculty committee that includes the student's adviser.

- CHEM 7233 - Research Synopsis and Objectives

Research Proposal
At the beginning of the student's third year, the student will write an original research proposal unrelated to the student's research program and will present this to the department and successfully defend this proposal before the faculty committee.

- CHEM 7334 - Proposal Methodology

Candidacy
Upon successful completion of the above items, students will be admitted to candidacy. The candidates must then:

Graduate Courses
Enroll in a sufficient number of graduate courses to complete at least 48 credit hours.

Presentation
Make a presentation at a professional meeting appropriate to the field of research.

- CHEM 7122 - Professional Meeting Oral Presentation

Research Program
Complete their research program under the supervision of the faculty.

Dissertation
Successfully write and orally defend before a faculty committee a dissertation on their individual research program. No more than 12 credit hours can be in dissertation courses.

- CHEM 8698 - Dissertation (repeated for credit)

Total: 60 Credit Hours

Chemistry, Ph.D., (Organic/Medicinal/Bioorganic Track)
Degree Requirements
Primary Core Courses
The student must complete the primary core courses. The student must then complete secondary core courses, for the organic/medicinal/bioorganic track. Additional courses will be selected based on the student's interest and research program and in consultation with the student's adviser and faculty committee. A secondary core course may

be substituted with another course with approval of the Department of Chemistry graduate adviser, in consultation with the student's research adviser.

- CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations
- CHEM 6111 - Practical Laboratory Methods
- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry
- CHEM 6118 - Overview of Materials Chemistry
- CHEM 6220 - Modern Aspects of Chemistry

Secondary Core Courses

- CHEM 6113 - Practical Aspects of Spectroscopy
- CHEM 6119 - Synthetic Strategies
- CHEM 6393 - Advanced Organic Chemistry

Teaching Practicum

The student will complete at least two terms of the teaching practicum to enhance communication skills.

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Current Topics in Research

All students must register for research topics courses for at least the first four terms in the program.

- CHEM 6120 - Current Topics in Research (repeated for credit)

Cumulative Exams

The student will take up to 12 cumulative exams until the required total score is obtained.

Research Paper

At the end of the second year, students will write a paper and orally describe the progress of their research, including a plan for the future research program to be completed for the dissertation. This will be presented to the department and graded by a faculty committee that includes the student's adviser.

- CHEM 7233 - Research Synopsis and Objectives

Research Proposal

At the beginning of the student's third year, the student will write an original research proposal unrelated to the student's research program and will present this to the department and successfully defend this proposal before the faculty committee.

- CHEM 7334 - Proposal Methodology

Candidacy

Upon successful completion of the above items, students will be admitted to candidacy. Candidates must then:

Graduate Courses

Enroll in a sufficient number of graduate courses to complete at least 48 credit hours.

Presentation

Make a presentation at a professional meeting appropriate to the field of research.

- CHEM 7122 - Professional Meeting Oral Presentation

Research Program
Complete their research program under the supervision of the faculty.

Dissertation
Successfully write and orally defend before a faculty committee a dissertation on their individual research program. No more than 12 credit hours can be in dissertation courses.

- CHEM 8698 - Dissertation (repeated for credit)

Total: 60 Credit Hours

Theoretical and Computational Chemistry, Ph.D.
SMU is the first university to offer a dedicated direct bachelors-to-Ph.D. degree program in Theoretical and Computational Chemistry (TCC) based on a four-year (66 credit hour) curriculum. Ph.D. students work on cutting-edge research with one of the four TCC faculty members in a vibrant, friendly and supportive environment. Interdisciplinary research with the experimental chemistry faculty and the departments of Biological Sciences, Computer Science and Mathematics is strongly supported. SMU's High-Performance Computer Center (HPCC) provides outstanding computational facilities (930 TFLOPS).

Current research areas include developing: accurate quantum mechanical methods to study molecules, clusters, and extended systems as well as their chemical reactions; efficient algorithms to simulate quantum dynamics and spectroscopy; new methodologies to explore protein evolution and protein drug interactions; multiscale methods to simulate biological and artificial materials. TCC research often uses concepts and techniques from physics, mathematics and computer science to establish new approaches to long-standing chemical problems. Research areas also extend to interdisciplinary topics such as machine learning, artificial intelligence, high-performance computing and biophysics.

The TCC program focuses on training Ph.D. students who will i) perform independent research and publish in high ranking journals, ii) engage in interdisciplinary research and research teams, and iii) successfully compete for research, teaching, and consulting positions in academic institutions, federal and state agencies, and in the private sector. The demand for highly trained theoretical and computational chemists is steadily increasing and continues to grow faster than other chemistry-related jobs.

Admission Requirements
In addition to meeting the general requirements described under Dedman College: Admission in the General Information section of this catalog, applicants are required to take the GRE general graduate school admission test. Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test or the IELTS English competency test. Three letters of recommendation are required.

Financial aid is available in the form of teaching/research assistantships, which include the waiver of tuition and fees and health insurance.

Degree Requirements
Core Courses (19 Credit Hours)
- CHEM 6115 - Theory of the Chemical Bonds
- CHEM 6325 - Introduction to Ab Initio Calculations: Hartree-Fock Theory
- CHEM 6326 - Density Functional Theory - Methodology and Application
- CHEM 6335 - Chemical Communications in Computational Chemistry
- CHEM 6341 - Advanced Models and Concepts in Chemistry
- CHEM 6343 - Advanced Computational Chemistry
- CHEM 6344 - Computer-Assisted Drug Design: Fundamentals and Applications

Elective or Special Topics Courses (6 Credit Hours)

Two courses chosen with the consent of adviser such as from the following:

- CHEM 6345 - Going Beyond Hartree-Fock: Electron Correlation Methods
- CHEM 6346 - Calculation of Molecular Properties
- CHEM 6348 - Statistical Molecular Thermodynamics
- CS 7345 - Advanced Application Programming
- CS 8321 - Machine Learning and Neural Networks

Instructional Training - Mandatory Teaching Assistantship (2 Credit Hours)

The student completes two terms of the teaching practicum to enhance communication skills.

- CHEM 7111 - Teaching Practicum I
- CHEM 7112 - Teaching Practicum II

Current Topics in Research (6 Credit Hours)

- CHEM 6120 - Current Topics in Research (six terms, for a total of 6 credit hours, taken pass/fail)

Presentation (1 Credit Hour)

The student makes a presentation at a professional meeting appropriate to the field of research.

- CHEM 7122 - Professional Meeting Oral Presentation

Research Courses (18 Credit Hours)

- CHEM 7151 - Research (one term, for a total of 1 credit hour)
- CHEM 7251 - Research (four terms, for a total of 8 credit hours)
- CHEM 7351 - Research (three terms, for a total of 9 credit hours)

Candidacy (2 Credit Hours)

For admission to candidacy for the Ph.D. degree, the student must pass the following additional qualifying requirements:

- CHEM 7233 - Research Synopsis and Objectives
- Written summary of already published paper(s) or a summary of research results to be published and evaluated by a faculty committee
- Oral presentation of the summary and discussion of the future plans of the dissertation research program in front of a faculty committee
- Attendance at group meetings including oral presentations of research progress in new topics in the field
- Attendance at group workshops and workshops offered by SMU's HPCC
- Poster presentation at SMU's annual Research Day

Defense of Thesis (12 Credit Hours)

Each student must complete a significant body of research, write a dissertation summarizing the published work (at least five peer-refereed articles are recommended), orally present this work before the department, and defend this work in front of a faculty committee.

Note: The Chemistry faculty meet at the end of each fall and spring semester to evaluate each student's progress. Students will be informed of their progress in writing.

- CHEM 8698 - Dissertation (repeated for credit; students enroll once in the fall and once in the spring)

Total: 66 Credit Hours

Chemistry, M.S.

Candidates for the M.S. degree in chemistry must complete 30 credit hours of graduate work acceptable to the department, complete and defend a thesis before a committee of faculty and a general audience from the department, and satisfy all general requirements of the graduate faculty.

Chemistry Courses

CHEM 6000 - Research
Credits: 0
For students who hold fellowships but who are not enrolled in any credit hour courses. No tuition.

CHEM 6049 - Graduate Full-Time Status
Credits: 0
Allows graduate students who have finished the required number of hours for the M.S. or Ph.D. degree to have access to library and computer facilities on campus. The student is expected to be writing his/her research dissertation.

CHEM 6110 - Chemical Communications: Literature, Writing, and Presentations
Credits: 1
Fundamentals of literature searching, scientific writing, oral and poster presentations, and research notebooks.

CHEM 6111 - Practical Laboratory Methods
Credits: 1
Describes the theory behind and practice of laboratory techniques necessary to perform advanced synthetic chemical research.

CHEM 6112 - Advanced Stereochemistry
Credits: 1
Advanced study in molecular geometry and relationships in space between atoms and groups in a molecule.

CHEM 6113 - Practical Aspects of Spectroscopy
Credits: 1
Basic theory and practical applications of spectroscopy for chemists.

CHEM 6114 - Chemical Kinetics
Credits: 1
Kinetics of gas-phase, surface, condensed-phase, polymer, photochemical, and enzyme reactions.

CHEM 6115 - Theory of the Chemical Bonds
Credits: 1
Covers different descriptions of covalent bonding, including the ability to predict bonding structures in molecules and methods to test these predictions.

CHEM 6116 - Introduction to Bioorganic and Medicinal Chemistry
Credits: 1
Protein structures, enzymes and receptors as drug targets, enzyme inhibitors, design of agonists, and design of antagonists.

CHEM 6117 - Chemical Periodicity: Reactivity and Structural Trends in Inorganic and Organometallic Compounds
Credits: 1
Explores periodic or recurring trends of the chemical elements in terms of their properties and chemical behavior.

CHEM 6118 - Overview of Materials Chemistry
Credits: 1
Surveys the synthesis, characterization, and applications of ceramics and glasses, polymers, metals, nanomaterials, semiconductors and conductors, and biomaterials.

CHEM 6119 - Synthetic Strategies
Credits: 1
Formation of the carbon skeleton, organometallic reagents and coupling reactions, protecting groups and chemical compatibility, and convergent synthesis.

CHEM 6120 - Current Topics in Research
Credits: 1
Review of current research as presented by visiting lecturers.

CHEM 6125 - Symmetry and Group Theory in Chemistry
Credits: 1
Discusses symmetry: from how it is found in the macroscopic world to the specific application of symmetry and group theory in the microscopic world, including its fundamental role in the description of molecules via spectroscopic measurements and in quantum chemical calculations.

CHEM 6130 - Mechanisms in Organic, Organometallic, and Bioorganic Chemistry
Credits: 1
Fundamental mechanistic concepts in bioorganic, materials, medicinal, organic, and organometallic chemistry; emphasizes mechanistic similarities of seemingly different types of reactions. Prerequisite: Passing grade on entrance exam covering CHEM 3371 and 3372 or equivalent.

CHEM 6220 - Modern Aspects of Chemistry
Credits: 2
Overview of current important topics in chemistry and the relationship to research programs in the department. Prerequisite: Official admission to graduate program.

CHEM 6306 - Introduction to Computational Chemistry
Credits: 3
Besides the normal lab experiments, modern chemists and biochemists perform "experiments" on the computer by calculating the outcome of chemical and/or biochemical reactions. Introduces this new field in a hands-on fashion, and uses major quantum chemical packages. Prerequisite: Permission of instructor. Note: Class assignments and projects are completed in the computer lab outside of the regularly scheduled class times.

CHEM 6308 - Special Topics in Chemistry
Credits: 3
Presentation of advanced special topics in chemistry that are at the forefront of current chemical interest. Content varies from term to term.

CHEM 6310 - Biological Chemistry: Macromolecular Structure and Function
Credits: 3
Introduces the structure and function of macromolecules of biological importance, with a focus on nucleic acid and protein structure, enzyme kinetics, and carbohydrate and lipid chemistry. Includes 3 hours of lecture each week.

CHEM 6311 - Biological Chemistry: Metabolism
Credits: 3
Introduction to the pathways and regulatory events in the metabolism of carbohydrates, lipids, amino acids, and nucleotides. Includes 3 hours of lecture per week.

CHEM 6312 - Theory of Organic Chemistry
Credits: 3
Advanced topics in organic chemistry, with a focus on physical organic concepts, mechanisms, and modern synthetic methodologies. Prerequisites: CHEM 3371, CHEM 3372.

CHEM 6313 - Modern Physical Organic Chemistry
Credits: 3
Covers advanced topics in organic chemistry including molecular orbital theory, organometallic mechanisms, and photochemistry. Emphasis is placed on using mechanistic understanding to predict chemical reactivity.

CHEM 6315 - Medicinal Chemistry
Credits: 3
Highlights the close relationships of organic chemistry and biochemistry with the field of medicine. Relies on the departmental computational laboratory to permit three-dimensional visualization of molecular interactions. Includes 3 hours of lecture each week.

CHEM 6316 - Introduction to Polymer Chemistry
Credits: 3
Provides basic information on the synthesis, physical properties, and solution properties of high molecular weight molecules. Plastics, manufacturing, and fabrication of polymers are discussed.

CHEM 6317 - Introduction to Molecular Modeling and Computer-Assisted Drug Design
Credits: 3
Presents a thorough and in-depth overview of methods and techniques in computer-assisted drug design. Topics include drug discovery and drug design, molecular recognition and docking, ligand-receptor interactions, pharmacophore searching, virtual screening, de novo design, molecular graphics, and chemometrics. Prerequisite: Permission of instructor. Note: Class assignments and projects are completed in the computer lab outside of the regularly scheduled class times.

CHEM 6321 - Understanding Chemistry
Credits: 3
Focuses on a general understanding of chemistry in terms of models and concepts that describe structure, stability, reactivity, and other properties of molecules in a simple, yet very effective way. Prerequisite: Permission of instructor.

CHEM 6322 - Introduction to Nanotechnology
Credits: 3
Introduces nanotechnology, which is expected to change lives and society more than computer technology and electricity have done together. Discusses nanomaterials and their applications. Prerequisite: Permission of instructor.

CHEM 6325 - Introduction to Ab Initio Calculations: Hartree-Fock Theory
Credits: 3
Quantum chemical investigations of the ab initio type normally start with a Hartree-Fock calculation. Students interested in quantum or computational chemistry have to acquire basic knowledge in Hartree-Fock theory before starting with the more advanced electron correlation theories. This course provides an introduction into Hartree-Fock theory.

CHEM 6326 - Density Functional Theory - Methodology and Application
Credits: 3
Comprehensive overview of modern Density Functional Theory, including its advantages and pitfalls, combined with in-depth training about how to apply DFT calculations to pending chemical/biochemical problems. Prerequisite: CHEM 6343 or equivalent, or permission of the instructor.

CHEM 6331 - Theory of Analytical Chemistry
Credits: 3
The theory, operations, and applications of instrumentation used in the modern chemical laboratory. Includes 2 hours of lecture and 4 hours of laboratory per week.

CHEM 6333 - Fundamental Aspects and Applications of Polymerization Techniques
Credits: 3
Provides detailed information about the fundamental aspects (kinetics, mechanism) and application of all important polymerization techniques used to prepare well-defined macromolecules, with special emphasis on controlled/living polymerizations.

CHEM 6335 - Chemical Communications in Computational Chemistry
Credits: 3
Research in computational and theoretical chemistry including SciFinder searches, literature studies, professional data management, visualization of data, writing manuscripts using LaTex, the design of computational chemistry posters and talks, and the preparation of professional resumes. Research ethics will be discussed.

CHEM 6341 - Advanced Models and Concepts in Chemistry
Credits: 3
Advanced models and concepts will be presented to understand the structure, stability, and reactivity of molecules in organic, inorganic, and polymer chemistry.

CHEM 6342 - Nanotechnology: Fundamentals and Applications
Credits: 3
Covers the fundamentals of nanotechnology, which is an interdisciplinary field that includes - among other nanosciences - nanoengineering and nanomedicine. Presents the applications of nanotechnology in a variety of disciplines.

CHEM 6343 - Advanced Computational Chemistry
Credits: 3
Provides in-depth training on how to use the computer as an efficient tool to solve chemical problems. Uses major quantum chemical packages. Designed as an interdisciplinary course for all graduate students from chemistry, biochemistry, medicinal chemistry, biology, and engineering who want a thorough overview of methods and techniques applied in computational chemistry. Prerequisite: Permission of instructor.

CHEM 6344 - Computer-Assisted Drug Design: Fundamentals and Applications
Credits: 3
Covers the fundamentals of CADD, recent and important developments in CADD methodologies, and their applications, including drug discovery, virtual screening, de novo design, and neutral networks.

CHEM 6345 - Going Beyond Hartree-Fock: Electron Correlation Methods
Credits: 3
The broad spectrum of current high-level electron correlation methods will be discussed and applied to challenging problems using a variety of quantum chemical packages installed on SMU's high performance computers. Prerequisites: CHEM 6343 and CHEM 6325 or equivalent, or permission of the instructor.

CHEM 6346 - Calculation of Molecular Properties
Credits: 3
Provides the expert knowledge necessary to choose the best method available for the calculation of a certain molecular property. Prerequisite: CHEM 6343 or equivalent, or permission of the instructor.

CHEM 6348 - Statistical Molecular Thermodynamics
Credits: 3
Introduces fundamental theories and applications of statistical mechanics and thermodynamics at the molecular

level, needed to perform cutting-edge research in modern Theoretical and Computational Chemistry and Biology. Prerequisite: Permission from the instructor.

CHEM 6351 - Methods and Techniques of Research
Credits: 3
The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6352 - Methods and Techniques of Research
Credits: 3
The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6382 - Physical Chemistry of Proteins
Credits: 3
Discusses the fundamental aspects of techniques used to interrogate the thermodynamics and kinetics of protein conformational changes, with emphasis on atomic resolution structural techniques. Prerequisite: Permission of instructor.

CHEM 6392 - Advanced Inorganic Chemistry
Credits: 3
Survey of the bonding, structure, and reactivity of inorganic compounds. Also, coordination, organometallic, and main group element chemistry. Includes 3 hours of lecture each week.

CHEM 6393 - Advanced Organic Chemistry
Credits: 3
Includes 3 hours of lecture each week.

CHEM 6396 - Advanced Physical Chemistry
Credits: 3
Includes 3 hours of lecture each week. Prerequisite: Permission of instructor.

CHEM 6397 - Biotransformation and Biocatalysis
Credits: 3
Covers the history, application, and current trends of biotransformations and biocatalysis, with a focus on how biocatalysts are developed and used in pharmaceutical research.

CHEM 6398 - Thesis
Credits: 3
The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6399 - Thesis
Credits: 3
The student is introduced to experimental methods that are sufficiently advanced that they can be employed at the research level in a variety of chemical fields. In learning these methods the students will be required to master the operation of sophisticated equipment. This equipment is associated with refined experimental techniques that include infrared spectroscopy, nuclear magnetic resonance, and atomic spectroscopy.

CHEM 6486 - Instrumental Analysis
Credits: 4
The theory, operation, and application of instrumentation used in the modern chemical laboratory. Includes 2 hours of lecture and two 3-hour laboratory periods each week.

CHEM 7101 - Independent Study
Credits: 1
Readings in the chemical literature on current research topics related to the student's area of research.

CHEM 7108 - Special Topics
Credits: 1
Presentation of contemporary topics in chemistry. Content varies from term to term.

CHEM 7111 - Teaching Practicum I
Credits: 1
The student will develop communication skills and will gain experience in laboratory and classroom teaching as well as one-on-one instruction.

CHEM 7112 - Teaching Practicum II
Credits: 1
The student develops communication skills and gains experience in laboratory and classroom teaching as well as one-on-one instruction. Prerequisite: CHEM 7111.

CHEM 7121 - Departmental Presentation
Credits: 1
The student will present a departmental seminar (50 to 60 minutes) on a topic, generally in bioorganic or material chemistry, that is not related to his/her research.

CHEM 7122 - Professional Meeting Oral Presentation
Credits: 1
The student develops communication and presentation skills to include giving an oral presentation on his/her research project at an appropriate professional meeting. Prerequisites: CHEM 6110, CHEM 7121.

CHEM 7151 - Research
Credits: 1
Laboratory research.

CHEM 7201 - Advanced Independent Study
Credits: 2
Readings in the chemical literature on current research topics related to the student's research.

CHEM 7208 - Special Topics
Credits: 2
Presentation of contemporary topics in chemistry. Content varies from term to term.

CHEM 7233 - Research Synopsis and Objectives
Credits: 2
Students present research results and outline a plan for the dissertation research with a clear understanding of prior work and literature precedence for the proposed work. Prerequisites: CHEM 6110, CHEM 6111, CHEM 6112, CHEM 6113, CHEM 6114, CHEM 6115, CHEM 6116, CHEM 6117, CHEM 6118, CHEM 6119, and CHEM 7121 or higher.

CHEM 7251 - Research
Credits: 2
Laboratory research.

CHEM 7301 - Advanced Independent Study
Credits: 3
Readings in the chemical literature on current research topics related to the student's research.

CHEM 7308 - Special Topics
Credits: 3
Presentation of contemporary topics on chemistry. Content varies from term to term.

CHEM 7334 - Proposal Methodology
Credits: 3
The student conceives and fully develops an original research idea and writes a proposal on this work. The proposal topic must be unrelated to the student's dissertation research topic. The proposal is presented to and defended before a committee of faculty. The student is judged on the novelty of the idea and the development of a sound and feasible method. Prerequisites: CHEM 6110, CHEM 6112, CHEM 6113, CHEM 6114, CHEM 6115, CHEM 6116, CHEM 6117, CHEM 6118, CHEM 6119, CHEM 7121, CHEM 7233.

CHEM 7351 - Research
Credits: 3
Laboratory research.

CHEM 8049 - Graduate Full-Time Status
Credits: 0
Graduate full-time status at the Ph.D. level.

CHEM 8698 - Dissertation
Credits: 6

Earth Sciences

www.smu.edu/earthsciences

Professor Heather DeShon, **Department Chair**

Professors: Stephen Arrowsmith, Heather DeShon, Robert T. Gregory, Matthew Hornbach, Zhong Lu, Maria Beatrice Magnani (Director of Graduate Studies), Brian Stump, Neil Tabor, Crayton Yapp
Assistant Professors: Alexander Chase, Xiao Yang
Lecturer: Weimin Feng
Research Professors: Michael Blanpied, Dori Contreras, John C. Eichelberger, Anthony Fiorillo, Sarah McComas, Mihan H. McKenna Taylor, H. Troy Stuckey, Alisa J. Winkler, Dale A. Winkler, Pierre Zippi

Geology or Geophysics Admission Requirements

The minimum requirements for admission to graduate study in the Earth sciences are those in effect for admission to graduate programs of SMU. The GRE graduate school admission test is optional. International students applying from countries where English is not the native language are required to submit scores on the TOEFL English language proficiency examination.

Geology, Ph.D.

Degree Requirements

To obtain the Ph.D. degree in geology, the student must:

1. Successfully pass a general qualifying examination.
2. Complete a minimum of three years of graduate academic work (48 credit hours minimum), with at least two years of full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies.
3. Write and make a successful public defense of a dissertation. Additional general requirements for the Ph.D. degree are outlined in the Degree Requirements section of this catalog.
4. Satisfy all curricular requirements as specified by the departmental faculty, including:

Graduate Core Courses

- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6320 - Dynamic Earth I
- GEOL 6321 - Dynamic Earth II

Elective Courses

Courses at the 6000-level and above, chosen in consultation with the graduate adviser.

Dissertation Courses

The following courses are available to students throughout the dissertation process, with no more than 12 credit hours counting toward the degree:

- GEOL 8398 - Dissertation Research
- GEOL 8399 - Dissertation Research
- GEOL 8698 - Dissertation Research
- GEOL 8699 - Dissertation Research
- GEOL 8998 - Dissertation Research
- GEOL 8999 - Dissertation Research

Total: 48 Credit Hours

Geophysics, Ph.D.

Degree Requirements

To obtain the Ph.D. degree in geophysics, the student must:

1. Successfully pass a general qualifying examination.
2. Complete a minimum of three years of graduate academic work (48 credit hours minimum), with at least two years of full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies.
3. Write and make a successful public defense of a dissertation. Additional general requirements for the Ph.D. degree are outlined in the Degree Requirements section of this catalog.
4. Satisfy all curricular requirements as specified by the departmental faculty, including:

Graduate Core Courses

- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6320 - Dynamic Earth I
- GEOL 6321 - Dynamic Earth II

Elective Courses

Courses at the 6000-level and above, chosen in consultation with the graduate adviser.

Dissertation Courses

The following courses are available to students throughout the dissertation process, with no more than 12 credit hours counting toward the degree:

- GEOL 8398 - Dissertation Research
- GEOL 8399 - Dissertation Research
- GEOL 8698 - Dissertation Research
- GEOL 8699 - Dissertation Research
- GEOL 8998 - Dissertation Research
- GEOL 8999 - Dissertation Research

Total: 48 Credit Hours

Applied Geophysics, M.S.

Degree Requirements

This degree plan is specifically developed for students interested in a career in exploration in the petroleum industry. To obtain the M.S. degree in applied geophysics, the student must:

1. Successfully complete a minimum of 33 credit hours of graduate study as specified in the curriculum or acceptable to the departmental faculty.
2. Pass a general qualifying examination.
3. Complete and successfully defend a project related to some facet of applied geophysics.

Graduate Core Courses

- GEOL 6107 - Departmental Seminar *(repeated each semester until candidacy is achieved)*
- GEOL 6320 - Dynamic Earth I
- GEOL 6321 - Dynamic Earth II

Elective Courses

Courses at the 6000-level and above, chosen in consultation with the graduate adviser.

Total: 33 Credit Hours

Geology, M.S.

Degree Requirements

To obtain the M.S. degree in geology, the student must:

1. Pass a general qualifying examination.
2. Write and successfully defend a thesis.
3. Successfully complete a minimum of 30 credit hours of graduate study acceptable to the departmental faculty, including:

Graduate Core Courses

- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6320 - Dynamic Earth I
- GEOL 6321 - Dynamic Earth II

Elective Courses

Courses at the 6000-level and above, chosen in consultation with the graduate adviser.

Thesis Courses

- GEOL 6398 - Thesis
- GEOL 6399 - Thesis

Total: 30 Credit Hours

Geophysics, M.S.

Degree Requirements

To obtain the M.S. degree in geophysics, the student must:

1. Pass a general qualifying examination.
2. Write and successfully defend a thesis.
3. Successfully complete a minimum of 30 credit hours of graduate study acceptable to the departmental faculty, including:

Graduate Core Courses

- GEOL 6107 - Departmental Seminar (repeated each semester until candidacy is achieved)
- GEOL 6320 - Dynamic Earth I
- GEOL 6321 - Dynamic Earth II

Elective Courses

Courses at the 6000-level and above, chosen in consultation with the graduate adviser.

Thesis Courses

- GEOL 6398 - Thesis
- GEOL 6399 - Thesis

Total: 30 Credit Hours

Earth Sciences Courses

GEOL 6049 - Graduate Full-Time Status
Credits: 0
Full-time status for graduate students pursuing the master's degree.

GEOL 6107 - Departmental Seminar
Credits: 1
Students attend and critically evaluate departmental lectures given by visiting scientists, visiting engineers, faculty, and fellow students. Required of all graduate students who have not yet passed their degree qualifying exam.

GEOL 6210 - Independent Study in Geoscience
Credits: 2
Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 6210. Group projects allowed for GEOL 6310. Prerequisite: Permission of instructor.

GEOL 6302 - Sedimentology: Clastic Environments
Credits: 3
Description and classification of terrigenous clastic sediments and sedimentary structures. Principal emphasis on analysis of modern and ancient siliciclastic depositional systems.

GEOL 6309 - Special Topics in Geological Sciences
Credits: 3
Study of a narrowly defined topic in geological sciences.

GEOL 6310 - Independent Study in Geoscience
Credits: 3
Independent study of a selected topic in geoscience. Individual study under direction of a faculty member allowed for GEOL 6210. Group projects allowed for GEOL 6310. Prerequisite: Permission of instructor.

GEOL 6320 - Dynamic Earth I
Credits: 3
Covers the physical and chemical structure of the Earth and its evolution through geologic time; dynamic processes in the mantle and crust; the development of the theory of plate tectonics as a unifying mechanism for large-scale geologic processes; and the implications of plate tectonics and contemporary applications to geological and geophysical problems. Prerequisite: Permission of instructor.

GEOL 6321 - Dynamic Earth II
Credits: 3
Description of modern methods of measuring geologic time and the establishment of isotopic, biostratigraphic, paleomagnetic, and geochemical stratigraphies. Examination of sedimentary, biological, and geochemical cycles (such as sea-level fluctuations, climatic variations, evolutionary patterns, atmospheric-oceanic compositions, and continental positions) and their influence on the Earth's sedimentary record. A list of required prerequisite readings is available from the departmental office.

GEOL 6338 - Thermodynamics of Geological Processes
Credits: 3
Introduction to theoretical aspects of thermodynamics as they are applied in the Earth sciences to igneous, metamorphic, and sedimentary processes. Emphasis on fundamental relationships in thermodynamics and mineral equilibria in aqueous solutions, solid rocks, silicate melts, and isotopic systems.

GEOL 6340 - Structural Interpretation of Seismic Reflection Profiles
Credits: 3
The practical application of reflection seismic method to tectonic analysis of deformed belts and sedimentary basins. Includes case studies from around the world, with emphasis on integration of seismic reflection data with surface and subsurface geological and/or geophysical information. Also, the use of restorable structural sections. Introduces the basics of seismic processing in the framework of interpretation problems. Designed for geology and geophysics students. Prerequisite: GEOL 5320 or permission of instructor.

GEOL 6341 - Basin Analysis
Credits: 3
Description of modes of origin of sedimentary basins, their thermal and subsidence history, and their patterns of sediment infill. Broad examination of modern concepts of thermal modelling, stratigraphy, sedimentology, and hydrocarbon generation. Offered only upon request.

GEOL 6356 - Principles and Application of Remote Sensing
Credits: 3
Covers the principals of remote sensing, remote sensing collection systems, basic remote sensing image analysis and processing techniques, and the applications of remote sensing to geologic studies. Prerequisite: Permission of instructor.

GEOL 6360 - Paleoecology
Credits: 3
Interactions between the living world and the Earth's changing environments through geologic time. Prerequisite: Permission of instructor.

GEOL 6363 - Environmental Geology Seminar
Credits: 3
Timely geoscience-based environmental problems and scientific, environmental, political, economic, legal, and social aspects of potential solutions. Includes selected readings, seminars, guest speakers, and research projects.

GEOL 6371 - Isotope Geochemistry and Geochronology
Credits: 3
Geochemistry of radiogenic and stable isotopes; evolution of Pb, Sr, and Nd isotope systems; application to problems in magma genesis, geothermal studies, tectonophysics, and geochronology; and application of isotopes as natural tracers.

GEOL 6372 - Principles of Sedimentation
Credits: 3
Study of the origin and evolution of sedimentary rocks in terms of interpretation of marine and non-marine sedimentary record.

GEOL 6373 - Principles of Stratigraphy
Credits: 3
Evolution and application of modern stratigraphic concepts, and the development of stratigraphic nomenclature. Emphasis on the integration of physical, biological and chemical parameters in interpretation of the rock record. Prerequisite: Permission of instructor.

GEOL 6375 - Theory of Heat Flow and Diffusion
Credits: 3
Heat transfer theory applied to the study of the thermal field of the Earth and terrestrial planets. Convection and conduction in geologic systems. Geochemistry of the heat-producing elements uranium, thorium, and potassium and their interrelationship with terrestrial heat flow.

GEOL 6379 - Special Topics: Earth Sciences
Credits: 3
Topics of special interest not covered by the regular curriculum, taught by visiting scientists and those with temporary appointments at SMU. Can be cotaught together with faculty of the department. Prerequisite: Permission of instructor.

GEOL 6380 - Geophysical Inverse Theory
Credits: 3
Theoretical development and application of inversion theory to problems in geophysics. Prerequisite: Permission of instructor.

GEOL 6386 - Geochemistry
Credits: 3
A survey of geochemical processes within the Earth and at its surface, emphasizing mineral-water interactions and application of the principles of chemical equilibrium to the solution of geochemical problems. Prerequisite: Permission of instructor.

GEOL 6388 - Geodynamics
Credits: 3
Advanced course that explores physics-based exposition of solid-Earth geophysical processes, including elasticity, flexure, heat transfer, gravity, fluid mechanics, rock rheology, faulting, and flows in porous media, using statistical methods. Prerequisite: Permission of the instructor.

GEOL 6389 - Theory of Digital Data Processing in Geophysics
Credits: 3
Covers linear transform theory, convolution, correlation, linear systems, Shannon sampling theorem, discrete Fourier transform, fast Fourier transform, Z-transform, inverse filtering, recursive filtering, optimum filtering, deconvolution, and power spectrum analysis. Prerequisite: Permission of instructor.

GEOL 6390 - Principles and Application of Radar Interferometry
Credits: 3
An advanced radar remote sensing course covering the principles of radar interferometry, InSAR processing and interpretation, advanced InSAR concepts, and InSAR applications to natural hazards. Prerequisite: Permission of instructor.

GEOL 6392 - Introduction to Seismology
Credits: 3
Basic principles of seismology. Prerequisite: Permission of instructor.

GEOL 6393 - Big Data in Geophysics
Credits: 3
Application of data science techniques to geophysical research questions involving large datasets. Topics include sensors, data, computing, and algorithms, including machine learning. Key scientific discoveries and opportunities. Prerequisite: Permission of instructor.

GEOL 6394 - Theoretical Seismology I
Credits: 3
Continuum mechanics including viscoelastic materials, reciprocity, representation theorem, moment tensors, kinematic and dynamic source models, Green's functions, and matrix methods, including Haskell-Thompson. Prerequisite: GEOL 6392 or permission of instructor.

GEOL 6395 - Mathematical Methods of Geophysics and Theoretical Seismology II
Credits: 3
Synthetic seismograms for layered materials, transform methods in the solution of the wave equation, Cagniard-de Hoop and the generalized ray solution, first-motion approximation, WKBJ approximation, reflectivity, and full wave theory. Prerequisite: GEOL 6394 or permission of instructor.

GEOL 6396 - Exploration Seismology
Credits: 3
Covers the theoretical tools necessary for processing and interpreting seismic reflection and refraction surveys, and

develops exploration sources and receivers. Includes processing techniques such as sampling theory, demultiplexing, normal move-out corrections, stacking, deconvolution, and migration. Also, the practical application of techniques to observational data. Prerequisites: GEOL 6389, GEOL 6392.

GEOL 6398 - Thesis
Credits: 3
Research and writing of the thesis with guidance from the student's thesis director.

GEOL 6399 - Thesis
Credits: 3
Research and writing of the thesis with guidance from the student's thesis director.

GEOL 7100 - Research
Credits: 1
Intensive research on a narrowly defined topic in geology.

GEOL 7201 - Research in Sedimentology
Credits: 2
Research project in a selected area of sedimentology.

GEOL 7203 - Research in Stratigraphy
Credits: 2
Research project in a selected area of stratigraphy.

GEOL 7209 - Research in Mineralogy and Petrology
Credits: 2
Research project in a selected area of mineralogy and petrology.

GEOL 7213 - Research in Geophysics
Credits: 2
Research project in a selected area of geophysics.

GEOL 7215 - Research in Geochemistry
Credits: 2
Research project in a selected area of geochemistry.

GEOL 7300 - Research
Credits: 3
Intensive research on a narrowly defined topic in geology.

GEOL 7301 - Research in Sedimentology
Credits: 3
Research project in a selected area of sedimentology.

GEOL 7303 - Research in Stratigraphy
Credits: 3
Research project in a selected area of stratigraphy.

GEOL 7305 - Research in Paleontology
Credits: 3
Research project in a selected area of paleontology.

GEOL 7309 - Research in Mineralogy and Petrology
Credits: 3
Research project in a selected area of mineralogy and petrology.

GEOL 7313 - Research in Geophysics
Credits: 3
Research project in a selected area of geophysics.

GEOL 7315 - Research in Geochemistry
Credits: 3
Research project in a selected area of geochemistry.

GEOL 7350 - Seminar in Paleontology
Credits: 3
Seminar on selected topics in paleontology; subject matter varies term to term.

GEOL 7351 - Seminar in Stratigraphy
Credits: 3
Seminar on selected topics in stratigraphy; subject matter varies term to term.

GEOL 7352 - Seminar in Sedimentology
Credits: 3
Seminar on selected topics in sedimentology; subject matter varies term to term.

GEOL 7353 - Seminar in Petrology
Credits: 3
Seminar on selected topics in petrology; subject matter varies term to term.

GEOL 7354 - Seminar in Geochemistry
Credits: 3
Seminar on selected topics in geochemistry; subject matter varies term to term.

GEOL 7355 - Seminar in Geophysics
Credits: 3
Seminar on selected topics in geophysics; subject matter varies term to term.

GEOL 7357 - Seminar in Structural Geology
Credits: 3
Seminar on selected topics in structural geology; subject matter varies by term.

GEOL 7380 - Research Project in Applied Geophysics
Credits: 3
Graduate-level research in applied geophysics, including interaction with ongoing programs in the industrial community.

GEOL 8049 - Graduate Full-Time Status
Credits: 0
Graduate full-time status, Ph.D. level.

GEOL 8100 - Research
Credits: 1
Research and study of selected geological topics; subject matter varies term to term.

GEOL 8398 - Dissertation Research
Credits: 3
Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8399 - Dissertation Research
Credits: 3
Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8698 - Dissertation Research
Credits: 6
Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8699 - Dissertation Research
Credits: 6
Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8998 - Dissertation Research
Credits: 9
Research and writing of the dissertation with guidance from the student's dissertation director.

GEOL 8999 - Dissertation Research
Credits: 9
Research and writing of the dissertation with guidance from the student's dissertation director.

Economics

www.smu.edu/economics

Professor Daniel Millimet, **Department Chair**

Professors: Nathan Balke, Rajat Deb, Klaus Desmet, Tom Fomby, Daniel Millimet, Santanu Roy, Tim Salmon
Associate Professors: Bo Chen (Director of Master's Programs), Thomas Osang, Omer Ozak, Saltuk Ozerturk, Michael Sposi (Director of Doctoral Studies)
Assistant Professors: Stepan Aleksenko, Hao Dong, Alipio Ferreira, Wookun Kim, Rocio Madera, Nathaniel Pattison, Luis Perez, Prasanthi Ramakrishnan, Yichen Su
Senior Lecturers: Mea Ahlberg, Marcela Giraldo, Helen Reynolds, Elizabeth Wheaton
Lecturers: Kathy Li, Ryan McGregor

Economics, Ph.D.

Admission Requirements

The minimum requirements for admission to the Ph.D. in economics are as follows:

1. Cumulative GPA of at least 3.000 (on a 4.000 scale) or equivalent in prior undergraduate and graduate coursework.
2. A bachelor's degree in economics, mathematics, statistics, engineering or fields with a similar level of technical background is required. Applicants with degrees in fields other than economics must have taken at least 12 credit hours of economics courses, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. Mathematical proficiency equivalent to courses in multivariate calculus (i.e., three terms of university-level calculus), probability and statistics (two terms), and linear algebra.
4. If required, TOEFL English language proficiency test scores should be in accordance with the requirements specified by the Moody School of Graduate and Advance Studies. See the Language Requirement section of the Moody School catalog.

Degree Requirements

The Ph.D. in economics requires a minimum of 48 credit hours.

Required Core Courses (24 Credit Hours)

- ECO 6371 - Introduction to Quantitative Economics
- ECO 6372 - Econometrics I
- ECO 6374 - Econometrics II
- ECO 6375 - Econometrics III
- ECO 6384 - Microeconomic Theory I
- ECO 6385 - Microeconomic Theory II
- ECO 6394 - Macroeconomic Theory I
- ECO 6395 - Macroeconomic Theory II

Comprehensive Examinations

Every student must pass written comprehensive (qualifying) examinations in microeconomic theory and macroeconomic theory. Only students who maintain a GPA of 3.000 in the first-year required courses are allowed to take the comprehensive exam. Students will normally take these exams following the end of the second term in the program and will have two opportunities to pass the exams.

Field Courses and Elective Courses (24 Credit Hours)

Eight courses from any of the following fields below. Each course must be completed with a grade of at least a *B-*.

Macroeconomics and Economic Growth

- ECO 7336 - Economics Growth and Comparative Development

- ECO 7361 - Monetary Economics
- ECO 7362 - Monetary Theory and Policy
- ECO 7363 - Topics in Macroeconomics
- ECO 7376 - Macroeconometrics

Empirical Microeconomics

- ECO 7321 - Labor Economics
- ECO 7322 - Development of Human Capital
- ECO 7334 - Development Economics
- ECO 7377 - Microeconometrics
- ECO 7378 - Topics in Econometrics

International and Urban Economics

- ECO 7332 - International Economics I
- ECO 7333 - International Economics II
- ECO 7337 - Geography, Long-Run Growth and Political Economy
- ECO 7338 - Urban Economics

Microeconomic Theory

- ECO 7302 - Topics in Economic Theory
- ECO 7305 - Mathematical Economics
- ECO 7306 - Advanced Economic Theory
- ECO 7341 - Market Structure
- ECO 7342 - Imperfect Markets

Experimental Economics

- ECO 7381 - Methods of Experimental Economics

General Elective

- ECO 7301 - Readings in Economics

Third-Year Requirement

By the end of their third year, all students must submit a completed Faculty Adviser Form to the director of doctoral studies. By the end of their third year, all students must also complete an original research paper and present it to the faculty for approval. Students are formally admitted to candidacy for the Ph.D. program after this third-year paper requirement is satisfied.

Dissertation

Completion of the Ph.D. program requires successful completion of a dissertation. The dissertation represents a substantial product of original research which, in the view of the student's dissertation committee, makes a significant contribution to the relevant field. The student must pass qualifying examinations, the third-year paper requirement, and complete the field requirements before beginning work on the dissertation. Students should form a dissertation committee during their third year and submit the form with the committee structure by the end of that year. After the dissertation is completed, the student must defend the dissertation at a final oral examination.

Course and Credit Hour Requirements and Time Limitations

Every Ph.D. student must earn a minimum of 48 credit hours in an approved program of study. Any course taken as an elective must be at the 5000 level and above and must be approved by the director of doctoral studies. Up to 24 credit hours of graduate coursework may be transferred from another institution upon approval by the department and the graduate dean. If a student wishes to request transfer credit, this request should be made prior to the beginning of their first year in the program. The field requirements must be completed within four years from the

date the student enters the graduate program. The dissertation must be completed within five years of entering candidacy.

Good Standing

Students pursuing a Ph.D. degree are required to maintain good standing by being enrolled in at least one credit course per term. ECO 8100, which carries one credit hour, may be used for this purpose at the thesis stage. In some cases, ECO 8000 may be used for this purpose if approved by the chair. To remain in good standing, graduate students must maintain a cumulative GPA of 3.000. If in any term the student falls below this GPA, the student will be placed on probation for one term. Students will also be evaluated by their adviser or the director of doctoral studies on their academic progress, research performance, and professional behavior. Failure to achieve satisfactory performance in any of these categories for two semesters can lead to a student being dismissed from the program.

Total: 48 Credit Hours

Applied Economics and Predictive Analytics, M.S.A.E.P.A.

The M.S. in applied economics and predictive analytics degree is designed to help meet the burgeoning demand for analytics training on the part of business, government and nonprofits. This degree focuses on economic analysis and decision-making along with strong quantitative training, and brings additional skills not typically provided in analytics programs found in statistics, engineering or business programs. "Predictive analytics" refers to the process of building models that predict consumer behaviors under different circumstances and help customize product offerings that better suit the tastes and preferences of consumers; "predictive analytics" also refers to building models to predict time series variables of importance to businesses and governments (e.g., product sales and tax revenues) and to evaluate competing government programs and business strategies. The M.S. is a 30 credit hour degree.

Admission Requirements

The minimum admission requirements for the M.S. in applied economics and predictive analytics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and an overall *B* (3.000) average for all courses taken in the degree program.

Required Core Courses (9 Credit Hours)

- ECO 6350 - Introductory Econometrics
- ECO 6381 - Economic Analysis I (microeconomics)
- ECO 6382 - Economic Analysis II (macroeconomics)

Required Advanced Analytics Courses (6 Credit Hours)

- ECO 6380 - Predictive Analytics for Economists

One course from the following:

- ECO 6354 - Economic and Business Forecasting
- ECO 6356 - Casual Inference in Economics

Required Business Intelligence Courses (3 Credit Hours)
One course from the following:

- ECO 6341 - Strategic Behavior
- ECO 6383 - New Approaches to Managerial Economics

Required Global Perspective Courses (3 Credit Hours)
One course from the following:

- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System

Elective Courses (9 Credit Hours)
Three courses from the following:

Any economics courses listed below not already taken to fulfill the advanced analytics, business intelligence, and global perspective requirements.

- ECO 6305 - Economic Consulting for Working Professionals
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System
- ECO 6341 - Strategic Behavior
- ECO 6343 - Decision-Making Under Uncertainty
- ECO 6352 - Applied Econometric Analysis
- ECO 6354 - Economic and Business Forecasting
- ECO 6356 - Casual Inference in Economics
- ECO 6370 - Computing for Economics
- ECO 6383 - New Approaches to Managerial Economics
- STAT 6301 - Experimental Statistics I
- STAT 6307 - Introduction to Statistical Computing

Total: 30 Credit Hours

Applied Economics, M.A., Applied Economics Track
This track emphasizes the application of economic theory with quantitative skills and computer literacy as required by corporations and financial institutions in their economic decision-making processes. A rigorous theoretical economic framework is established for the study of government policy and the growing openness of the U.S. economy to international competition and economic events. At the same time, mathematical rigor is not compromised. The necessary concepts are developed from the basics but at a more deliberate pace than in a Ph.D. program.

Admission Requirements
The minimum admission requirements for the M.A. in applied economics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and a *B* (3.000) average in all the courses taken in the program.

Students take three required core courses in economics that form the building blocks for further study and analysis in economics. Another three required courses provide applied training in econometrics and microeconomic analysis. Four additional elective courses are needed to complete the degree. Some courses are offered in sequence, which means they are not offered every term.

Required Core Courses (9 Credit Hours)

- ECO 6350 - Introductory Econometrics
- ECO 6381 - Economic Analysis I (microeconomics)
- ECO 6382 - Economic Analysis II (macroeconomics)

Required Applied Economics Courses (9 Credit Hours)

Three courses from the following:

- ECO 6352 - Applied Econometric Analysis
- ECO 6354 - Economic and Business Forecasting
- ECO 6356 - Casual Inference in Economics
- ECO 6380 - Predictive Analytics for Economists
- ECO 6383 - New Approaches to Managerial Economics

Elective Courses (12 Credit Hours)

Four courses from the following, if not already taken to fulfill the approved economics requirements:

- ECO 6305 - Economic Consulting for Working Professionals
- ECO 6330 - International Economic and Financial Environment
- ECO 6331 - International Trade
- ECO 6333 - Trade Policy and the World Trading System
- ECO 6341 - Strategic Behavior
- ECO 6343 - Decision-Making Under Uncertainty
- ECO 6353 - Law and Economics
- ECO 6356 - Casual Inference in Economics
- ECO 6360 - Economic Development: Macroeconomic Perspectives
- ECO 6362 - Economic Growth
- ECO 6367 - Federal Government Expenditures
- ECO 6370 - Computing for Economics

Total: 30 Credit Hours

Applied Economics, M.A., Law and Economics Track

The curriculum is customized to suit the need of lawyers for more knowledge of economics, particularly applied microeconomic analysis of problems commonly encountered by lawyers and judges, and includes econometric analysis often encountered by the courts from expert witnesses on both sides of a case. Because many candidates for this degree plan prefer to pursue a degree while actively engaged in the practice of law, most courses in the degree plan are scheduled for evening hours.

Admission Requirements

The minimum admission requirements for the M.A. in applied economics are as follows:

- Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
- Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics and one in macroeconomics.
- An introductory course in statistics.
- One term of calculus.
- Satisfactory GRE graduate school admission test scores if the undergraduate GPA is lower than 3.000.

Applicants for the M.A. in applied economics enrolling in the law and economics track must be enrolled in the Dedman School of Law.

Degree Requirements

Every student must earn at least 30 credit hours in an approved program of study. This plan does not require a master's thesis or master's papers. A comprehensive final exam is required.

All courses must be completed with a grade of *C* (2.000) or better and an overall *B* (3.000) average for all courses taken in the degree program.

Dedman law school students working toward the M.A. in applied economics will follow this 30 credit hour non-thesis plan, but will be permitted to substitute nine credit hours of approved law school coursework as electives.

Required Core Courses (15 Credit Hours)

- ECO 6341 - Strategic Behavior
- ECO 6350 - Introductory Econometrics
- ECO 6353 - Law and Economics
- ECO 6381 - Economic Analysis I
- ECO 6383 - New Approaches to Managerial Economics

Elective Courses (6 Credit Hours)

Two courses from the following:

- ECO 6305 - Economic Consulting for Working Professionals
- ECO 6330 - International Economic and Financial Environment
- ECO 6343 - Decision-Making Under Uncertainty
- ECO 6354 - Economic and Business Forecasting
- ECO 6360 - Economic Development: Macroeconomic Perspectives
- ECO 6362 - Economic Growth
- ECO 6356 - Casual Inference in Economics
- ECO 6367 - Federal Government Expenditures
- ECO 6370 - Computing for Economics
- ECO 6380 - Predictive Analytics for Economists
- ECO 6382 - Economic Analysis II

Other Elective Courses (9 Credit Hours)

Three courses of approved law school coursework may be substituted as electives.

Total: 30 Credit Hours

Economics, B.A. or B.S. (Accelerated Pathway to Applied Economics, M.A.)

The accelerated M.A. in applied economics is a pathway for selected SMU undergraduates to earn a bachelor's and a master's degree in significantly less time than earning the two degrees separately. While working on their undergraduate degrees, current students have the opportunity to take an accelerated path toward obtaining the M.A. in applied economics. Once accepted, the accelerated pathway will allow for such students to receive both a B.A./B.S. in economics and an M.A. in applied economics in potentially five years of entering the university. Up to nine credit hours of suitably chosen graduate courses taken during the undergraduate years can be counted toward the M.A. degree in applied economics. All students will be required to complete a minimum of 120 credits of coursework to earn the bachelor's degree and a minimum of 30 credits of coursework to earn the master's degree.

Admission Requirements

SMU undergraduates majoring in economics who want to pursue the accelerated M.A. in applied economics program should consult with the director of undergraduate studies for approval before the end of the spring semester of their sophomore year or after completing 60 credit hours including transfer coursework and test credits. Approved candidates should work closely with the director of undergraduate studies to plan the appropriate undergraduate curriculum throughout their remaining undergraduate studies. To become a candidate for the accelerated master's program, the student must:

- Be enrolled in the economics B.A. or B.S undergraduate program at SMU
- Officially apply to the M.A. in applied economics program in the last semester of the student's senior year before graduating with a bachelor's degree
- Have at least two recommendation letters from faculty members at SMU

In addition, by the time of admittance into the M.A. in applied economics program, the student must have the following:

1. An undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve hours of undergraduate economics courses, including two intermediate theory courses, one microeconomics course, and one macroeconomics course, with a grade of *B* or above in each of these courses.
3. An introductory course in statistics, with a grade of *B* or above.
4. One term of calculus, with a grade of *B* or above.

Candidates for the accelerated master's program must maintain good academic standing and satisfy the above criteria to be officially admitted to the M.A. program in applied economics.

Degree Requirements

To receive an M.A. degree in applied economics under the accelerated pathway, the student must:

- Have a cumulative GPA of at least 3.000 (on a 4.000 scale) in the M.A. degree coursework (including the graduate coursework applied toward the bachelor's degree requirements)
- Complete a minimum total of 30 credit hours of graduate coursework at SMU (including the credit hours transferred from the bachelor's degree)
- Have been awarded an undergraduate degree at SMU and fulfilled other requirements for the M.A. degree in applied economics

Courses

Students should refer to the Economics section of the Undergraduate Catalog for the B.A./B.S. degree requirements:

- Economics, B.A.
- Economics, B.S.
- Economics with Finance Applications, B.S.

Students should refer to the Economics section of the Graduate Catalog for the M.A. degree requirements:

- Applied Economics, M.A., Applied Economics Track

Economics, M.A.

The M.A. in economics degree is only available to students currently in the Ph.D. program in economics at SMU.

Degree Requirements

Students pursuing the Ph.D. program are qualified to receive the M.A. degree after fulfilling the following requirements: 1) passing the written comprehensive (qualifying) examinations in microeconomic theory and macroeconomic theory, and 2) completing 30 credit hours of courses in their program. These include the following required seven core courses and three elective courses:

Required Core Courses (21 Credit Hours)

- ECO 6371 - Introduction to Quantitative Economics
- ECO 6372 - Econometrics I
- ECO 6384 - Microeconomic Theory I
- ECO 6394 - Macroeconomic Theory I
- ECO 6374 - Econometrics II
- ECO 6385 - Microeconomic Theory II
- ECO 6395 - Macroeconomic Theory II

Elective Courses (9 Credit Hours)

Three courses from any of the following fields below. Each course must be completed with a grade of at least a *B-*.

Macroeconomics and Economic Growth

- ECO 7336 - Economics Growth and Comparative Development
- ECO 7361 - Monetary Economics
- ECO 7362 - Monetary Theory and Policy
- ECO 7363 - Topics in Macroeconomics
- ECO 7376 - Macroeconometrics

Empirical Microeconomics

- ECO 7321 - Labor Economics
- ECO 7322 - Development of Human Capital
- ECO 7334 - Development Economics
- ECO 7377 - Microeconometrics
- ECO 7378 - Topics in Econometrics

International and Urban Economics

- ECO 7332 - International Economics I
- ECO 7333 - International Economics II
- ECO 7337 - Geography, Long-Run Growth and Political Economy
- ECO 7338 - Urban Economics

Microeconomic Theory

- ECO 7302 - Topics in Economic Theory
- ECO 7305 - Mathematical Economics
- ECO 7306 - Advanced Economic Theory
- ECO 7341 - Market Structure
- ECO 7342 - Imperfect Markets

Experimental Economics

- ECO 7381 - Methods of Experimental Economics

General Elective

- ECO 7301 - Readings in Economics

Total: 30 Credit Hours

Applied Economics Graduate Certificate

The certificate program in applied economics is focused on improving the use of statistical and data analysis tools and applying economic models in the economic decision making process of firms.

For non-SMU undergraduate students (domestic and international), the certificate can be especially attractive since the courses taken can be credited toward the M.A. in applied economics. Additionally, international students may obtain accreditation of the courses in their respective undergraduate or graduate programs.

Admission Requirements

The minimum admission requirements for the graduate certificate in applied economics are as follows:

1. Undergraduate cumulative GPA of at least 3.000 (on a 4.000 scale).
2. Twelve credit hours of undergraduate economics, including two intermediate theory courses, one in microeconomics, and one in macroeconomics.
3. An introductory course in statistics.
4. One term of calculus.
5. Applicants whose undergraduate GPA is lower than 3.000 are required to submit GRE scores. The applicant's combined score on the verbal and quantitative sections must be at least 300.

Academic Requirements

To earn the certificate in applied economics, students must complete four of the following courses offered during the Summer I and II sessions:

- ECO 6341 - Strategic Behavior
- ECO 6350 - Introductory Econometrics
- ECO 6352 - Applied Econometric Analysis
- ECO 6353 - Law and Economics
- ECO 6354 - Economic and Business Forecasting
- ECO 6367 - Federal Government Expenditures
- ECO 6380 - Predictive Analytics for Economists
- ECO 6383 - New Approaches to Managerial Economics

Total: 12 Credit Hours

Economics Courses

ECO 6049 - Graduate Full-Time Status
Credits: 0
Full-time status for M.A. students.

ECO 6101 - Internship for M.A. Students
Credits: 1
Students analyze economics problems appropriate to the interning firm or organization. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses and approval of faculty sponsor and director of graduate studies.

ECO 6301 - Internship for Master's Students
Credits: 3
Students analyze economic problems appropriate to the interning firm or organization and write a short report about

their experiences. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses and approval of faculty sponsor and director of graduate studies.

ECO 6305 - Economic Consulting for Working Professionals
Credits: 3
Covers data analytical and presentation skills in the workplace setting. Students are supervised to analyze and complete a full project on practical problems. Prerequisites: ECO 6350, ECO 6354, ECO 6380, ECO 6381, ECO 6382, ECO 6383, and permission of the department.

ECO 6330 - International Economic and Financial Environment
Credits: 3
Topics include foreign exchange markets operations, balance of payments adjustments, the international equilibrium system, and international aspects of economic policymaking. Employs mathematical modeling as appropriate and requires some research using methods of quantitative analysis. A student cannot receive credit for both ECO 6330 and ECO 7332.

ECO 6331 - International Trade
Credits: 3
Surveys the major theories of world trade; analyzes the empirical evidence regarding these theories; and develops a framework for the analysis of trade policy instruments such as tariffs, quotas, and voluntary export restraints.

ECO 6333 - Trade Policy and the World Trading System
Credits: 3
Surveys the major institutions of world trade. Analyzes the political economy of trade policy in major trading countries in conjunction with the rules of world trade as defined by the agreements of the WTO and the agenda of the World Bank and the IMF.

ECO 6341 - Strategic Behavior
Credits: 3
Introduces the basic concepts and tools of game theory, with applications to various areas of economics. The various topics are unified by the techniques employed for determining the outcome in particular situations.

ECO 6343 - Decision-Making Under Uncertainty
Credits: 3
Provides a basis for the modeling of decision-making under conditions of incomplete information.

ECO 6350 - Introductory Econometrics
Credits: 3
The basic concepts of econometrics and, in particular, regression analysis, with topics geared to first-time regression users.

ECO 6352 - Applied Econometric Analysis
Credits: 3
Deals with statistical techniques that go beyond multiple regression analysis such as multinomial choice models, duration models, count models, spatial regression and panel models, logit and probit models, and count data. Emphasizes extensive computer analysis or current economic topics using advanced econometric techniques. Prerequisites: C- or better in ECO 5350 and graduate standing, or permission of instructor.

ECO 6353 - Law and Economics
Credits: 3
Examines economic theories that explain the development of common law and constitutional law and the economic implications of contracts, antitrust laws, and liability rules.

ECO 6354 - Economic and Business Forecasting
Credits: 3
Presentation of methods used by economists to forecast economic and business trends and ways of evaluating the usefulness of these methods.

ECO 6356 - Casual Inference in Economics
Credits: 3
Presents a modern approach to answering causal questions in economics. Topics include: concepts of causality, potential outcomes, experiments, and tools of causal identification using observational data. Prerequisite: ECO 6350.

ECO 6360 - Economic Development: Macroeconomic Perspectives
Credits: 3
A macroeconomic examination of the economic issues faced by developing countries. Topics include population growth, national savings, capital accumulation, human capital formation, government institutions, and international integration.

ECO 6362 - Economic Growth
Credits: 3
Examines the facts and theories of economic growth, the economics of technological changes, and the role of governments and markets in promoting or impeding economic development.

ECO 6367 - Federal Government Expenditures
Credits: 3
Focuses on theoretical principles useful for analyzing the role of government intervention. Topics may vary from year to year.

ECO 6370 - Computing for Economics
Credits: 3
Emphasis on learning computer programs commonly used in economics with the objective of teaching programming skills used in data discovery and summarization, graphics, file manipulation, iterative procedures, and simulations. Programs could include SAS, R, PYTHON, STATA, SPSS, MATLAB, and SQL. Prerequisites: C- or better in ECO 6350 or permission of instructor.

ECO 6371 - Introduction to Quantitative Economics
Credits: 3
Prepares first-year Ph.D. students for the study of economic theory and econometrics. Covers topics in mathematics and probability that are widely applied in economic theory and econometrics.

ECO 6372 - Econometrics I
Credits: 3
Theory and applications of statistical inference. Topics include probability and sampling, distribution theory, estimation, hypothesis testing, and simple regression analysis. Prerequisite: ECO 6371 or equivalent.

ECO 6374 - Econometrics II
Credits: 3
Econometric theory and methods with emphasis on regression analysis, maximum likelihood, quasi-maximum likelihood, GMM and instrumental variables, and specification testing. Prerequisite: ECO 6372.

ECO 6375 - Econometrics III
Credits: 3
Introduces advanced econometric techniques. Topics include limited dependent variables, panel data models, time series models, and resampling methods. Prerequisite: ECO 6374.

ECO 6380 - Predictive Analytics for Economists
Credits: 3
A study of data-mining techniques used by economists in the fields of applied economics, marketing, finance, and statistics. These techniques include classification methods, affinity analysis, and date reduction and exploration methods. Prerequisite: ECO 6350.

ECO 6381 - Economic Analysis I
Credits: 3
Analysis of basic models of the firm under purely competitive markets and monopolistic competition and simple consumer behavior models. The exposition employs basic mathematical tools such as calculus.

ECO 6382 - Economic Analysis II
Credits: 3
Analysis of basic national income models and various modifications of these models.

ECO 6383 - New Approaches to Managerial Economics
Credits: 3
Presents recent developments in information theory, multiproduct analysis, and principal-agent theory in order to show how these developments can be usefully applied in management decision-making.

ECO 6384 - Microeconomic Theory I
Credits: 3
Basic theories of the firm under competitive and monopolistic conditions, and basic theory of consumer behavior.

ECO 6385 - Microeconomic Theory II
Credits: 3
Extensions of topics covered in ECO 6384, including monopolistic competition, intertemporal optimization, behavior under uncertainty, and welfare economics. Prerequisite: ECO 6384.

ECO 6394 - Macroeconomic Theory I
Credits: 3
Basic theories concerning the determination of national income, employment, consumption, investment, and the general price level.

ECO 6395 - Macroeconomic Theory II
Credits: 3
The course provides theoretical and empirical underpinnings for macroeconomic models of the economy, with an emphasis on economic policy. Prerequisite: ECO 6394.

ECO 6398 - Research and/or Thesis
Credits: 3
By arrangement with the director of graduate studies. Eligible students undertake a research paper under the supervision of the faculty sponsor and give an oral presentation of the paper. Note: Can be taken only once.

ECO 7004 - Workshop for Preprospectus
Credits: 0
Analyzes research strategies of seminar speakers, faculty members, and students. Each student must present a paper directly related to his or her own prospectus.

ECO 7301 - Readings in Economics
Credits: 3
Selected topics to complement the material in the Ph.D. program.

ECO 7302 - Topics in Economic Theory
Credits: 3
Selected topics to complement the material in the micro and macro sequence.

ECO 7305 - Mathematical Economics
Credits: 3
Applications of mathematical tools to various economic problems.

ECO 7306 - Advanced Economic Theory
Credits: 3
A variety of advanced topics in theory not covered in the core theory sequence.

ECO 7321 - Labor Economics
Credits: 3
Theories and empirical testing of hypotheses concerning the behavior of labor markets.

ECO 7322 - Development of Human Capital
Credits: 3
Theories concerned with the investment in human capital and its impact on economic growth.

ECO 7332 - International Economics I
Credits: 3
Examines dynamic models of trade, aggregate economic outcomes in the presence of trade frictions, the effects of unbalanced trade and the current account as well as sectoral linkages and global supply chains.

ECO 7333 - International Economics II
Credits: 3
Covers international trade policy. Emphasis is placed on optimal policy, the purpose and role of trade agreements, the political economy of trade policy and the distributional impacts that trade has on labor markets. Both theoretical and empirical methods are emphasized.

ECO 7334 - Development Economics
Credits: 3
Application of economic theory to developing economies, including population and household economies, agriculture, industry, international trade and factor movements, and investment project evaluation.

ECO 7336 - Economics Growth and Comparative Development
Credits: 3
Examines how the geography, culture, and institutions of a country contribute to economic growth and development. Focuses on key models, main theories, and empirical facts.

ECO 7337 - Geography, Long-Run Growth and Political Economy
Credits: 3
Examines the ways a country's culture, political economy, trade, and spatial distribution of economic activity affect growth. Students learn theoretical, empirical, and quantitative research skills.

ECO 7338 - Urban Economics
Credits: 3
Key theoretical frameworks in the urban economics literature and empirical strategies to answer policy questions. Prerequisites: ECO 6384, ECO 6385, ECO 6394, ECO 6395, ECO 6372, and ECO 6374.

ECO 7341 - Market Structure
Credits: 3
The study of the relationships between various market structures and their impacts on economic performance.

ECO 7342 - Imperfect Markets
Credits: 3
The study of models of imperfect markets, antitrust laws and other trade regulations, and their effects on economic performance.

ECO 7361 - Monetary Economics
Credits: 3
Various theories on the role of money in economic systems, and the impact of the money market on economic aggregates and the price level.

ECO 7362 - Monetary Theory and Policy
Credits: 3
Monetary institutions and the impact of monetary policies on the different segments of the economy.

ECO 7363 - Topics in Macroeconomics
Credits: 3
Macroeconomics with heterogeneity. Emphasis on quantitative models that can be used to connect micro data to macro outcomes. Prerequisites: ECO 6384, ECO 6385, ECO 6394, ECO 6395, ECO 6372, ECO 6374.

ECO 7376 - Macroeconometrics
Credits: 3
Advanced topics in time series econometrics and finance.

ECO 7377 - Microeconometrics
Credits: 3
Advanced topics in cross-section and panel data econometrics.

ECO 7378 - Topics in Econometrics
Credits: 3
Further current topics in theoretical and applied econometrics and finance. Topics will vary and reflect current student and faculty demand and instructors' interests.

ECO 7381 - Methods of Experimental Economics
Credits: 3
Provides students the foundation for understanding and using experimental methods in economic research. Offers training in fundamental methods and applies those methods to several fields of economic research. Focuses on how to clearly specify and set up research questions as well as how to bring appropriate methods to bear in answering those questions.

ECO 8000 - Research
Credits: 0
By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8049 - Graduate Full-Time Status
Credits: 0
Full-time status for Ph.D. students.

ECO 8100 - Research
Credits: 1
By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8101 - Internship for Ph.D. Students
Credits: 1
Students analyze economic problems appropriate to the interning firm or organization. Can be taken only twice. Prerequisites: 3.000 GPA in economics courses, 3rd-year or above Ph.D. student (earned 48 credit hours in the program), and approval of faculty sponsor and director of graduate studies.

ECO 8105 - Research
Credits: 1
By arrangement with the director of graduate studies. Prerequisite: Department consent required.

ECO 8398 - Dissertation Research
Credits: 3
Ph.D. candidates.

English
www.smu.edu/english

Professor Christopher González, **Department Chair**

Professors: Greg Brownderville, David Caplan (Director of Graduate Studies), Darryl Dickson-Carr, Thomas DiPiero, Rhonda Garelick, Christopher González, Timothy Rosendale, Juliet Shields, Rajani Sudan
Associate Professors: Richard Bozorth, Timothy Cassedy, Daniel Moss, Beth Newman, Jacob Rubin, Jayson Gonzales Sae-Saue, Bonnie Wheeler
Assistant Professors: Katherine Condon, Crystal Donkor, Samantha Pergadia, Emma Wilson
Professor of Practice: Carol Dickson-Carr
Assistant Professor of Practice: Sanderia Smith
Senior Lecturers: Stephanie Amsel, Vanessa Hopper, Marta Krogh, Bruce Levy, Pauline Newton, Ona Seaney, Lori Ann Stephens
Lecturers: Joan Arbery, Madhavi Biswas, Triauna Carey, Shu Feng, BW Hamilton, Cristen Hamilton, Richard Hermes, Meghan Johnson, Christine Hand-Jones, Misty Lawrenson, Samantha Mabry, Russell McConnell, Mary Catherine Mueller, Susan Norman, Ashley O'Neill, Robyn Peterson, Kristen Polster, Sam Ross Sloan, Richard Treat, Kevin Wells, Kelli Wilhelm, Angela Wood

Admission Requirements
Applicants to the Ph.D. program in English must have either an undergraduate major in English or a related field or intensive study in the liberal arts with a solid background in literature in English, normally with a GPA of at least 3.500 (out of a 4.000 scale). They must also submit scores for the GRE general graduate school admission test. In addition, a statement of purpose for graduate study and three letters of recommendation are required, along with a writing sample in which an argument on a literary topic is sustained for about 15 pages. Proficiency in a second language is strongly recommended prior to matriculation in the program.

English, Ph.D.
Degree Requirements
The Ph.D. in English requires 54 credit hours distributed as follows:

Required Core Courses (9 Credit Hours)
- ENGL 6310 - Advanced Literary Studies
- ENGL 6311 - Survey of Literary Criticism
- ENGL 6312 - Teaching Practicum (includes Teaching Workshops prior to fall classes in second year)

Advanced Seminars (15 Credit Hours)
Students must take a minimum of five 7000-level seminars and will be expected to include in their program of study courses covering a wide range of fields. The course numbers listed below may be used multiple times.

- ENGL 7311 - Seminar in Literary Theory
- ENGL 7340 - Seminar in British Literature
- ENGL 7350 - Seminar in American Literature
- ENGL 7370 - Seminar in Minority Literature
- ENGL 7372 - Seminar in Transatlantic Literature
- ENGL 7374 - Problems in Literary History
- ENGL 7376 - Seminar: Special Topics

Elective Courses (18 Credit Hours)
Students must take an additional 18 credit hours (six courses) of elective seminars and proseminars. Courses used to satisfy the Advanced Seminar requirement will not also count for elective credit. With permission, students may

develop interdisciplinary approaches by taking up to six credit hours (two courses) outside the English department. Courses include the following:

- ENGL 6320 - Medieval Literature
- ENGL 6321 - Readings: Medieval Literature
- ENGL 6330 - Early Modern British Literature
- ENGL 6340 - British Literature in the Age of Revolutions
- ENGL 6345 - American Literature in the Age of Revolutions
- ENGL 6350 - Modern and Contemporary British Literature
- ENGL 6360 - Modern and Contemporary American Literature
- ENGL 6370 - African-American Literature
- ENGL 6373 - Hispanic-American Literature
- ENGL 6380 - History of Print Culture
- ENGL 7311 - Seminar in Literary Theory
- ENGL 7340 - Seminar in British Literature
- ENGL 7350 - Seminar in American Literature
- ENGL 7370 - Seminar in Minority Literature
- ENGL 7372 - Seminar in Transatlantic Literature
- ENGL 7374 - Problems in Literary History
- ENGL 7376 - Seminar: Special Topics

Second Language Proficiency (0 Credit Hours)

Proficiency in a second language relevant to the student's course of study is required and should be demonstrated prior to the term in which written exams are scheduled. Students are responsible for acquiring this proficiency. For certain dissertation topics, additional languages may be required.

Qualifying Examinations and Dissertation (12 Credit Hours)

Further requirements include written exams in the fall of the fourth year of study and a dissertation prospectus and oral defense of that prospectus during the spring term of the fourth year. The M.A. degree will be awarded after completion of the written exams. Note: For students entering with the M.A. degree, 12 credit hours (one year of coursework) may, with permission, be waived and the schedule above adjusted accordingly.

Courses associated with this requirement include the following:

- ENGL 7398 - Directed Readings
- ENGL 7399 - Directed Readings
- ENGL 8398 - Dissertation
- ENGL 8399 - Dissertation

Good Standing

Students who remain in good standing are eligible to receive fellowship support for up to six years. They must maintain a GPA of at least 3.500, demonstrate the ability to do work of appropriate quality in seminars, make continuous progress in the program and receive the recommendation of an advisory committee. They will teach two courses a year for four years beginning in the second year of study, with either their fifth or sixth year serving as a dissertation fellowship year with no course requirements or teaching responsibilities. Exceptional students may be offered a one-year postdoctoral fellowship in the English Department after fulfilling all requirements for the Ph.D.

Students who wish to leave the Ph.D. program or who do not pass their Ph.D. Qualifying Exam, may earn the M.A. degree if they have satisfied the following requirements: successful completion of 30 credit hours of coursework; demonstrate proficiency in a second language; pass a Masters Comprehensive Exam. This option does not apply to students who have an M.A. degree from another institution.

Total: 54 Credit Hours

English, M.A.

The M.A. in English degree is only available to students enrolled in the Ph.D. program in English at SMU. See the Ph.D. program information for further details on earning the M.A. degree.

English Courses

ENGL 6301 - Directed Studies
Credits: 3
Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 6302 - Directed Studies
Credits: 3
Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 6310 - Advanced Literary Studies
Credits: 3
Readings and practice in research methods and materials, bibliography and textual editing, and the history and practices of the profession. Required of all doctoral candidates.

ENGL 6311 - Survey of Literary Criticism
Credits: 3
Readings in criticism and theory from Aristotle through contemporary approaches. Required of all doctoral candidates. Advanced literary studies.

ENGL 6312 - Teaching Practicum
Credits: 3
Course in pedagogy for English teachers at the university level. Prerequisites: Graduate standing and appointment to a graduate fellowship in the English Department.

ENGL 6320 - Medieval Literature
Credits: 3
Studies in medieval writers and literary-cultural history through 1500.

ENGL 6321 - Readings: Medieval Literature
Credits: 3
Prerequisites: Approval of instructor and director of graduate studies.

ENGL 6330 - Early Modern British Literature
Credits: 3
Studies in major British writers and literary-cultural history from 1500 to 1775.

ENGL 6340 - British Literature in the Age of Revolutions
Credits: 3
Studies in major British writers and literary-cultural history from 1775 to 1900.

ENGL 6345 - American Literature in the Age of Revolutions
Credits: 3
Studies in major American writers and literary-cultural history from 1750 to 1900.

ENGL 6350 - Modern and Contemporary British Literature
Credits: 3
Studies in major British writers and literary-cultural history after 1900.

ENGL 6360 - Modern and Contemporary American Literature
Credits: 3
Studies in major American writers and literary-cultural history after 1900.

ENGL 6370 - African-American Literature
Credits: 3
Studies in African-American literary-cultural history, from Colonial to contemporary.

ENGL 6373 - Hispanic-American Literature
Credits: 3
Studies in Hispanic-American literary-cultural history, from Colonial to contemporary.

ENGL 6380 - History of Print Culture
Credits: 3
A literary historical survey of major developments, issues, formations, and institutions in British and/or American print culture.

ENGL 7311 - Seminar in Literary Theory
Credits: 3
Advanced study of a topic in literary theory.

ENGL 7340 - Seminar in British Literature
Credits: 3
Advanced study of a topic in British literature.

ENGL 7350 - Seminar in American Literature
Credits: 3
Advanced study of a topic in American literature.

ENGL 7370 - Seminar in Minority Literature
Credits: 3
Advanced study of a topic in minority literature.

ENGL 7372 - Seminar in Transatlantic Literature
Credits: 3
Advanced study of a topic in transatlantic literature.

ENGL 7374 - Problems in Literary History
Credits: 3
Advanced study of problems in literary history.

ENGL 7376 - Seminar: Special Topics
Credits: 3
Advanced study of a literary topic that crosses traditional national boundaries.

ENGL 7398 - Directed Readings
Credits: 3
Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 7399 - Directed Readings
Credits: 3
Directed readings in an area of the student's choice, to be approved by the director of graduate studies and the instructor.

ENGL 8049 - Graduate Full-Time Status
Credits: 0
Graduate full-time status at the Ph.D. level.

ENGL 8105 - Research
Credits: 1

ENGL 8398 - Dissertation
Credits: 3
Research and writing of the dissertation.

ENGL 8399 - Dissertation
Credits: 3
Research and writing of the dissertation.

History
www.smu.edu/history

Associate Professor Melissa Dowling, **Department Chair and Director of Classical Studies**

Professors: Kate Carté, Jeffrey Engel, Neil Foley, Andrew Graybill, Kenneth Hamilton, Thomas Knock, Alexis McCrossen, Pablo Mijangos y Gonzalez, Kathleen Wellman
Associate Professors: Sabri Ates, Crista DeLuzio (Director of Graduate Studies), Melissa Dowling, Erin Hochman (Director of Outreach), Macabe Keliher, Jill Kelly, Ariel Ron
Assistant Professor: Bianca Lopez
Professor of the Practice of Human Rights: Rick Halperin
Adjunct Assistant Professor: David Doyle
Senior Lecturer: Laurence Winnie
Adjunct Lecturers: Rachel Ball-Phillips, Brian Franklin, Brandon Miller

History, Ph.D.
The William P. Clements Department of History at Southern Methodist University offers an innovative Ph.D. program. The course of study explores the human historical experience in American, global, and comparative perspectives, with individualized specializations in transnational themes, such as borderlands, nationalism, democracy, gender, and capitalism. The department emphasizes advanced work on the southwestern United States, the West, Native Americans, ethnic Mexicans, U.S. presidents, and colonial history. Students may also pursue other individualized specializations in coherent global fields of study, approved by the Graduate Committee and mentored by appropriate faculty.

The History Department awards fellowships to most students accepted into the Ph.D. program. Funding is guaranteed for a period of five years for those whose work remains excellent. Fellowships include tuition, fees, health insurance and a $23,000 stipend for the academic year. Graduate students have the opportunity to work as teaching assistants and research assistants for additional compensation. In addition, the department offers resources for travel to professional conferences and research archives.

Admission Requirements
All applicants for the Doctor of Philosophy in history must have a bachelor's degree from an accredited college or university (students from abroad must hold the equivalent degree), with a minimum grade point average of 3.000, and have completed at least 12 advanced credit hours in history. The GRE graduate School admission test is optional. If English is not the applicant's native language, they must also take the TOEFL English language proficiency test and score 80 or higher. Students must submit a statement of purpose, an example of their written work and official transcripts. Three letters of recommendation are also required. In addition, applicants should possess a foundation in a language for research, sufficient to enable them to pass an examination in translation to English in September of the first year of study. Prospective students must submit their applications and all supporting documents for priority admission by December 15; the final deadline for applications is January 8.

Degree Requirements
The individual student's program is built either around American history or global history. If the student concentrates in American history, global history becomes the minor. If the student concentrates in global history, American history becomes the minor. The specialization is defined around a common transnational theme, such as frontier, feminism, or religion.

Ph.D. students who wish to be granted the M.A. in History must satisfy all of the requirements for the nonthesis M.A. option.

Core Courses (9 Credit Hours)
Students take three core courses: HIST 6300 - Historiography which introduces students to the professional study of history; HIST 6306 - Introduction to Digital Humanities, which provides a theoretical and practical introduction to

on-line texts, especially in history; and HIST 6395 - History as an Academic Profession, which helps students to develop the skills needed to make the transition from graduate student to practicing, professional historian.

- HIST 6300 - Historiography
- HIST 6306 - Introduction to Digital Humanities
- HIST 6395 - History as an Academic Profession

American History (12 Credit Hours)

The field in American history offers broad preparation. During the first two years, students take a sequence of three to four colloquia (12 credit hours) in which they read intensively in American history from the era of Indian-European contact to the present. The intention is that they should master the historiography of the field. These colloquia emphasize new problems, interpretations and debates vital to the study of American history. With the adviser's consent, a student may substitute another 6000-level U.S. history course for one of the four colloquia.

- HIST 6301 - Colloquium: Early American History
- HIST 6302 - Colloquium: American History, 1812-1877
- HIST 6303 - Colloquium: Late 19th-Century to Early 20th-Century America
- HIST 6304 - Colloquium: Modern America, 1929-Present

Global and Comparative History (12 Credit Hours)

The field in global and comparative history introduces students to the theoretical and conceptual frameworks that have guided advanced research in world history in recent decades. Students take four courses, usually beginning with a colloquium, HIST 6315 - Global/Comparative History, which explores influential methodologies and theoretical perspectives of the field. Additionally, students take three courses that treat, in comparative contexts, such themes and topics as urbanization, migration, industrialization, revolution, colonialism, postcolonialism, slavery, and gender.

Specialization (12 Credit Hours)

While the department maintains strong specializations on the U.S. Southwest, borderlands, ethnic Mexicans, and Native Americans, students may instead opt to develop an individualized specialization of four courses in a coherent field, in or beyond the United States, approved by the Graduate Committee. Students may also wish to enrich their historical understandings by taking courses in other disciplines, such as anthropology, literature, or religious studies. The courses should be chosen in consultation with the graduate adviser.

The courses taken in the specialized and global fields may vary in both content and method; these may be graduate courses, graduate level reading seminars, and also individual directed readings. If individual interests and requirements justify doing so, a limited number of these courses may be taken in another department. The field can thus provide broad interdisciplinary views of particular topics of global significance.

The program offers unusual opportunities for students to broaden and deepen their knowledge. Resources include the Clements Center for Southwest Studies, with its symposia, research fellows and distinguished visitors; SMU's DeGolyer Library, a repository for a remarkable collection of books and manuscripts on Mexico and the Southwest; and the Meadows Museum of Art, which houses perhaps the world's finest collections of early modern Spanish art outside of Spain.

For students with more interdisciplinary interests, the Bridwell Library provides a wealth of primary sources for the study of religious history; the Underwood Law Library supports the study of legal history, including that of international law; and the Center for Presidential History allows for research in the domestic and foreign affairs of the United States. Naturally, the Dedman College Interdisciplinary Institute especially addresses the needs of such students.

Ph.D. Research Paper Requirement

Students write two substantial research papers during the first two years of study. The goal is to produce significant work based on primary sources and of a quality comparable to an article in a scholarly journal.

Qualifying Examination
An oral examination on four fields of concentration will be taken in the spring term of the third year of study.

Teaching Preparation
Learning to be an effective instructor is a vital part of the Ph.D. program. All students are required to fulfill a teaching preparation requirement, which can be met through one of the two options described in the History Department Graduate Guidelines. Both options provide students with the opportunity to cultivate a range of pedagogical skills and to receive feedback and mentoring regarding their development as a teacher.

Students fulfill this requirement during the fourth or fifth year of graduate study. Teaching assignments will be coordinated by the director of graduate studies. Students engaged in teaching preparation should register for HIST 7000/HIST 7101 and will be compensated for their work.

Dissertation (3 Credit Hours)
While students complete their dissertation, they enroll in HIST 8398 - Dissertation: Ph.D. Candidates. Upon completion of the dissertation, a formal defense is conducted before an examination committee of four faculty members.

Total: 48 Credit Hours

History, M.A.
Admission Requirements
Candidates must have a minimum of 12 credit hours of advanced-level undergraduate work in history. The GRE graduate admission test is optional. If English is not the applicant's native language, they must also take the TOEFL English language proficiency test and score 80 or higher. Students must submit a statement of purpose, an example of their written work and official transcripts. Three letters of recommendation are also required. Prospective students must submit their applications and all supporting documents for priority consideration by December 15; the final deadline for applications is March 1. Students may begin the program only in the fall term.

The History Department normally requires a minimum 3.000 GPA overall and a 3.000 average in history for admittance to the M.A. program.

Candidates must present evidence of competence in a language other than English, normally through two years of undergraduate study.

Major Adviser
Each student will be assigned a major adviser. The major adviser and the History Department's director of graduate studies will work with each student to plan a specific course of study.

Degree Requirements
The master's degree requires 30 credit hours at the 6000 level and is offered on two tracks: U.S. history or global history. Students on both tracks must take 24 credit hours of coursework, as stipulated below. For the remaining 6 credit hours, students on both tracks choose between the thesis option and the non-thesis option, as described below.

Required Courses (6 Credit Hours)
- HIST 6300 - Historiography

One from the following:
- HIST 6315 - Global/Comparative History
  or
- Another departmental graduate course focused on global/comparative themes and methods

Tracks (18 Credit Hours)
One track from the following:

U.S. History Track
- Six courses (18 credit hours) at the 6000 level, which are focused primarily on themes and topics in U.S. history.
- With approval of the student's advisor and the director of graduate studies, up to two of these courses may be taken in other departments or schools.
- One of these six courses must be focused on global/comparative themes and methods.
- No more than two of these courses can be focused on global/comparative themes and methods.

Global History Track
- Six courses (18 credit hours) at the 6000 level, which are focused on various time periods and areas of the world (Classical history, Medieval history, early modern and modern Europe, Russia, the Middle East, the Islamic world, the Atlantic world, sub-Saharan Africa, Latin America, East Asia, and South Asia, as well as the United States).
- With approval of the student's adviser and the director of graduate studies, up to two of these six courses may be taken in other departments or schools.
- One of these six courses must be focused on U.S. history.
- No more than two of these six courses can be focused on U.S. history.

Thesis/Non-Thesis Options (6 Credit Hours)
One option from the following:

Thesis Option
Along with the student's adviser, two other professors, usually from the History Department, serve on the thesis committee, which assesses the thesis and conducts the oral defense. The thesis will demonstrate ability to define and analyze a historical problem, mastery of the pertinent historiography, and understanding of the methodological issues posed by the problem. It must also make significant use of primary source material. A unanimous positive vote of the committee is necessary for the student to pass the defense.

- HIST 6398 - Thesis
- HIST 6399 - Thesis

Nonthesis Option
In lieu of writing a thesis, students must do the following:
- Take two additional courses at the 6000 level during the spring semester of the second year;
- Write two research papers in any two graduate courses taken during their tenure as an M.A. student; and
- Take a 90-minute capstone oral exam covering three historical fields at the end of the spring semester of the second year.

The oral exam committee consists of three members: the student's adviser (who serves as chair) and two other members of the department. Students should expect questions requiring demonstration of historical knowledge about the time periods and topics covered in the three fields, as well as a clear understanding of the dominant themes and historiographical issues addressed in the three fields.

Total: 30 Credit Hours

History Courses
HIST 6049 - Graduate Full-Time Status
Credits: 0
After the student has completed all coursework toward a degree, this course may be taken for full-time status while doing research and preparation of a master's thesis. Prerequisite: Approval of graduate director.

HIST 6300 - Historiography
Credits: 3
Required of all candidates, this course is designed to familiarize graduate students with the tools of historical research, the discipline's methodology, and the problems of historical writing.

HIST 6301 - Colloquium: Early American History
Credits: 3
A reading course covering the major problems in American history between 1500 and 1812.

HIST 6302 - Colloquium: American History, 1812-1877
Credits: 3
A reading course covering the major problems in American history from 1812 to 1877.

HIST 6303 - Colloquium: Late 19th-Century to Early 20th-Century America
Credits: 3
A reading course covering the major problems in American history between 1877 and 1932.

HIST 6304 - Colloquium: Modern America, 1929-Present
Credits: 3
A reading course that covers major issues in modern American history from the onset of the Great Depression roughly to the present day.

HIST 6305 - Colloquium: The Hispanic Southwest
Credits: 3
This readings seminar introduces graduate students to ways that scholars have interpreted the Southwest's Hispanic past under Spain and Mexico, and the ongoing Hispanic presence in the region after 1848.

HIST 6306 - Introduction to Digital Humanities
Credits: 3
Provides a theoretical and practical introduction to the digital humanities for graduate students, covering research methods with digital texts, GIS, visualizations, and online archiving and presentation.

HIST 6308 - Seminar in American History
Credits: 3
An examination of major topics in American history.

HIST 6309 - Seminar in North American Borderlands
Credits: 3
Study of the historiography of the social interactions among varied peoples along the native, imperial, and national borders of the North American continent, particularly those shaping the United States.

HIST 6310 - Seminar on the American West
Credits: 3
Introduction to the historiography of the American West and its contested meanings.

HIST 6312 - Seminar on Native American History
Credits: 3
Introduction to the historiography of Native Americans in United States history.

HIST 6315 - Global/Comparative History
Credits: 3
A colloquium exploring various techniques of research and analysis used by contemporary scholars to investigate major historical problems from a global or comparative perspective.

HIST 6316 - Comparisons of World-Historical Borderlands
Credits: 3
A comparative study of borderlands in distinct regions.

HIST 6317 - Frontiers of Spanish History, 218 B.C.-A.D. 1492
Credits: 3
Multicultural interaction across several kinds of frontier in premodern Spanish history, from the Second Punic War to the unifying reign of the Catholic kings.

HIST 6318 - Seminar in Temporal History
Credits: 3
Interdisciplinary seminar that covers three interrelated themes: the mental and somatic experience time, the measurement and regulation of time, and the influence of temporal ideologies and habits of mind.

HIST 6319 - Histories and Theories of Nationalism
Credits: 3
Explores histories and theories about nationalism in order to understand how and why it became such a potent force in the modern era.

HIST 6321 - Seminar: Global/Comparative History
Credits: 3
An examination of major topics in global/comparative history.

HIST 6322 - Readings in History
Credits: 3
Directed readings on specific problems or themes formulated by the student with faculty guidance.

HIST 6325 - Readings: New Spain and Mexico
Credits: 3
A readings seminar designed to address main themes and historiographical issues in the history of Mexico since the 16th century. Prerequisite: Reading knowledge of Spanish.

HIST 6326 - Mexican-American Historiography of the Southwest
Credits: 3
An examination of the historiography of Mexican Americans, focusing on the relationship between their ethnic identity and the Southwest.

HIST 6327 - Research on the Southwest as a Region
Credits: 3

HIST 6332 - Problems in U.S. Foreign Relations
Credits: 3
Major problems in American foreign relations from the revolutionary era to the present.

HIST 6338 - Problems in United States History
Credits: 3
Major problems in American history.

HIST 6340 - Women and Gender in U.S. History
Credits: 3
Designed for graduate students to conduct primary and secondary research and prepare a paper addressing questions about the history of women and gender in the United States.

HIST 6343 - Problems in Modern German History
Credits: 3
Selected issues in the history of the German-speaking peoples from the Reformation to World War II.

HIST 6347 - Problems in European History
Credits: 3
Directed readings.

HIST 6349 - Problems in Medieval History
Credits: 3
Directed readings and analyses of selected medieval documents and secondary bibliography.

HIST 6352 - Problems Medieval Spanish History
Credits: 3
Directed readings and analyses of selected medieval Spanish documents and secondary bibliography.

HIST 6353 - Problems in the History of Spain and Portugal
Credits: 3
Social, cultural, and political themes characteristic of the Iberian Peninsula from Roman times to the present.

HIST 6355 - Problems in Latin American History
Credits: 3
Selected topics in Latin American history from the age of exploration and discovery to the mid-20th century.

HIST 6357 - Problems in Mexican History
Credits: 3
Major themes in the evolution of Mexican society and the place of Mexico in the history of the Americas.

HIST 6363 - The American Civil War and Reconstruction
Credits: 3
The nature, causes, and impact of the American Civil War, with emphasis upon current historiographical issues.

HIST 6370 - Colloquium: European History
Credits: 3
A reading course covering the major problems in European history.

HIST 6373 - Augustus and the Roman Empire
Credits: 3
After 100 years of civil war, the first Roman emperor, Augustus, inaugurated the 250-year Roman Peace that transformed government, society, art, and culture across the Roman Empire.

HIST 6374 - Athenian Democracy
Credits: 3
This seminar will examine the development of democratic government in Athens and study the functioning of that government in peace and in war.

HIST 6385 - Problems in British History
Credits: 3

HIST 6387 - Topics in African History
Credits: 3
Extensive examination of special topics in African history.

HIST 6391 - Topics in South Asian History
Credits: 3
Intensive examination of special topics in South Asian history.

HIST 6392 - Topics in Chinese History
Credits: 3
Intensive examination of special topics in Chinese history.

HIST 6393 - Topics in Middle Eastern History
Credits: 3
Intensive examination of special topics in Middle Eastern history.

HIST 6395 - History as an Academic Profession
Credits: 3
This course is designed to help graduate students complete the Ph.D. and learn the professional skills needed to make the transition from graduate student to practicing, professional historian.

HIST 6397 - Research in Transnational History
Credits: 3
Designed for graduate students to conduct primary research and prepare a paper addressing questions of citizenship and transnational identity in regional, national, or global context.

HIST 6398 - Thesis
Credits: 3
Research and writing of the M.A. thesis with guidance from the student's thesis director.

HIST 6399 - Thesis
Credits: 3
Research and writing of the M.A. thesis with guidance from the student's thesis director.

HIST 7000 - Teacher Preparation
Credits: 0
Teaching component of the doctoral program in which the student works closely with a professor in the planning and teaching of an individual course.

HIST 7101 - Practicum Seminar in History
Credits: 1
Students develop practical historical skills in the digital humanities, public history, affiliated library practices, or other related historical fields, under faculty supervision.

HIST 7398 - Research
Credits: 3

HIST 7399 - Research
Credits: 3

HIST 8049 - Graduate Full-Time Status, Ph.D. Level
Credits: 0
Graduate full-time status at the Ph.D. level.

HIST 8398 - Dissertation: Ph.D. Candidates
Credits: 3
Dissertation for the Ph.D. in history.

Mathematics

www.smu.edu/math

Professor Daniel Reynolds, **Department Chair**

Professors: Alejandro Aceves, Vladimir Ajaev, Wei Cai, Thomas Hagstrom, Amnon Meir, Peter Moore, Daniel Reynolds, Johannes Tausch
Associate Professors: Andrea Barreiro (Director of Graduate Studies), Thomas Carr, Weihua Geng, Barry Lee, Scott Norris, Benno Rumpf, Brandilyn Stigler, Sheng Xu, Yunkai Zhou
Assistant Professors: Difeng Cai, Mohamad Faradonbeh, Kathryn Hedrick, Mikhail Zaslavskiy
Senior Lecturer: Adriana Aceves
Lecturers: Karl Backs, Sasan Mohyaddin, Laurel Neustadter

Admission Requirements

Minimum requirements for admission to the graduate programs in mathematics are 18 credit hours in college-level mathematics courses beyond first- and second-year calculus (including differential equations, linear algebra and statistics). Undergraduate courses in numerical methods, partial differential equations, physics and computer science are particularly helpful, as would be familiarity with programming, specifically MATLAB. There is no second language requirement.

Both the M.S. and Ph.D. degree programs require GRE graduate school admission test scores (general exam only). Three letters of recommendation are required.

Computational and Applied Mathematics, Ph.D.

The Ph.D. program in computational and applied mathematics focuses on applied mathematics, numerical analysis, and scientific computation. The program is designed to prepare future researchers and scientists for positions in industry and national laboratories, as well as in academia.

Financial aid is available for Ph.D. students in the form of teaching assistantships, which include the waiver of tuition and fees.

Degree Requirements

Course requirements for the Ph.D. include 33 credit hours as required for the M.S. in computational and applied mathematics plus an additional 18 credit hours (totaling 51 credit hours of approved graduate coursework), as well as 6 hours of dissertation credit. One year in full-time residence on the SMU campus or at a research facility approved by the departmental faculty and the dean of graduate studies is also required.

Students will be awarded the M.S. degree en route to the Ph.D. after having completed all requirements for the M.S. in computational and applied mathematics. Students advance to candidacy upon successfully completing all coursework and the Ph.D. qualifying examination—a written examination and oral presentation of a paper based on individualized concentration courses in computational and applied mathematics. Students must prepare a dissertation proposal, to be approved by a faculty committee, prior to beginning work on the dissertation. Successful oral defense of the dissertation before a faculty committee is required for completion of the Ph.D.

Candidates must complete the following:

Core Courses (12 Credit Hours)

Computational Mathematics (6 Credit Hours)

- MATH 6316 - Numerical Methods I
- MATH 6317 - Numerical Methods II

Differential Equations and Their Applications (6 Credit Hours)

- MATH 6324 - Introduction to Dynamical Systems
- MATH 6332 - Partial Differential Equations

Elective Courses (39 Credit Hours)
Thirteen courses chosen in consultation with the graduate adviser. A maximum of two approved courses can be taken from outside the mathematics department; these courses must have a strong mathematical component.

M.S. Oral Examination
An oral examination is required to receive the M.S. degree en route to the Ph.D.

Ph.D. Qualifying Examination
A written examination and oral presentation of a paper based on individualized concentration courses in computational and applied mathematics are required to advance to candidacy.

Dissertation (6 Credit Hours)
- MATH 8398 - Dissertation

Total: 57 Credit Hours

Computational and Applied Mathematics, M.S.
The M.S. in computational and applied mathematics is designed to provide its graduates with knowledge and expertise in mathematics and its application to the sciences, and to provide a strong preparation for those wishing to pursue a Ph.D. in computational or applied mathematics. Program emphases include applied mathematics, numerical analysis, and scientific computation.

Degree Requirements
A total of 33 credit hours of graduate course credit beyond the bachelor's degree (usually 11 graduate courses) are required for the master's degree. At least nine courses must be at the 6000 level. Candidates must complete the following:

Core Courses (12 Credit Hours)
Computational Mathematics (6 Credit Hours)
- MATH 6316 - Numerical Methods I
- MATH 6317 - Numerical Methods II

Differential Equations and Their Applications (6 Credit Hours)
- MATH 6324 - Introduction to Dynamical Systems
- MATH 6332 - Partial Differential Equations

Elective Courses (21 Credit Hours)
Seven courses at the 6000 level chosen in consultation with the graduate adviser. A maximum of two approved courses can be taken from outside the mathematics department; these courses must have a strong mathematical component.

Oral Examination
An oral examination is required for graduation.

Total: 33 Credit Hours

Mathematics Courses
MATH 6049 - Graduate FT Status
Credits: 0
Graduate full time status.

MATH 6110 - Mathematics Research
Credits: 1
Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6185 - Internship in Mathematics
Credits: 1
Practical experience from a summer internship in industry or a national laboratory.

MATH 6210 - Mathematics Research
Credits: 2
Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6303 - Analysis
Credits: 3
Sequences and series of real numbers and functions, properties of continuous functions, differentiation and integration with some attention paid to higher dimensions.

MATH 6304 - Algebra
Credits: 3
Basic properties of groups, rings and fields, homomorphisms, normal subgroups, integral domains, ideals, algebraic extension fields, geometric constructions.

MATH 6305 - Introduction to Topology
Credits: 3
Elementary topology of the line and plane, metric spaces, and general topological spaces. Also, continuity of mappings, connectedness, compactness, completeness, and fixed-point theorems.

MATH 6307 - Numerical Analysis
Credits: 3
Covers interpolation and approximation of functions, numerical differentiation and integration, basic methods for initial value problems in ordinary differential equations, and basic approximation methods for one-dimensional initial-boundary value problems. Topics focus on algorithm development and the theory underlying each method.

MATH 6310 - Mathematics Research
Credits: 3
Independent research project in the fields of computational and applied mathematics, under the direction of a faculty member.

MATH 6311 - Perturbation Methods
Credits: 3
Solving differential equations with a small parameter by asymptotic techniques: weakly nonlinear oscillators, perturbed eigenvalue problems, boundary layers, method of multiple scales, and the WKBJ method. Prerequisite: MATH 2343. Recommended: MATH 6332.

MATH 6316 - Numerical Methods I
Credits: 3
Covers floating point arithmetic, backward stability analysis, numerical solution of dense and sparse linear systems of equations using direct and basic iterative methods, least-squares problems and eigenvalue problems, elementary and orthogonal matrix transformations, and nonlinear systems of equations.

MATH 6317 - Numerical Methods II
Credits: 3
Covers interpolation and approximation of functions, numerical differentiation and integration, basic methods for initial value problems in ordinary differential equations, and basic approximation methods for one-dimensional initial-boundary value problems. Topics focus on algorithm development and the theory underlying each method. Prerequisites: MATH 3313, MATH 6316.

MATH 6318 - Numerical Partial Differential Equations
Credits: 3
Covers finite difference methods for elliptic, parabolic, and hyperbolic problems in partial differential equations. Also, stability, consistency, and convergence results. Attention is given to computer implementations. Prerequisites: MATH 6317 or CS 7365, and MATH 6332.

MATH 6319 - Finite Element Analysis
Credits: 3
Finite element method for elliptic problems, theory, practice, and applications. Finite element spaces, curved elements and numerical integration, minimization algorithms, and iterative methods. Prerequisites: MATH 6316; MATH 6317 or CS 7365.

MATH 6320 - Iterative Methods
Credits: 3
Matrix and vector norms, conditioning, iterative methods for the solution of larger linear systems and eigenvalue problems. Krylov subspace methods. Other topics to be chosen by the instructor. Prerequisites: MATH 6316 and some programming experience.

MATH 6321 - Numerical Solution of Ordinary Differential Equations
Credits: 3
Numerical methods for initial value problems and boundary value problems for ordinary differential equations. Emphasizes practical solution of problems using MATLAB. Prerequisites: MATH 2343, MATH 6317.

MATH 6324 - Introduction to Dynamical Systems
Credits: 3
Nonlinear ordinary differential equations: equilibrium, stability, phase-plane methods, limit-cycles, and oscillations. Linear systems and diagonalization. Periodic coefficients (Floquet theory) and Pioncaré map. Difference equations (maps), period doubling, bifurcations, and chaos. Prerequisites: MATH 2343, MATH 3353.

MATH 6325 - Dynamical Systems and Chaos
Credits: 3
Nonlinear differential equations. Stability and bifurcation theory of ODEs and maps. Forced oscillators. Subharmonic resonances. Melnikov criterion for chaos. Lorenz system. Center manifolds and normal forms. Silnikov's example. Prerequisite: MATH 6324.

MATH 6332 - Partial Differential Equations
Credits: 3
Partial differential equations of applied mathematics in more than one spatial dimension. Fundamental solutions, separation of variables, eigenfunction expansions, and Green's function methods. Prerequisites: Graduate standing, or C- or higher in MATH 4337.

MATH 6333 - Advanced Partial Differential Equations
Credits: 3
Method of eigenfunction expansion for nonhomogeneous problems. Green's functions for the heat, wave, and Laplace equations. Dirac delta functions, Fourier and Laplace transform methods, and method of characteristics. Prerequisite: MATH 6332.

MATH 6336 - Fluid Dynamics
Credits: 3
Preliminaries, concepts from vector calculus. The transport theorem, the Navier-Stokes and other governing equations. Dynamical similarity and Reynolds number. Vorticity theorems. Ideal and potential flow. The influence of viscosity and the boundary layer approximation. Prerequisite: MATH 3337.

MATH 6337 - Real and Functional Analysis
Credits: 3
Topics include continuous functions, metric and normed spaces, Banach spaces, Hilbert spaces, distributions and the Fourier transform, measure theory and function spaces, differential calculus, and variational methods. Prerequisite: MATH 4338 or approval of instructor.

MATH 6341 - Linear and Nonlinear Waves
Credits: 3
The mathematical theory of linear and nonlinear waves. Applications from water waves, traffic flow, gas dynamics, and various other fields. Topics include nonlinear hyperbolic waves (characteristics, breaking waves, shock fitting, Burger's equation) and linear dispersive waves (method of stationary phase, group velocity, wave patterns). Prerequisite: MATH 6332.

MATH 6343 - Photonics Modeling and Simulations
Credits: 3
Selected topics on the physical principles, mathematical modeling, and simulation of the propagation of light in photonic structures. Prerequisite: MATH 6332 or permission of instructor.

MATH 6346 - Advanced Fluid Dynamics
Credits: 3
Topics include surface waves in shallow and deep water, sound waves, Stokes flow equations and lubrication-type models, spreading of droplets, and coating flows. Other topics are chosen from dynamics of bubbles, film drainage, electroosmotic flow, electrowetting on dielectric, turbulence, and fluid mechanics of swimming and flying. Prerequisite: MATH 6336/ME 5336/ME 7336.

MATH 6350 - Mathematical Models in Biology
Credits: 3
The mathematical analysis and modeling of biological systems, including biomedicine, epidemiology, and ecology. Prerequisite: Consent of instructor.

MATH 6352 - Epidemiology and Immunology
Credits: 3
Modeling and analysis of diseases from epidemiology and immunology. Considers disease dynamics modeled with delay, integral, partial, and stochastic differential equations based on susceptible-infectious-removed ODEs. Prerequisites: MATH 6324, MATH 6332.

MATH 6355 - Applied Stochastic Differential Equations
Credits: 3
A practical introduction to continuous-time stochastic processes commonly used in physics, biology, and finance. Brownian motion, diffusion processes, Ito calculus, and the Feynman Kac formula. Prerequisites: MATH 4338 or equivalent; MATH 4337 or equivalent. Recommended: some undergraduate-level probability and measure theory.

MATH 6357 - Stochastic Computations, Uncertainty Quantification, and Monte Carlo Methods
Credits: 3
Introduction to probabilistic computational methods for PDEs, stochastic spectral methods for stochastic PDEs and uncertainty quantifications, Monte Carlo and deep learning methods for high dimensional and quantum many-body problems. Prerequisite: MATH 6355 or permission of instructor.

MATH 6360 - Computational Electromagnetics
Credits: 3
Numerical methods for electromagnetics, with emphasis on practical applications. Numerical discretizations covered include the method of moments, finite differences, finite elements, boundary elements, and fast multipole methods. Prerequisites: ECE 7330 or MATH 6332 and proficiency in one computer language (e.g., Fortran) or permission of instructor.

MATH 6370 - Parallel Scientific Computing
Credits: 3
An introduction to parallel computing in the context of scientific computation. Prerequisites: MATH 6316 and MATH 6317, or permission of instructor.

MATH 6391 - Topics in Applied Mathematics
Credits: 3
Selected topics in the application of mathematical analysis to such fields as differential, integral, and functional equations; mechanics; hydrodynamics; mathematical biology; and economics. Prerequisite: Permission of instructor.

MATH 6395 - Topics in Computational Mathematics
Credits: 3
Selected topics of current interest, such as numerical bifurcation theory, iterative methods for linear systems, domain decomposition and multigrid methods, numerical multidimensional integration, and numerical methods for multibody problems. Prerequisite: Permission of instructor.

MATH 8049 - Graduate FT Status
Credits: 0
Graduate full-time status at the Ph.D level.

MATH 8105 - Research
Credits: 1

MATH 8198 - Dissertation
Credits: 1
Dissertation.

MATH 8398 - Dissertation
Credits: 3
Dissertation.

Medieval Studies

www.smu.edu/medievalstudies
Associate Professor Bonnie Wheeler, **Director**

General Information

The M.A. in medieval studies is an interdisciplinary cultural studies degree program based in Dedman College and designed to encourage students to acquire not only strong disciplinary training but also broadly-based sensitivity to medieval cultures, contexts and intellectual currents. The program draws upon courses in the Western Middle Ages as well as upon Byzantine and Islamic subjects offered by other departments in Dedman College of Humanities and Sciences, the Meadows School of the Arts and the Perkins School of Theology. It is also intended to serve students interested in pursuing a Ph.D. degree in a medieval field, since it will enable such students to gain a broad interdisciplinary acquaintance with the Middle Ages before narrowing their work to a specialized field at the doctoral level.

Medieval Studies, M.A.

Degree Requirements

To earn the M.A. in medieval studies, students must complete 30 credit hours, with the following requirements:

1. Twenty-four credit hours to be taken in graduate-level courses and seminars, to be distributed in at least three broad subject areas in medieval studies: a) history, b) literature, and c) music and visual arts. No more than 12 credit hours and no less than three credit hours may be applied in each area. Students are encouraged to take courses in philosophy, religious studies and church history when available.
2. Three credit hours in nonmedieval courses may be taken in the student's major disciplinary area of concentration with approval of the director of medieval studies.
3. Competence, demonstrated by examination, in intermediate Latin and one other world or medieval language.
4. A thesis carrying six credit hours of credit linking materials and methods of more than one discipline, to be guided by a committee of the director of medieval studies and professors from the two major subject areas covered by the thesis.

Curriculum

Competence in intermediate Latin and one other world or medieval language must be demonstrated by examination. The Dallas Medieval Consortium makes it possible for SMU students to enroll in regularly offered advanced Latin courses at the University of Dallas.

Historical Discourse

A model program for a student interested particularly in historical discourse might include:

- HIST 6385 - Problems in British History
- HX 8321 - The History of Christian Doctrine I

Literary Discourse

A student primarily interested in literary discourse might take:

- ENGL 6320 - Medieval Literature
- ENGL 6321 - Readings: Medieval Literature
- HIST 6352 - Problems Medieval Spanish History
- ARHS 6324 - Art and Cultures of Medieval Spain
- HX 8321 - The History of Christian Doctrine I

Visual Arts

A student primarily interested in the visual arts might put together a very coherent program using:

- ARHS 6320 - Medieval Art

- ARHS 6324 - Art and Cultures of Medieval Spain
- ENGL 6320 - Medieval Literature
- HX 8308 - Varieties of Medieval Theology

Regularly Offered Courses

Regularly offered courses include the following:

Dedman College Courses

- ENGL 6320 - Medieval Literature (Medieval Literary-Cultural History through 1500)
- ENGL 6321 - Readings: Medieval Literature
- FREN 5370 - Seminar in French Literature (when applicable)
- HIST 6349 - Problems in Medieval History
- HIST 6352 - Problems Medieval Spanish History
- HIST 6385 - Problems in British History (when applicable)
- MDVL 6390 - Independent Study
- MDVL 6398 - Thesis
- MDVL 6399 - Thesis

Meadows School of the Arts Courses

- ARHS 6321 - Seminar on Medieval Art
- ARHS 6323 - Seminar on Convivencia: Jewish, Islamic, and Christian Art in Medieval Spain
- ARHS 6320 - Medieval Art
- ARHS 6324 - Art and Cultures of Medieval Spain
- ARHS 6399 - The Medieval Jewish-Christian Dialogue in Art and Text
- MUHI 6392 - Directed Studies in Music History

Perkins School of Theology Courses

- HX 8308 - Varieties of Medieval Theology
- HX 8321 - The History of Christian Doctrine I

Total: 30 Credit Hours

Medieval Studies Courses

MDVL 6049 - Graduate Full-Time Status
Credits: 0
Independent course for students continuing work on an M.A. thesis.

MDVL 6390 - Independent Study
Credits: 3
Research and writing in medieval fields on special topics at the forefront of current intellectual interest.

MDVL 6398 - Thesis
Credits: 3
Research and writing the M.A. thesis with guidance from the student's thesis director.

MDVL 6399 - Thesis
Credits: 3
Research and writing the M.A. thesis with guidance from the student's thesis director.

Physics
www.smu.edu/physics

Professor: David Son**, Department Chair** *ad interim*

Professors: Thomas Coan, Robert Kehoe (Director of Graduate Studies), Pavel Nadolsky, Fred Olness, Ryszard Stroynowski
Associate Professor: Roberto Vega
Assistant Professors: Patrick Breysse, Allison McCarn Deiana, Matthew Klein, Joel Meyers
Senior Lecturers: Simon Dalley, Randall Scalise
Lecturer: Durdana Balakishiyeva
Research Professors: Datao Gong, Tiankuan Liu
Research Assistant Professors: Robert Calkins, Katharine Leney, Chonghan Liu

Physics, Ph.D.

Degree Requirements

Candidates for the Ph.D. degree must satisfactorily complete one physics foundations course, five core courses, seven elective graduate courses in physics or astrophysics, and at least 48 credit hours of graduate courses in total. Of the electives, students take at least three courses in their chosen area of concentration: particle physics, astrophysics and cosmology, or particle astrophysics. Students typically take the core sequence of courses during their first two years, and may take electives during their second and later years, according to their interests and in consultation with their research adviser.

Core Courses (16 Credit Hours)

Candidates take one physics foundation course and five core courses:

- PHYS 6160 - Foundations of Physics
- PHYS 6321 - Classical Mechanics
- PHYS 6335 - Quantum Mechanics I
- PHYS 6351 - Statistical Mechanics
- PHYS 7311 - Electromagnetic Theory I

- PHYS 6336 - Quantum Mechanics II
  or
- PHYS 7312 - Electromagnetic Theory II

Elective Courses (21 Credit Hours)

Candidates choose seven elective graduate courses in consultation with the Ph.D. adviser. These can be core courses not used to satisfy the core requirements, courses selected from the following list of additional departmental courses (depending on availability in a given academic year), and even some courses outside the department. (A list of courses outside the department which have proven useful as physics electives can found in the Physics Department Graduate Student Handbook*.)*

Additional courses in the department that can be utilized as electives are:

- PHYS 6341 - Nuclear Physics
- PHYS 6361 - Selected Topics
- PHYS 6368 - Foundations of Modern Cosmology
- PHYS 6371 - Stellar Structure and Evolution
- PHYS 6372 - Galactic Structure, Dynamics and Evolution
- PHYS 6380 - From Quarks to Cosmos
- PHYS 7305 - Methods of Theoretical Physics
- PHYS 7314 - Quantum Field Theory I

- PHYS 7315 - Quantum Field Theory II
- PHYS 7350 - General Relativity
- PHYS 7360 - Elementary Particles I
- PHYS 7361 - Elementary Particles II
- PHYS 7363 - Experimental Particle Detection and Detectors I

Particle Physics Concentration

Students seeking the particle physics concentration take at least three from the following:

- PHYS 6341 - Nuclear Physics
- PHYS 7314 - Quantum Field Theory I
- PHYS 7315 - Quantum Field Theory II
- PHYS 7360 - Elementary Particles I
- PHYS 7361 - Elementary Particles II
- PHYS 7363 - Experimental Particle Detection and Detectors I

Astrophysics and Cosmology Concentration

Students seeking the astrophysics and cosmology concentration take three from the following:

- PHYS 6368 - Foundations of Modern Cosmology
- PHYS 6371 - Stellar Structure and Evolution
- PHYS 6372 - Galactic Structure, Dynamics and Evolution
- PHYS 7350 - General Relativity

Particle Astrophysics Concentration

Students seeking the particle astrophysics concentration take three from the following:

- PHYS 6338 - Condensed Matter Physics
- PHYS 6368 - Foundations of Modern Cosmology
- PHYS 6372 - Galactic Structure, Dynamics and Evolution
- PHYS 7360 - Elementary Particles I
- PHYS 7363 - Experimental Particle Detection and Detectors I

Research Courses (12 Credit Hours)

After completing core courses and electives, students typically sign up for 8000-level research courses under their adviser until reaching the required 48 credit hours. No more than 12 credit hours can be in dissertation courses. Courses that are available to meet the needs of the student, in consultation with their adviser, are as follows:

- PHYS 8049 - Graduate Full-Time Status
- PHYS 8100 - Research
- PHYS 8200 - Research
- PHYS 8300 - Research
- PHYS 8398 - Dissertation
- PHYS 8399 - Dissertation
- PHYS 8400 - Research
- PHYS 8500 - Research
- PHYS 8600 - Research
- PHYS 8700 - Research
- PHYS 8800 - Research
- PHYS 8900 - Research

Candidacy Qualification Requirements

In order to advance to Ph.D. candidacy, students must pass PHYS 6160 and achieve a GPA of 3.0 or greater in four core courses from each of the topics of Mechanics (PHYS 6321), Quantum Mechanics (PHYS 6335 or PHYS 6336), Electrodynamics (PHYS 7311 or PHYS 7312), and Statistical Mechanics (PHYS 6351).

Successful students will be eligible to present proposed research for their Ph.D. program to the department in their fifth semester, to be followed by an oral qualifying exam in the area of their concentration.

Students are allowed two attempts to pass and must do so before the end of their sixth semester.

Total: 48 Credit Hours

Physics, M.S.

Degree Requirements

The M.S. degree in physics is only available to students enrolled in the Ph.D. program in physics at SMU. To earn the M.S. en route to the Ph.D, students must complete either 33 credit hours of approved graduate coursework according to the requirements laid out in the Ph.D. program description, or 30 credit hours of courses plus three hours of a master's thesis (PHYS 6398). This requirement entails one fewer elective for the M.S. than for the Ph.D.

Total: 33 Credit Hours

Physics Courses

PHYS 6160 - Foundations of Physics
Credits: 1
Introduces graduate students to the foundational skills and approaches in the utilization of classical and modern physics principles. Prepares students with physical insights and problem-solving techniques. Recommended prerequisites before enrolling in this course: PHYS 3305 or its equivalent.

PHYS 6321 - Classical Mechanics
Credits: 3
Topics in classical mechanics, including the mechanics of a system of particles, the two-body central-force problem, Lagrange's and Hamilton's formulations, the special theory of relativity, Hamilton-Jacobi theory, and continuous systems and fields.

PHYS 6335 - Quantum Mechanics I
Credits: 3
Fundamental principles of quantum theory with applications to one-dimensional problems, the free particle, and the hydrogen atom; the spinning electron. Perturbation theory with applications to atomic spectra; systems of identical particles; scattering theory; Dirac theory of the electron. Prerequisites: PHYS 5382 or equivalent, MATH 3313.

PHYS 6336 - Quantum Mechanics II
Credits: 3
Fundamental principles of quantum theory with applications to one-dimensional problems, the free particle, and the hydrogen atom; the spinning electron. Perturbation theory with applications to atomic spectra; systems of identical particles; scattering theory; Dirac theory of the electron. Prerequisites: PHYS 5382 or equivalent, MATH 3313.

PHYS 6338 - Condensed Matter Physics
Credits: 3
Crystal lattices and the reciprocal lattice, the free-electron model of metals, crystal binding, lattice vibrations-phonons, thermal properties of solids, and energy bands in solids.

PHYS 6341 - Nuclear Physics
Credits: 3
General properties of the nucleus; the two-nucleon problem; radioactivity; beta decay; interaction of charged particles and radiation with matter; detection methods; nuclear models; nuclear reactions; neutron physics. Prerequisite: PHYS 6335 or permission of instructor.

PHYS 6351 - Statistical Mechanics
Credits: 3
Derivation of classical and quantum statistical distribution functions; partition functions; the laws of thermodynamics; ensemble theory; applications to gases and solids. Prerequisite: PHYS 3374 or permission of instructor.

PHYS 6361 - Selected Topics
Credits: 3
Content varies term to term.

PHYS 6368 - Foundations of Modern Cosmology
Credits: 3
Principles and concepts of modern cosmology including the geometry of the universe, cosmological models, nucleosynthesis, inflation, dark energy, dark matter, the cosmic microwave background and baryonic acoustic oscillations. Prerequisites: MATH 2339 and MATH 2343 or equivalent.

PHYS 6371 - Stellar Structure and Evolution
Credits: 3
An introduction to the basic physics of stars, including energy generation and transport, equilibrium and instability. Includes observational sources, nuclear processes and star formation, evolution and death. Prerequisite: Permission of the instructor.

PHYS 6372 - Galactic Structure, Dynamics and Evolution
Credits: 3
Advanced study of galaxy classification, structure, and evolution. Includes processes inside galaxies, such as star formation, motions of gas and stars, and the role of central black holes.

PHYS 6380 - From Quarks to Cosmos
Credits: 3
Principles of elementary particle physics. Review of particles properties, theory, acceleration techniques and detector technologies. Discussion of the particles effects in astrophysics and cosmology.

PHYS 6398 - Thesis
Credits: 3
Research and writing of the thesis with guidance from the student's thesis director.

PHYS 7170 - Current Topics in Physics
Credits: 1
Seminar course on current topics in physics.

PHYS 7305 - Methods of Theoretical Physics
Credits: 3
Mathematical methods; theory of analytic functions, evaluation of integrals, linear vector spaces, special functions, integral equations, tensor analysis, calculus of variations, group theory. Prerequisites: Working knowledge of complex variable, Fourier transforms, and partial differential equations.

PHYS 7311 - Electromagnetic Theory I
Credits: 3
Boundary-value problems in electrostatics; dielectrics; magnetic media; Maxwell's equations; electromagnetic waves; refraction and reflection; wave guides and cavities. Electromagnetic radiation; diffraction and interference; plasma physics; special relativity; dynamics of charged particles; multipole expansion. Prerequisite: Permission of instructor.

PHYS 7312 - Electromagnetic Theory II
Credits: 3
Boundary-value problems in electrostatics; dielectrics; magnetic media; Maxwell's equations; electromagnetic waves; refraction and reflection; wave guides and cavities. Electromagnetic radiation; diffraction and interference; plasma physics; special relativity; dynamics of charged particles; multipole expansion. Prerequisite: Permission of instructor.

PHYS 7314 - Quantum Field Theory I
Credits: 3
Classical fields; symmetry transformations and conservation laws; the quantum theory of radiation; relativistic quantum mechanics of spin-1/2 particles, second quantization and the theory of interaction fields. Covariant perturbation theory; collision phenomena in quantum electrodynamics; renormalization. Prerequisite: PHYS 6336.

PHYS 7315 - Quantum Field Theory II
Credits: 3
Path integral formulation; renormalization group; symmetry structure; formal aspects; nonabelian gauge theories. Prerequisite: PHYS 7314 or permission of instructor.

PHYS 7341 - Theoretical Nuclear Physics
Credits: 3
Properties of nuclear forces; many-body theory of nuclear models; analysis of scattering experiments. Interaction between nucleons and radiation; pion physics; weak interactions. Prerequisites: PHYS 6336 and PHYS 6341.

PHYS 7350 - General Relativity
Credits: 3
Einstein's theory, black holes, gravitational waves, and cosmology. Prerequisite: PHYS 6321 or permission of instructor.

PHYS 7360 - Elementary Particles I
Credits: 3
Physics of the standard model; quarks and leptons; internal symmetries, grand unified theories. Prerequisite: Permission of instructor.

PHYS 7361 - Elementary Particles II
Credits: 3
Continues PHYS 7360 with emphasis on current topics. Prerequisite: PHYS 7360 or permission of instructor.

PHYS 7363 - Experimental Particle Detection and Detectors I
Credits: 3
Discusses particle detection and detectors. Designed for experimental particle physicists or for those who want to understand the basic physics and techniques in particle detection. Prerequisite: PHYS 6380. Corequisites: Mastery of one modern computing language such as C++, Python, or Java; the ability to work in a Linux OS environment. If the primary language is not C++, students should be able to learn enough C++ after a brief introduction at the beginning of the course.

PHYS 8049 - Graduate Full-Time Status
Credits: 0

PHYS 8100 - Research
Credits: 1
Research and study of selected physics topics; content varies term to term.

PHYS 8200 - Research
Credits: 2
Research and study of selected physics topics; content varies term to term.

PHYS 8300 - Research
Credits: 3
Research and study of selected physics topics; content varies term to term.

PHYS 8361 - Special Topics in Physics
Credits: 3
Content varies term to term.

PHYS 8362 - Special Topics in Physics
Credits: 3
Content varies term to term.

PHYS 8398 - Dissertation
Credits: 3
Research and writing of the dissertation.

PHYS 8399 - Dissertation
Credits: 3
Research and writing of the dissertation.

PHYS 8400 - Research
Credits: 4
Research and study of selected physics topics; content varies term to term.

PHYS 8500 - Research
Credits: 5
Research and study of selected physics topics; content varies term to term.

PHYS 8600 - Research
Credits: 6
Research and study of selected physics topics; content varies term to term.

PHYS 8700 - Research
Credits: 7
Research and study of selected physics topics; content varies term to term.

PHYS 8800 - Research
Credits: 8
Research and study of selected physics topics; content varies term to term.

PHYS 8900 - Research
Credits: 9
Research and study of selected physics topics; content varies term to term.

Psychology

www.smu.edu/psychology

Professor Austin Baldwin, **Department Chair**

Professors: Austin Baldwin, Ernest Jouriles (Director of Clinical Training), Akihito Kamata, Renee McDonald, Alicia Meuret, Thomas Ritz, David Rosenfield
Associate Professors: Michael Chmielewski (Director of Graduate Studies), Nathan Hudson, Chrystyna Kouros
Assistant Professors: Holly Bowen, Sarah Kucker
Senior Lecturers: James Calvert, Susan Hornstein, Chris Logan
Lecturer: Michael Lindsey
Clinical Assistant Professor: Poonam Dubal

Psychological Clinical Science, Ph.D.

The Ph.D. program in psychological clinical science is a 70-credit hour program designed to train psychological clinical scientists who go on to pursue academic or other research careers. The four major requirements for the Ph.D. degree consist of departmental research requirements, coursework, practica and a formal clinical internship.

This program meets Texas licensure requirements. It has not yet been determined if the program meets licensing requirements in other states.

Degree Requirements

Research Requirements and Qualifications for Candidacy

Students are expected to conduct research throughout their enrollment in the psychological clinical science doctoral program. To facilitate their involvement and training in research, the program includes several research benchmarks that students must complete prior to graduation. Research benchmarks must be completed in accordance with the Dedman College graduate catalog. A brief description of the research benchmarks follows. For specific details, students are referred to in the Psychology Department's *Graduate Student Handbook*.

First Research Benchmark

First-Year Research Project

First-year students work on research projects with their faculty adviser. This research experience is intended to provide students with exposure to a research area and help shape the skills necessary to develop hypotheses, analyze data and communicate the results.

Second Research Benchmark

Master's Thesis

Students are expected to complete a student-directed empirical research project that will constitute their thesis. Students present an oral defense of their thesis proposal (prior to initiating thesis research) to a committee consisting of three faculty members. The thesis proposal is expected to occur prior to July 31 of the second year. An M.A. degree will be awarded en route for doctoral candidates who successfully complete their thesis requirement.

Third Research Benchmark

Review Article

To demonstrate in-depth knowledge of their research area and to demonstrate their capability to interpret and synthesize theories and data in this area, students write a review article on a topic related to their area of research.

Fourth Research Benchmark

Dissertation

The dissertation is an original empirical research project with the potential to contribute to the knowledge base in a specific area of clinical psychology. Before a student can begin the dissertation, the student must be advanced to candidacy (described below). Students must formally propose the project to the dissertation committee. Successful completion of the dissertation will be determined by an oral defense in front of the student's dissertation committee consisting of four faculty members (one from outside the department).

It is expected that students propose their dissertation by September 30 of the year they intend to apply for internship.

Fifth Research Benchmark

Publication of Two Manuscripts

All graduate students are required to publish at least two manuscripts in peer-reviewed outlets, at any level of authorship, prior to graduation. Although two publications are required to meet this benchmark, graduate students should be active in presentation of research throughout their graduate career (e.g., at least one conference presentation or publication per year after the first year).

Candidacy Requirements

Candidacy requirements consist of completion of the first three research benchmarks and the core clinical courses (there is no additional written test); candidacy is typically completed by the end of their third year in the program. Advancement to candidacy is necessary for students to initiate dissertation research and to apply for an internship. Students are required to propose their dissertation by October 1 of the year they apply for internship (typically in the fall of the fifth year of study).

Grade Point Average

To be in good standing in the Ph.D. program, students are expected to obtain a grade of *B* or better in each course. A course with a grade of *C* must be retaken. Two or more courses with a grade of *C* may result in dismissal.

Periodic Performance Reviews

Student performance is reviewed twice in the first year and annually thereafter, assessing performance in research, clinical skills, and assigned duties.

Required Courses (45 Credit Hours)

The following courses are required:

- PSYC 6305 - Quantitative Methods I
- PSYC 6307 - Quantitative Methods II
- PSYC 6314 - Seminar in Adult Psychopathology
- PSYC 6317 - Biological and Neuroscientific Bases of Behavior
- PSYC 6324 - Research Methods
- PSYC 6331 - Psychotherapy Practicum I
- PSYC 6334 - Seminar in Developmental Psychopathology
- PSYC 6345 - Cultural and Individual Diversity: Principles and Best Practices in Research and Applications
- PSYC 6351 - Theories and Methods of Psychotherapy
- PSYC 6353 - Psychometrics, Test Construction, and Assessment
- PSYC 6354 - Assessment Practicum
- PSYC 6359 - Affective and Social Neuroscience
- PSYC 6364 - Foundations in Psychology: Social and Cognitive Psychology
- PSYC 6366 - Supervision and Consultation in Psychology
- PSYC 6380 - History and Ethics in Psychology

Research Credits (13 Credit Hours)

Students typically enroll in research courses every semester under their adviser. No more than 12 credit hours can be in dissertation courses. Courses that are available to meet the needs of the student, in consultation with their adviser, are as follows:

- PSYC 6398 - Thesis (may be repeated for credit)
- PSYC 7171 - Research (may be repeated for credit)
- PSYC 8396 - Dissertation (may be repeated for credit)

Clinical Practicum (0 Credit Hours)

Students participate in practicum training beginning in their second year. Purposes of clinical practica are to:

- Provide students training, supervision, and experience in the use of empirically supported methods of assessment and intervention.
- Offer students training, supervision, and experiences in working with a diverse sample of clients.
- Expose students to nonacademic sites in which psychological research is conducted.

The following practicum is required:

- PSYC 7091 - Practicum in Psychology

Psychology Clinic (0-6 Credit Hours)

While not required, students may also enroll in the following clinics:

- PSYC 6332 - Psychotherapy Practicum II
- PSYC 6361 - Assessment Practicum II

Internship (0 Credit Hours)

Students participate in the following required internship:

- PSYC 8091 - Clinical Internship (may be repeated up to four times)

Elective Coursework

Elective courses (up to 12 credit hours) can be taken from Psychology Department courses at the 6000-level and above. Elective courses are offered less frequently, and are optional. Courses from other departments or schools can also be taken with approval of the director of graduate studies.

The following is a list of available elective courses offered by the Psychology Department:

- PSYC 6309 - Seminar in Health Psychology
- PSYC 6330 - Seminar in Psychopharmacology
- PSYC 6367 - Forensic Psychology
- PSYC 6371 - Research on Psychology

Total: 70 Credit Hours

Quantitative Methods Minor (12 Credit Hours)

12 credit hours in additional coursework in advanced statistical methods are available as an elective minor, with courses in SEM, HSLM, IRT, and other advanced methods within and outside the department.

Four courses from the following:

- EDU 7320 - Advanced Measurement and Assessment II
- EDU 7321 - Quantitative Research Methods II
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists
- PSYC 6322 - Longitudinal Data Analysis Using Multilevel Methods
- PSYC 6323 - Structural Equation Modeling
- STAT 6360 - Statistical Methods in Epidemiology
- Other courses may be approved by the department on a case-by-case basis.

Organizational Psychology, M.S.

This 36-credit hour (13 courses), cohort-based M.S. degree program in organizational psychology is designed for students with an interest in pursuing a practitioner career in organizations or businesses. Students complete this full-time program and accompanying applied internship in one and a half years (three semesters and one summer term). Core courses are taught primarily by Psychology faculty along with three courses offered by the Cox School of Business faculty.

Admission to the program is by application during the spring term for fall admission.

Admission Requirements

Admission to the program is competitive and open to students with a bachelor's degree in psychology, business, or related field.

To apply for the master's program, the student must apply via the graduate school application process, which includes submission of the following:

- Three recommendation letters
- Official university transcript
- Personal statement
- Essay
- When English is not the applicant's native language, a satisfactory TOEFL English language proficiency test score is required.

Requirements for the Degree

The curriculum consists of eight required psychology courses, one three-credit internship, three required Management and Organizations (MNO) courses in the Cox School of Business, and one elective course.

To receive a M.S. degree in organizational psychology, the student must:

- Complete a minimum of 36 credit hours of graduate coursework at SMU.
- Have a cumulative GPA of at least 3.000 (on a 4.000 scale) with no grade lower than a B- in the M.S. degree coursework
- Satisfactorily fulfilled other degree requirements

Curriculum

The degree requirements for the M.S. in organizational psychology are as follows:

Psychology Core Courses (Dedman School of Humanities and Sciences) (24 Credit Hours):

- PSYC 6381 - Advanced Applied Social Psychology
- PSYC 6382 - Organizational Theory and Development
- PSYC 6383 - Ethical, Legal, and Diversity Issues at Work
- PSYC 6384 - Applied Research Methods and Analysis in Organizational Psychology
- PSYC 6385 - Assessment: Individual Differences
- PSYC 6386 - Assessment: Programs
- PSYC 6387 - Professional Issues and Practice in Organizational Psychology
- PSYC 6388 - Employee Recruitment and Selection

Experiential Learning (Dedman School of Humanities and Sciences) (3 Credit Hours):

Students must complete one 3-credit hour internship at a site approved by the psychology department, and enroll in the following course:

- PSYC 6391 - Internship

Management and Organizations Core Courses (Cox School of Business) (6 Credit Hours):

- MNO 6202 - Leading Teams and Organizations
- MNO 6214 - Strategic Management of Human Capital
- MNO 6219 - People and Organizational Analytics

Elective Courses (3 Credit Hours)

One course from the following:

Dedman College of Humanities and Sciences

- STAT 6306 - Introduction to Data Science

Lyle School of Engineering

- DSIN 7311 - Human-Centered Design
- OREM 7365 - Program and Project Management

Simmons School of Education and Human Development

- HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
- HDDR 6341 - Employment Law
- HDDR 6347 - Systems Design in Dispute Resolution
- HDDR 6351 - Workplace Conflict
- HDDR 6370 - Assessment and Interviewing
- HDDR 6371 - Transitional and Developmental Coaching
- HDDR 6372 - Performance Coaching

Masters of Liberal Arts Studies

- BHSC 6320 - Organizational Leadership
- BHSC 7335 - Sustainability Leadership: An Introduction to Organizational Sustainability Leadership

Total: 36 Credit Hours

Psychological Clinical Science, M.A.

The M.A. in psychological clinical science degree is only available to students enrolled in the Ph.D. program in psychological clinical science at SMU. See the Ph.D. program information for further details on earning the M.A. degree.

Psychology Courses

PSYC 6091 - Practicum Seminar
Credits: 0
Seminar for all students enrolled in PSYC 7091. Students participate in an off-campus practicum and also meet biweekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. Instructor consent and Ph.D. practicum enrollment required.

PSYC 6191 - Internship in Organizational Psychology
Credits: 1
Supervised participation in work settings. Hands-on experience with Organizational Psychology work assignments is performed and evaluated. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6305 - Quantitative Methods I
Credits: 3
Theoretical bases of quantitative methods used in experimental research designs. Topics will include rules of probability, random variables and their distributions, statistical inference, tests of hypotheses and confidence intervals for population means, and analysis of variance. Prerequisite: Permission of instructor.

PSYC 6307 - Quantitative Methods II
Credits: 3
Theoretical bases of quantitative methods used in quasi- and nonexperimental research designs. Topics include correlation, regression, multiple regression, partial and multiple correlation, and nonparametric approaches. Prerequisite: Permission of instructor.

PSYC 6309 - Seminar in Health Psychology
Credits: 3
Current theories and research in health psychology.

PSYC 6311 - Seminar in Social Psychology
Credits: 3
Current theories and research on the social influences of behavior.

PSYC 6312 - Seminar in Developmental Psychology
Credits: 3
Current theories and research in developmental psychology.

PSYC 6314 - Seminar in Adult Psychopathology
Credits: 3
The presentation and discussion of selected topics involving research in psychopathology.

PSYC 6316 - Seminar in Cognitive Psychology I
Credits: 3
An in-depth examination of selected topics in the general areas of human learning, memory, thinking, and related experiences.

PSYC 6317 - Biological and Neuroscientific Bases of Behavior
Credits: 3
Provides comprehensive exposure to a selected area or problem in physiological psychology. Areas receiving such treatment might include limbic system-behavior relationships, biological bases of motivation, and biological bases of learning and memory.

PSYC 6322 - Longitudinal Data Analysis Using Multilevel Methods
Credits: 3
Discusses how to apply advanced statistical techniques to analyze longitudinal social science data sets. Emphasizes the application and interpretation of the results of the statistical tests and the limitations inherent in each test. Prerequisites: PSYC 6305 and PSYC 6307, or permission of instructor.

PSYC 6323 - Structural Equation Modeling
Credits: 3
Introduces the basic theory of structural equation modeling, which is a system of regression models with observed and unobserved variables. Focuses on SEM behavioral and social science applications.

PSYC 6324 - Research Methods
Credits: 3
Seminar addressing issues of research design and implementations in clinical psychology. Topics include validity

and reliability of clinical assessment, experimental and quasi-experimental designs, causal inference, interpretation of data, and research ethics.

PSYC 6330 - Seminar in Psychopharmacology
Credits: 3
Introduces psychotropic drugs and their uses, with a focus on the relationship between psychology and psychiatry in practice.

PSYC 6331 - Psychotherapy Practicum I
Credits: 3
Combined didactic/lecture and laboratory experience for second-year graduate students. Emphasis is on individuals seeking or participating in psychological evaluation and/or clinical services.

PSYC 6332 - Psychotherapy Practicum II
Credits: 3
Continuation into the second term of a combined didactic/lecture and laboratory practicum experience for second year graduate students. Emphasis is on individuals seeking or participating in psychological evaluation and/or clinical services.

PSYC 6334 - Seminar in Developmental Psychopathology
Credits: 3
Advanced seminar examining theories and data on psychopathology in childhood and adolescence.

PSYC 6345 - Cultural and Individual Diversity: Principles and Best Practices in Research and Applications
Credits: 3
Introduces students to the roles of cultural and individual diversity in psychological phenomena, particularly as they set foundations for the science and practice of professional psychology.

PSYC 6351 - Theories and Methods of Psychotherapy
Credits: 3
Discussion of research concerning the efficacy and effectiveness of individual psychotherapy; discussion about and training in the major theoretical methods of individual psychotherapy; ethics of individual psychotherapy. Open to psychology graduate students only.

PSYC 6353 - Psychometrics, Test Construction, and Assessment
Credits: 3
Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; and theory and practice in psychological assessment techniques to measure personality, intelligence, and behavior. The focus throughout is on the integration of diverse sources of data to better inform psychodiagnostic decision-making. Open to psychology graduate students only.

PSYC 6354 - Assessment Practicum
Credits: 3
On-campus practicum for Ph.D. students to learn to administer and interpret cognitive, achievement, personality, and behavioral psychological tests; to conduct feedback sessions; and to generate appropriate reports. Instructor consent and Ph.D. student status required.

PSYC 6355 - Applied Clinical Skills
Credits: 3
Emphasizes fundamental clinical skills of interviewing and diagnostic assessment.

PSYC 6356 - Theories and Methods of Couple and Family Therapy
Credits: 3
Introduction to theories of marriage, family, and divorce counseling. Also, research on these approaches, with a focus on the types of interaction between spouses and between family members.

PSYC 6357 - Seminar in Interviewing Skills
Credits: 3
For Ph.D. and M.A. students in psychology. Students are taught interviewing techniques, basic supportive counseling skills, and effective communication and planning of clinical therapy sessions. Employs didactic and experiential methods of instruction.

PSYC 6359 - Affective and Social Neuroscience
Credits: 3
Examines research and clinical findings in the field of affective and social neuroscience using neuroscientific methods, e.g., neuroimaging. Prerequisites: Psychology Ph.D. student or instructor approval.

PSYC 6360 - Ethics in Psychology
Credits: 3
Reviews the current ethical code of conduct followed by professional psychologists. Ethical principles will be discussed in terms of their legal, social, and philosophical relevance.

PSYC 6361 - Assessment Practicum II
Credits: 3
Second term of an on-campus practicum course for Ph.D. students to learn to administer and interpret a variety of psychological tests, to conduct feedback sessions, and to generate reports based upon these assessments.

PSYC 6362 - Advanced Special Topics
Credits: 3
An advanced seminar on selected topics in various sub-areas of psychological research.

PSYC 6363 - Professional Issues in Psychology: Ethics and Diversity
Credits: 3
Introduces two key domains in professional psychology: ethics and diversity. Students learn the ethical code of conduct followed by psychologists and discuss research and theory covering individual differences and diversity in psychology. Prerequisite: Instructor approval.

PSYC 6364 - Foundations in Psychology: Social and Cognitive Psychology
Credits: 3
Offers two modules covering social psychology and cognitive psychology bases of human behavior. Prerequisite: Instructor approval.

PSYC 6366 - Supervision and Consultation in Psychology
Credits: 3
An in-depth examination of current methods, procedures, and efficacy of models of clinical supervision and both inter-mural and intra-mural psychological consultation. Perquisite: Admission to Psychology Ph.D. Program or permission of the instructor.

PSYC 6367 - Forensic Psychology
Credits: 3
Examines how clinical psychology and related fields of psychology contribute to a better understanding of forensic and legal issues, including eyewitness testimony, criminal profiling, assessment of competency, risk assessment, assessment of psychopathy, interrogation of witnesses, police psychology, family law issues, mock trials, witness training, psychological theory of case litigation, jury selection, problem solving courts, and sentencing.

PSYC 6371 - Research on Psychology
Credits: 3
Supervised individual empirical research on selected problems. A research proposal must be submitted to and approved by the instructor before admission.

PSYC 6380 - History and Ethics in Psychology
Credits: 3
Reviews the current ethical code of conduct followed by professional psychologists. Discusses ethical principles in terms of their legal, social, and philosophical relevance. Covers major theoretical developments in the field of psychology in the history of psychology module.

PSYC 6381 - Advanced Applied Social Psychology
Credits: 3
Delves deeply into issues of attitudes and persuasion, small group behavior and teamwork, social influence, motivation, interpersonal and intrapersonal conflict, and work related well-being. Students gain an advanced understanding of social psychology research and theory, which will be embedded in the context of work and organizations. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6382 - Organizational Theory and Development
Credits: 3
Introduces students to graduate level work in organizational psychology with an emphasis on organizational theory, structure, development, culture, leadership, decision making, and change within organizations. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6383 - Ethical, Legal, and Diversity Issues at Work
Credits: 3
Covers ethical, legal, and diversity issues of employment and consulting. Special emphasis on workplace diversity and intercultural competence. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6384 - Applied Research Methods and Analysis in Organizational Psychology
Credits: 3
Covers research design issues. Topics include: the scientific method, measurement/assessment (e.g., reliability and construct validity), and advanced understanding of the strengths and limitations of correlational and experimental research designs. Students apply their knowledge to evaluate the quality of lab and field studies. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6385 - Assessment: Individual Differences
Credits: 3
Covers the assessment of individual differences. Provides an overview of psychometrics, measure evaluation, scale creation, classical test theory, generalizability theory, factor analysis, and item-response theory. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6386 - Assessment: Programs
Credits: 3
Focuses on research and analysis methods applied to organizational needs. Students develop skills in researching organizational needs, designing and delivering training, buy-in, and program evaluation. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6387 - Professional Issues and Practice in Organizational Psychology
Credits: 3
Multi-disciplinary perspectives on professional issues in organizational psychology that professionals should understand and be prepared to demonstrate to enable their successful transition into an applied setting.

PSYC 6388 - Employee Recruitment and Selection
Credits: 3
Covers research, theories, methodologies, strategies, and practices for effective organizational recruitment and selection of employees. Explores how current external and environmental conditions affect these processes.

PSYC 6391 - Internship
Credits: 3
Supervised participation in work settings. Hands-on experience with organizational work assignments are performed and evaluated. Prerequisite: Students accepted into the Accelerated Pathway in the Organizational Psychology M.S. program or by instructor approval.

PSYC 6398 - Thesis
Credits: 3
Academic credit for design, data collection, analysis, and writing of student master's thesis.

PSYC 7091 - Practicum in Psychology
Credits: 0
Students conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.

PSYC 7171 - Research
Credits: 1
Academic credit for data collection, analysis, and writing of student research project.

PSYC 7271 - Research
Credits: 2
Academic credit for data collection, analysis, and writing of student research project.

PSYC 7361 - Advanced Special Topics
Credits: 3

PSYC 7362 - Advanced Special Topics
Credits: 3
An advanced seminar on selected topics in various sub-areas of psychological research.

PSYC 7371 - Research
Credits: 3
Academic credit for data collection, analysis, and writing of student research project.

PSYC 8049 - Graduate Full-Time Status
Credits: 0
Continuing graduate students who are finished with coursework but completing their thesis/dissertation research.

PSYC 8091 - Clinical Internship
Credits: 0
Taken while the student is at a formal internship training site. This is a full-time, supervised clinical position. Course may be repeated up to four times.

PSYC 8105 - Research
Credits: 1

PSYC 8191 - Directed Studies
Credits: 1
Advanced study on selected topics in various sub-areas of psychological research.

PSYC 8391 - Directed Studies
Credits: 3
Advanced study on selected topics in various sub-areas of psychological research.

PSYC 8396 - Dissertation
Credits: 3
Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.

Religious Studies

www.smu.edu/Dedman/Academics/Departments/ReligiousStudies/Graduate

Professor Roy Heller, **Director**

The Graduate Program in Religious Studies (GRPS) is composed of faculty from the Dedman Religious Studies department and the Perkins School of Theology, as well as the two University Ethics Professors.

Dedman Religious Studies Faculty

Professor Jill DeTemple, **Department Chair**

Professors: William Barnard, Mark Chancey, Jill DeTemple, Johan Elverskog, Serge Frolov
Associate Professors: John Lamoreaux, Steven Lindquist

Perkins School of Theology Faculty and University Ethics Professors

General Information

The Graduate Program in Religious Studies comprises programs of study leading to the M.A. and Ph.D. degrees. The primary goal of both degree programs is to prepare persons for academic leadership in the field and hence for professional careers as teacher-scholars in colleges, universities and schools of theology. The M.A. degree program also aims to accommodate the qualified nonprofessional student interested in advanced work in religious studies within the context of the liberal arts and sciences. Students specialize in one of the following six fields of study:

Hebrew Bible	Systematic Theology
New Testament	Religious Ethics
The Christian Tradition	Religion and Culture

Admission Requirements

The deadline for completed applications is January 5. The requirements for admission to the M.A. and Ph.D. degree programs in religious studies are as follows:

- The B.A. degree or its equivalent from an accredited institution.
- A cumulative grade point average of 3.000 or above on a 4.000 scale.
- A satisfactory score on the GRE general graduate school admission test, ordinarily including a combined score of 310 or greater on the verbal and quantitative sections.
- Sufficient previous study in religion or related areas to be able to satisfy the requirements of the degree program.
- When English is not the applicant's native language, a satisfactory TOEFL English language proficiency test score also is required. Internet-based version: 79-80 or better (preferably 100 or above); or paper-based version: 550 or better (preferably 600 or above).

Language Requirement

All students are expected to demonstrate a reading competence in at least one approved language other than English upon matriculation, by passing an examination in that language in the August examination period preceding the first term of study. Ph.D. students will be expected to pass an examination in a second approved language by the beginning of the second year. (For students in the fields of Hebrew Bible or New Testament, both Biblical Hebrew and Greek are required, as well as two additional languages. The examination in the second language must be taken no later than May of the first year.)

The approved languages for examinations in both the M.A. and Ph.D degree programs are French, Spanish, German, Greek, Hebrew and Latin. Another pertinent language may be substituted with the approval of the GPRS Steering Committee. It is strongly recommended that Ph.D. students enter the program with a solid reading knowledge of the two (or more) languages in which they expect to be examined, since there is little time or opportunity for basic language acquisition during graduate study.

Religious Studies, Ph.D.

Degree Requirements

The Ph.D. in religious studies requires the satisfactory completion of 48 credit hours of approved graduate coursework, distributed as follows:

Required Courses (12 Credit Hours)

Four courses of the core seminar in religious studies, each of which is taught during one of the four terms of the student's two years of coursework:

- RELI 6301 - The Philosophical Study of Religion
- RELI 6302 - Approaches to Asian Religions
- RELI 6303 - History, Theory, and Method in Religious Studies
- RELI 6304 - Contemporary Approaches

Elective Courses (36 Credit Hours)

Twelve courses, primarily in the student's intended field of study, may be of three different types:

- Regular courses in Southern Methodist University that are approved for graduate study in the student's field.
- Directed study courses in which one or more students and a faculty member agree to meet a minimum of six times during the term to discuss the material under study. Students are required to submit substantial graded written work and the faculty member assigns an overall letter grade for the course.
- Independent study courses in which the student and a faculty member agree on a bibliography for study that the student pursues independently. Students are not required to submit written work and letter grades are not assigned; rather, these courses are pass/fail and require one meeting near the end of the semester to determine completion of the reading.

Reading Competence

Demonstrating, by examination, a reading competence in two approved languages, other than English, relevant to the student's field of study. (For students in the fields of Hebrew Bible and New Testament, four languages are required. Examinations must be passed in both Biblical Hebrew and Greek, as well as in two additional languages.)

Comprehensive Field Examinations

Passing four comprehensive field examinations on the subjects designated for examination in the student's field, each consisting of a six-hour written examination based on the bibliography agreed upon with the examiner.

Practice Teaching Requirement

Satisfactorily meeting the practice teaching requirement.

Dissertation Proposal

Securing the GPRS Steering Committee's approval of a dissertation proposal endorsed by the student's dissertation adviser, two other members of the SMU faculty and one reader from outside the University.

Doctoral Dissertation

Satisfactorily completing the doctoral dissertation. No more than 12 credit hours can be in dissertation courses. Students may enroll in the following course, which can be repeated for credit:

- RELI 8100 - Dissertation

Oral Examination

Satisfactorily passing an oral examination covering the student's entire course of study as well as the dissertation.

Total: 48 Credit Hours

Religious Studies, M.A.

Degree Requirements

The M.A. in religious studies requires satisfactory completion of 30 credit hours of approved graduate coursework, distributed as follows:

Required Courses (12 Credit Hours)

Four courses of the core seminar in religious studies, each of which is taught during the four terms of the student's two years of coursework:

- RELI 6301 - The Philosophical Study of Religion
- RELI 6302 - Approaches to Asian Religions
- RELI 6303 - History, Theory, and Method in Religious Studies
- RELI 6304 - Contemporary Approaches

Electives Courses (18 Credit Hours)

Students are encouraged to develop an area of concentration in the 18 credit hours of elective coursework. A maximum of six credit hours may be taken in independent study courses. Concentrations in areas of scholarship represented primarily in the Department of Religious Studies in Dedman College are especially welcome. Students whose main interests are in areas represented in the typical theological curriculum are advised to consider the Master of Theological Studies degree in Perkins School of Theology as an alternative to the M.A. degree in the Graduate Program in Religious Studies.

Reading Competence

Demonstrating, by examination, a reading competence in an approved language other than English, relevant to the field of study.

Master's Thesis

Satisfactory completion of a master's thesis.

Total: 30 Credit Hours

Religious Studies Courses

RELI 6049 - Graduate Full-Time Status
Credits: 0

RELI 6301 - The Philosophical Study of Religion
Credits: 3
The work of this seminar will focus on aims, methods, and problems in the philosophical study of religion.

RELI 6302 - Approaches to Asian Religions
Credits: 3
This seminar is a historical and theoretical inquiry into Asian religions. These traditions will be investigated through three broadly defined methods of theoretical approaches: textual studies, anthropology, and social/intellectual history.

RELI 6303 - History, Theory, and Method in Religious Studies
Credits: 3
This course will introduce several of the principal approaches to the study of religion in the post-Enlightenment West, focusing on canonical thinkers from various disciplines, especially anthropology, sociology, and psychology.

RELI 6304 - Contemporary Approaches
Credits: 3
This seminar provides an orientation to the critical study of religion in its contemporary context, with specific attention to emerging issues and modes of inquiry.

RELI 7300 - Philosophy of Religion I
Credits: 3
Special topics in philosophy of religion.

RELI 7320 - Religion and Culture I
Credits: 3
Special topics in religion and culture.

RELI 7321 - Religion and Culture II
Credits: 3
Special topics in religion and culture.

RELI 7322 - Religion and Culture III
Credits: 3
Special topics in religion and culture.

RELI 7323 - Religion and Culture IV
Credits: 3
Special topics in religion and culture.

RELI 7324 - Religion and Culture V
Credits: 3
Special topics in religion and culture.

RELI 7325 - Religion and Culture VI
Credits: 3
Special topics in religion and culture.

RELI 7326 - Religion and Culture VII
Credits: 3
Special topics in religion and culture.

RELI 7327 - Religion and Culture VIII
Credits: 3
Special topics in religion and culture.

RELI 7328 - Religion and Culture IX
Credits: 3
Special topics in religion and culture.

RELI 7329 - Religion and Culture X
Credits: 3
Special topics in religion and culture.

RELI 7330 - Religion and Culture XI
Credits: 3
Special topics in religion and culture.

RELI 7331 - Religion and Culture XII
Credits: 3
Special topics in religion and culture.

RELI 7332 - Religion and Culture XIII
Credits: 3
Special topics in religion and culture.

RELI 7333 - Religion and Culture XIV
Credits: 3
Special topics in religion and culture.

RELI 7334 - Religion and Culture XV
Credits: 3
Special topics in religion and culture.

RELI 7335 - History of Christianity I
Credits: 3
Special topics in the history of Christianity.

RELI 7336 - History of Christianity II
Credits: 3
Special topics in the history of Christianity.

RELI 7337 - History of Christianity III
Credits: 3
Special topics in the history of Christianity.

RELI 7338 - History of Christianity IV
Credits: 3
Special topics in the history of Christianity.

RELI 7339 - History of Christianity V
Credits: 3
Special topics in the history of Christianity.

RELI 7340 - History of Christianity VI
Credits: 3
Special topics in the history of Christianity.

RELI 7341 - History of Christianity VII
Credits: 3
Special topics in the history of Christianity.

RELI 7342 - History of Christianity VIII
Credits: 3
Special topics in the history of Christianity.

RELI 7343 - History of Christianity IX
Credits: 3
Special topics in the history of Christianity.

RELI 7344 - History of Christianity X
Credits: 3
Special topics in the history of Christianity.

RELI 7345 - History of Christianity XI
Credits: 3
Special topics in the history of Christianity.

RELI 7346 - History of Christianity XII
Credits: 3
Special topics in the history of Christianity.

RELI 7348 - History of Christianity XIV
Credits: 3
Special topics in the history of Christianity.

RELI 7349 - History of Christianity XV
Credits: 3
Special topics in the history of Christianity.

RELI 7350 - Systematic Theology I
Credits: 3
Special topics in systematic theology.

RELI 7351 - Systematic Theology II
Credits: 3
Special topics in systematic theology.

RELI 7352 - Systematic Theology III
Credits: 3
Special topics in systematic theology.

RELI 7353 - Systematic Theology IV
Credits: 3
Special topics in systematic theology.

RELI 7354 - Systematic Theology V
Credits: 3
Special topics in systematic theology.

RELI 7355 - Systematic Theology VI
Credits: 3
Special topics in systematic theology.

RELI 7356 - Systematic Theology VII
Credits: 3
Special topics in systematic theology.

RELI 7357 - Systematic Theology VIII
Credits: 3
Special topics in systematic theology.

RELI 7358 - Systematic Theology IX
Credits: 3
Special topics in systematic theology.

RELI 7359 - Systematic Theology X
Credits: 3
Special topics in systematic theology.

RELI 7360 - Systematic Theology XI
Credits: 3
Special topics in systematic theology.

RELI 7361 - Systematic Theology XII
Credits: 3
Special topics in systematic theology.

RELI 7362 - Systematic Theology XIII
Credits: 3
Special topics in systematic theology.

RELI 7363 - Systematic Theology XIV
Credits: 3
Special topics in systematic theology.

RELI 7364 - Systematic Theology XV
Credits: 3
Special topics in systematic theology.

RELI 7365 - Religious Ethics I
Credits: 3
Special topics in religious ethics.

RELI 7366 - Religious Ethics II
Credits: 3
Special topics in religious ethics.

RELI 7367 - Religious Ethics III
Credits: 3
Special topics in religious ethics.

RELI 7368 - Religious Ethics IV
Credits: 3
Special topics in religious ethics.

RELI 7369 - Religious Ethics V
Credits: 3
Special topics in religious ethics.

RELI 7370 - Religious Ethics VI
Credits: 3
Special topics in religious ethics.

RELI 7371 - Religious Ethics VII
Credits: 3
Special topics in religious ethics.

RELI 7372 - Religious Ethics VIII
Credits: 3
Special topics in religious ethics.

RELI 7373 - Religious Ethics IX
Credits: 3
Special topics in religious ethics.

RELI 7374 - Religious Ethics X
Credits: 3
Special topics in religious ethics.

RELI 7375 - Religious Ethics XI
Credits: 3
Special topics in religious ethics.

RELI 7376 - Religious Ethics XII
Credits: 3
Special topics in religious ethics.

RELI 7377 - Religious Ethics XIII
Credits: 3
Special topics in religious ethics.

RELI 7378 - Religious Ethics XIV
Credits: 3
Special topics in religious ethics.

RELI 7379 - Religious Ethics XV
Credits: 3
Special topics in religious ethics.

RELI 7380 - Old Testament I
Credits: 3
Special topics on the Old Testament.

RELI 7381 - Old Testament II
Credits: 3
Special topics on the Old Testament.

RELI 7382 - Old Testament III
Credits: 3
Special topics on the Old Testament.

RELI 7383 - Old Testament IV
Credits: 3
Special topics on the Old Testament.

RELI 7384 - Old Testament V
Credits: 3
Special topics on the Old Testament.

RELI 7385 - Old Testament VI
Credits: 3
Special topics on the Old Testament.

RELI 7386 - Old Testament VII
Credits: 3
Special topics on the Old Testament.

RELI 7387 - Old Testament VIII
Credits: 3
Special topics on the Old Testament.

RELI 7388 - Old Testament IX
Credits: 3
Special topics on the Old Testament.

RELI 7389 - Old Testament X
Credits: 3
Special topics on the Old Testament.

RELI 7390 - New Testament I
Credits: 3
Special topics on the New Testament.

RELI 7391 - New Testament II
Credits: 3
Special topics on the New Testament.

RELI 7392 - New Testament III
Credits: 3
Special topics on the New Testament.

RELI 7393 - New Testament IV
Credits: 3
Special topics on the New Testament.

RELI 7394 - New Testament V
Credits: 3
Special topics on the New Testament.

RELI 7395 - New Testament VI
Credits: 3
Special topics on the New Testament.

RELI 7396 - New Testament VII
Credits: 3
Special topics on the New Testament.

RELI 7397 - New Testament VIII
Credits: 3
Special topics on the New Testament.

RELI 7398 - New Testament IX
Credits: 3
Special topics on the New Testament.

RELI 7399 - New Testament X
Credits: 3
Special topics on the New Testament.

RELI 8049 - Graduate Full-Time Status
Credits: 0
Indicates the student has full-time status.

RELI 8100 - Dissertation
Credits: 1
Dissertation research.

Statistics and Data Science

www.smu.edu/statistics

Professor Daniel Heitjan, **Department Chair**

Professors: Jing Cao (Director of Graduate Studies), Daniel Heitjan (Director of the Biostatistics Ph.D. Program)
Associate Professors: Ian Harris, Monnie McGee
Assistant Professors: Sy Han (Steven) Chiou, Marcin Jurek, Chul Moon, Raanju Sundararajan
Technical Assistant Professor: Bivin Sadler
Assistant Professor of Practice: Charles South
Senior Lecturer: Stephen Robertson
Lecturers: Ashley Edison, Jessica Wickersham

General Information

The Department of Statistics and Data Science offers the following graduate degree programs: the Ph.D. in statistical science, the Ph.D. in biostatistics, the Ph.D. in data science, the M.S. in data science and applied statistics, and the M.S. in data science.

The courses in the biostatistics and statistics Ph.D. curricula provide students with a strong foundation in mathematical statistics, statistical computing, and probability, and statistical methods useful in statistical practice. The Ph.D. in biostatistics is conferred by the Department of Statistics and Data Science at SMU in partnership with the University of Texas Southwestern Medical Center at Dallas. Students attain a strong mathematical and statistical foundation like that provided in the Ph.D. in statistical science curriculum, but they also take courses and engage in research projects that prepare them for a research career in biostatistics. The Ph.D. in data science draws its core material from the doctoral curricula in statistics and computer science. Students apply this knowledge in the solution of challenging applied problems from a range of disciplines.

The M.S. in data science and applied statistics (MDSAS) degree program provides students with a theoretically-based understanding and proficiency in statistical methods, as well as training in statistical computing, database management, predictive methods, and other data science techniques.

The M.S. in data science (MSDS) is an online degree program that provides students with a theory-based understanding and proficiency in the management, analysis, mining, and interpretation of complex databases to support strategic decision-making.

Biostatistics, Ph.D.

Admission Requirements

Applicants to the Ph.D. program in biostatistics must hold a bachelor's degree and must have taken mathematics courses through advanced calculus and linear algebra. Some background in biology or medicine is helpful but not required. The GRE graduate school admission test is optional. Applicants must have excellent English communication skills. If required, TOEFL English language proficiency test scores should be in accordance with the requirements specified by the Moody School of Graduate and Advanced Studies. See the Language Requirement section of the Moody School catalog.

Degree Requirements

The Ph.D. in biostatistics requires a minimum of 60 credit hours, no more than 12 of which can be in dissertation research. Students complete their coursework in two to three years with the final two years consisting primarily of research. In addition, students must pass the Comprehensive Exams, the Ph.D. Qualifying Exam, and the prospectus exam, and complete and defend a dissertation.

Required Courses (33 Credit Hours)

Theory and Methods

- STAT 6324 - Computational Statistics

- STAT 6327 - Mathematical Statistics I
- STAT 6328 - Mathematical Statistics II
- STAT 6336 - Statistical Analysis I
- STAT 6337 - Statistical Analysis II
- STAT 6345 - Linear Regression
- STAT 6350 - Analysis of Lifetime Data
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6390 - Bayesian Statistics
- STAT 6397 - Statistical Methods in Clinical Trials
- STAT 7331 - Modeling Longitudinal and Incomplete Data

Modern Computational Biology (1-3 Credit Hours)

Students must take at least one credit hour in statistical genetics, genomics, or bioinformatics. Students can satisfy this requirement by taking either STAT 6358 at SMU or one of the courses offered at UT Southwestern.

Elective Courses (15-26 Credit Hours)

The Department of Statistical Science offers advanced elective courses each semester. Students complete the remaining required credit hours from among these courses, or from courses offered in other departments at SMU or UTSW with approval from the program director. Examples of frequently offered electives include the following:

- STAT 6309 - Machine Learning Using Python
- STAT 6355 - Applied Multivariate Analysis
- STAT 6358 - Statistical Analysis of High Throughput Biological Data
- STAT 6363 - Time Series Analysis
- STAT 6370 - Stochastic Models
- STAT 6371 - Probability Theory
- STAT 6376 - Stochastic Processes
- STAT 6377 - Multivariate Categorical Data
- STAT 6380 - Mathematical Theory of Sampling
- STAT 6385 - Survey of Nonparametric Statistics
- STAT 6391 - Bayesian Hierarchical Modeling
- STAT 7327 - Advanced Statistical Inference

Comprehensive Exams

Students must pass the Comprehensive (Basic) Exams, typically at the end of the first year.

Ph.D. Qualifying Exam

This is a personalized exam that assesses the student's readiness for research. It is typically taken before the end of the second year.

Prospectus Exam

Students present initial dissertation results and a proposal for the remainder of the dissertation.

Dissertation (0-12 Credit Hours)

Students must write and successfully defend a dissertation. While not required, students may choose to enroll in dissertation research courses, with no more than 12 credit hours counting toward the degree (STAT 8198, STAT 8398, STAT 8698).

Total: 60 Credit Hours

Data Science, Ph.D.

Admission Requirements

Applicants qualify for admission with an undergraduate or master's degree in an engineering or mathematical field (including coursework mentioned below). Applicants from other fields qualify for consideration if they have successfully completed three semesters of calculus (through multivariate calculus), and one semester each of linear algebra and computer programming (or equivalent experience). The GRE graduate school admission test is optional. Applicants must have excellent English communication skills. If required, TOEFL English language proficiency test scores should be in accordance with the requirements specified by the Moody School of Graduate and Advanced Studies. See the Language Requirement section of the Moody School catalog.

Degree Requirements

The Ph.D. in data science requires a minimum of 60 credit hours, no more than 12 of which may be dissertation credits. The program includes 10 core courses, two research rotations, and four electives, as specified below. Each rotation will count as a 3-hour, one-semester course. Students must complete a minimum of three years of graduate academic work, at least one of which is in full-time residence on the campus of SMU or at a research facility approved by the departmental faculty and the dean of the Moody School. In addition, students must pass the Comprehensive Exams, the Ph.D. Qualifying Exam, and the prospectus exam, and complete and defend a dissertation.

Required Courses (30 Credit Hours)

Statistics and Data Science (15 credit hours)

- STAT 6327 - Mathematical Statistics I
- STAT 6328 - Mathematical Statistics II
- STAT 6336 - Statistical Analysis I
- STAT 6337 - Statistical Analysis II
- STAT 6345 - Linear Regression

Computer Science (15 credit hours)

- CS 7324 - Machine Learning in Python
  or
- CS 7331/OREM 7331 - Data Mining

- CS 7330 - File Organization and Database Management
- CS 7339/ECE 7339 - Computer System Security
- CS 7350 - Algorithm Engineering

- CS 8321 - Machine Learning and Neural Networks
  or
- CS 8331/OREM 8331 - Advanced Data Mining

Elective Courses (12 Credit Hours)

The participating departments offer advanced elective courses each semester. Students complete the remaining required credit hours from among those courses or from approved courses offered in other departments at the University.

Data Science Electives

Computer Science

- CS 7320 - Artificial Intelligence
- CS 7322 - Introduction to Natural Language Processing
- CS 7323 - Mobile Applications for Sensing and Learning
- CS 7337 - Information Retrieval and Web Search
- CS 7346/ECE 7346 - Cloud Computing

- CS 7349 - Data and Network Security
- CS 7359 - Software Security
- CS 8330 - Database Management Systems
- CS 8337 - Information Storage and Retrieval
- CS 8350 - Algorithms II
- CS 8359 - Advanced Software Security

Electrical and Computer Engineering

- ECE 7365 - Adaptive Algorithms for Machine Learning
- ECE 7374 - Digital Image Processing
- ECE 7375 - Random Processes in Engineering
- ECE 8364 - Statistical Pattern Recognition
- ECE 8371 - Information Theory
- ECE 8372/CS 8352 - Cryptography and Data Security
- ECE 8381 - Quantum Logic and Design

Mathematics

- MATH 6370 - Parallel Scientific Computing

Operations Research and Engineering Management

- OREM 7357 - Analytics for Decision Support
- OREM 7377 - Statistical Design and Analysis of Experiments
- OREM 8360 - Optimization for Analytics

Statistics and Data Science

- STAT 6355 - Applied Multivariate Analysis
- STAT 6357 - Categorical Data Analysis
- STAT 6358 - Statistical Analysis of High Throughput Biological Data
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6363 - Time Series Analysis
- STAT 6380 - Mathematical Theory of Sampling
- STAT 6385 - Survey of Nonparametric Statistics
- STAT 6390 - Bayesian Statistics
- STAT 6391 - Bayesian Hierarchical Modeling
- STAT 6397 - Statistical Methods in Clinical Trials
- STAT 7331 - Modeling Longitudinal and Incomplete Data

Application Electives

Business

- FINA 6216 - Portfolio Theory and Asset Pricing
- FINA 6226 - Quantitative Trading Strategies
- ITOM 6220 - Revenue Management
- ITOM 6226 - Operations Analytics
- MKTG 6224 - Research for Marketing Decisions
- MNO 6219 - People and Organizational Analytics

Computational Chemistry

- CHEM 6343 - Advanced Computational Chemistry
- CHEM 6344 - Computer-Assisted Drug Design: Fundamentals and Applications
- CHEM 6348 - Statistical Molecular Thermodynamics

Economics

- ECO 6372 - Econometrics I
- ECO 6374 - Econometrics II
- ECO 6375 - Econometrics III
- ECO 7321 - Labor Economics
- ECO 7322 - Development of Human Capital
- ECO 7376 - Macroeconometrics
- ECO 7377 - Microeconometrics
- ECO 7378 - Topics in Econometrics

Learning Science

- EDU 7309 - Special Topics
- HGME 6381 - Production Management I
- HGME 6592 - Team Game Production I
- PSYC 6353 - Psychometrics, Test Construction, and Assessment

Psychology

- PSYC 6314 - Seminar in Adult Psychopathology
- PSYC 6317 - Biological and Neuroscientific Bases of Behavior
- PSYC 6334 - Seminar in Developmental Psychopathology
- PSYC 6359 - Affective and Social Neuroscience

Research Rotations (6 Credit Hours)

Students must take two 3-credit hour research rotations, to be completed during the summer semesters after years one and two.

- STAT 8305 - Research in Statistics and Data Science *(repeated twice for credit)*

Comprehensive Exams

Students must pass a Comprehensive (Basic) Exam, typically at the end of the first year.

Ph.D. Qualifying Exam

This is a personalized exam that assesses the student's readiness for research. It is typically taken before the end of the second year.

Prospectus Exam

Students present initial dissertation results and a proposal for the remainder of the dissertation.

Dissertation (0-12 Credit Hours)

Students must write and successfully defend a dissertation. While not required, students may choose to enroll in dissertation research courses, with no more than 12 credit hours counting toward the degree (STAT 8198, STAT 8398, STAT 8698).

Total: 60 Credit Hours

Statistical Science, Ph.D.

Admission Requirements

Applicants to the Ph.D. program in statistical science must hold a bachelor's degree and must have taken mathematics courses through advanced calculus and linear algebra. The GRE graduate school admission test is optional. Applicants must have excellent English communication skills. If required, TOEFL English language

proficiency test scores should be in accordance with the requirements specified by the Moody School of Graduate and Advanced Studies. See the Language Requirement section of the Moody School catalog.

Degree Requirements

The Ph.D. in statistical science requires a minimum of 60 credit hours, no more than 12 of which can be in dissertation research. Students must complete a minimum of three years of graduate academic work, at least one of which is in full-time residence on the campus of SMU or at a research facility approved by the departmental faculty and the dean of the Moody School. In addition, students must pass the Comprehensive Exams, the Ph.D. Qualifying Exam, and the prospectus exam, and complete and defend a dissertation.

Required Courses (27 Credit Hours)

- STAT 6324 - Computational Statistics
- STAT 6327 - Mathematical Statistics I
- STAT 6328 - Mathematical Statistics II
- STAT 6336 - Statistical Analysis I
- STAT 6337 - Statistical Analysis II
- STAT 6345 - Linear Regression

- STAT 6366 - Statistical Consulting
  or
- STAT 6367 - Statistical Practice

- STAT 6371 - Probability Theory
- STAT 7327 - Advanced Statistical Inference

Elective Courses (21-33 Credit Hours)

The Department of Statistical Science offers advanced elective courses each semester. Students complete the remaining required credit hours from among those courses, or from approved courses offered in other departments at the University. Examples of frequently offered electives include the following:

- STAT 6341 - Sports Analytics
- STAT 6350 - Analysis of Lifetime Data
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6363 - Time Series Analysis
- STAT 6376 - Stochastic Processes
- STAT 6377 - Multivariate Categorical Data
- STAT 6380 - Mathematical Theory of Sampling
- STAT 6385 - Survey of Nonparametric Statistics
- STAT 6390 - Bayesian Statistics
- STAT 6391 - Bayesian Hierarchical Modeling
- STAT 6397 - Statistical Methods in Clinical Trials
- STAT 7331 - Modeling Longitudinal and Incomplete Data

Comprehensive Exams

Students must pass the Comprehensive (Basic) Exams, typically at the end of the first year.

Ph.D. Qualifying Exam

This is a personalized exam that assesses the student's readiness for research. It is typically taken before the end of the second year.

Prospectus Exam

Students present initial dissertation results and a proposal for the remainder of the dissertation.

Dissertation (0-12 Credit Hours)

Students must write and successfully defend a dissertation. While not required, students may choose to enroll in dissertation research courses, with no more than 12 credit hours counting toward the degree (STAT 8198, STAT 8398, STAT 8698).

Total: 60 Credit Hours

Data Science and Applied Statistics, M.S.

Admission Requirements

Applicants to the M.S. in data science and applied statistics degree program (also known as "MDSAS") must hold a bachelor's degree, must have taken a course in statistics and must have taken mathematics courses through multivariate calculus. The GRE graduate school admission test is optional. Applicants must have excellent English communication skills. If required, TOEFL English language proficiency test scores should be in accordance with the requirements specified by the Moody School of Graduate and Advanced Studies. See the Language Requirement section of the Moody School catalog.

Degree Requirements

To qualify for the M.S. in data science and applied statistics, the student must successfully complete at least 36 credit hours acceptable to the departmental faculty, distributed as follows:

Required Courses (21 Credit Hours)

- STAT 6301 - Experimental Statistics I
- STAT 6302 - Experimental Statistics II
- STAT 6307 - Introduction to Statistical Computing
- STAT 6309 - Machine Learning Using Python
- STAT 6311 - Introduction to Mathematical Statistics I
- STAT 6312 - Introduction to Mathematical Statistics II
- STAT 6324 - Computational Statistics

Elective Courses (12 Credit Hours)

Four courses from the following (at least three of which must be from STAT), chosen in consultation with the graduate adviser:

- STAT 6306 - Introduction to Data Science
- STAT 6315 - Survey Sampling
- STAT 6341 - Sports Analytics
- STAT 6345 - Linear Regression
- STAT 6350 - Analysis of Lifetime Data
- STAT 6357 - Categorical Data Analysis
- STAT 6358 - Statistical Analysis of High Throughput Biological Data
- STAT 6360 - Statistical Methods in Epidemiology
- STAT 6363 - Time Series Analysis
- STAT 6385 - Survey of Nonparametric Statistics
- STAT 6395 - Selected Topics in Statistics
- CS 7320 - Artificial Intelligence
- CS 7324 - Machine Learning in Python
- CS 7330 - File Organization and Database Management
- CS 7331 - Data Mining
- ECO 6352 - Applied Econometric Analysis
- ECO 6380 - Predictive Analytics for Economists
- ECE 8364 - Statistical Pattern Recognition
- OREM 7331 - Data Mining

- OREM 8360 - Optimization for Analytics
- OREM 8374 - Network Flows

Major Consulting Project (3 Credit Hours)

The student must complete one or more major consulting projects under the supervision of a departmental faculty member. For at least one of the projects, written and oral presentations of the findings are required. The student satisfies this requirement by completing either:

- STAT 6366 - Statistical Consulting
  or
- STAT 6367 - Statistical Practice

Total: 36 Credit Hours

Data Science, M.S.D.S.

The Master of Science in data science degree is an interdisciplinary program that combines courses from SMU's Dedman College, Lyle School of Engineering and Meadows School of the Arts. The program is delivered online to provide access to working professionals and students located around the world.

This program provides students who are prospective data scientists with an enriched background in computer science, machine learning, statistics, artificial intelligence, strategic behavior and data visualization. Graduates will be able to form relevant questions, collect and analyze appropriate data, and make informed decisions regarding the question of interest. Course instruction includes oral and written communication and storytelling with respect to various audiences including client, technical audiences, and the C-suite. The website (www.datascience.smu.edu) has additional information.

Admission Requirements

Applicants to the M.S.D.S. program must hold a bachelor's degree in statistics, applied mathematics, computer science, engineering or other quantitative discipline. An application fee is required. Additional requirements are as follows:

1. A basic understanding of a programming language (R, JAVA, C++, Python or similar programming language).
2. Calculus I and II. Business calculus does not meet this requirement.
3. A completed online application, with the following:
   - One letter of recommendation.
   - A statement of purpose.
   - All official academic transcripts.
   - An official GRE graduate school admission test score, which may be waived if a prospective student has five or more years of industry-related experience or has earned a master's degree in a related field.

4. A satisfactory TOEFL English language proficiency test score (minimum 90) is required for an applicant whose native language is not English.

The M.S.D.S. Academic Calendar can be found here.

Degree Requirements

The M.S. in data science requires a minimum of 33.5 credit hours. These credit hours include 30 credit hours of coursework, a 2-credit hour capstone (a two consecutive course sequence), and a 1.5 credit hour conference immersion experience. *Note:* Students may have additional expenses related to the capstone and campus immersion courses.

Required Data Science Courses (21 Credit Hours)

- DS 6306 - Doing Data Science

- DS 6371 - Statistical Foundations for Data Science
- DS 6372 - Applied Statistics: Inference and Modeling
- DS 6390 - Visualization of Information
- DS 7330 - File Organization and Database Management
- DS 7331 - Machine Learning I
- DS 7333 - Quantifying the World

Elective Data Science Courses (9 Credit Hours)

Three courses chosen from the following:

- DS 6370 - Statistical Sampling
- DS 6373 - Time Series
- DS 6391 - Visualization of Information and Creative Coding II
- DS 7335 - Machine Learning II
- DS 7337 - Natural Language Processing
- DS 7346 - Cloud Computing
- DS 7347 - High Performance Computing
- DS 7349 - Data and Network Security
- DS 7374 - Decision Analytics

Required Capstone Project and Conference Immersion Courses (3.5 Credit Hours)

- DS 6110 - Immersion
- DS 6120 - Capstone A
- DS 6130 - Capstone B

Total: 33.5 Credit Hours

Statistical Science, M.S.

The M.S. degree in statistical science is only available to students enrolled in the Ph.D. programs in biostatistics or statistical science at SMU. This degree is different from the M.S. in data science and applied statistics.

Degree Requirements

To obtain the M.S. in statistical science, the student must successfully complete at least 36 credit hours of graduate coursework acceptable to the departmental faculty, including:

- STAT 6324 - Computational Statistics
- STAT 6327 - Mathematical Statistics I
- STAT 6328 - Mathematical Statistics II
- STAT 6336 - Statistical Analysis I
- STAT 6337 - Statistical Analysis II
- STAT 6345 - Linear Regression

Additional Requirements

Students must pass the Comprehensive (Basic) Exam at the M.S. or Ph.D. level.

Data Science Graduate Certificate

The graduate certificate in data science is delivered online to provide access to working professionals and students located around the world. It is a credential that demonstrates that the recipient has focused expertise in data science.

Course instruction focuses first on fundamental data science skills such as data ingestion, wrangling, and engineering before moving on to the theoretical and applied study of statistical and machine learning models.

Courses are taught in both R and Python and emphasize communication and storytelling to clients, technical audiences, and the C-suite.

All courses can be applied toward the Master of Science in data science (M.S.D.S.) degree. The website www.datascience.smu.edu has additional information.

Admission Requirements

Applicants to the graduate certificate in data science must hold a bachelor's degree in statistics, applied mathematics, computer science, engineering or other quantitative discipline. An application fee is required. Additional requirements are as follows:

1. A basic understanding of a programming language (R, JAVA, C++, Python or similar programming language).
2. Calculus I and II. Business calculus does not meet this requirement.
3. A completed online application, with the following:
    - One letter of recommendation.
    - A statement of purpose.
    - All official academic transcripts.
    - An official GRE graduate school admission test score, which may be waived if a prospective student has five or more years of industry-related experience or has earned a master's degree in a related field.

4. A satisfactory TOEFL English language proficiency test score (minimum 90) is required for an applicant whose native language is not English.

The graduate certificate in data science follows the M.S.D.S. Academic Calendar, which can be found here.

Certificate Requirements

Students entering the graduate certificate in data science must have either proficiency in Python or have taken the Bridge to R and Python course offered by the M.S.D.S program. The bridge course is free to those who have registered for the program and is designed to be completed in one week.

Required Data Science Courses (12 Credit Hours)

- DS 6306 - Doing Data Science
- DS 6371 - Statistical Foundations for Data Science
- DS 6372 - Applied Statistics: Inference and Modeling
- DS 7331 - Machine Learning I

Total: 12 Credit Hours

Decision Analytics Graduate Certificate

The program is delivered online to provide access to working professionals and students located around the world. This graduate certificate is a credential that demonstrates the recipient has expertise in data analysis for decision making.

Course instruction focuses on the theoretical and applied study of fundamental statistical and machine learning models (including time series models) and their application to real-world problems and high-stakes decision making. Emphasis is on the study of machine learning and artificial intelligence, as well as communication and storytelling to clients, technical audiences, and the C-suite.

All courses can be applied toward the Master of Science in data science (M.S.D.S.) degree. The website www.datascience.smu.edu has additional information.

Admission Requirements

Applicants to the graduate certificate in decision analytics must hold a bachelor's degree in statistics, applied mathematics, computer science, engineering or other quantitative discipline. An application fee is required. Additional requirements are as follows:

1. A basic understanding of a programming language (R, JAVA, C++, Python or similar programming language).
2. Calculus I and II. Business calculus does not meet this requirement.
3. A completed online application, with the following:
    - One letter of recommendation.
    - A statement of purpose.
    - All official academic transcripts.
    - An official GRE graduate school admission test score, which may be waived if a prospective student has five or more years of industry-related experience or has earned a master's degree in a related field.

4. A satisfactory TOEFL English language proficiency test score (minimum 90) is required for an applicant whose native language is not English.

The graduate certificate in decision analytics follows the M.S.D.S. Academic Calendar, which can be found here.

Certificate Requirements

Students entering the graduate certificate in decision analytics must either have proficiency in Python or have taken the Bridge to R and Python course offered by the M.S.D.S program. The bridge course is free to those who have registered for the program and is designed to be completed in one week.

Required Courses (15 Credit Hours)

- DS 6371 - Statistical Foundations for Data Science
- DS 6372 - Applied Statistics: Inference and Modeling
- DS 6373 - Time Series
- DS 7331 - Machine Learning I
- DS 7374 - Decision Analytics

Total: 15 Credit Hours

Machine Learning Graduate Certificate

The graduate certificate in machine learning is delivered online to provide access to working professionals and students located around the world. It is a credential that demonstrates that the recipient has focused expertise in data science.

Course instruction focuses first on fundamental data science skills such as data ingestion, wrangling, and engineering before moving on to the theoretical and applied study of statistical and machine learning models. Courses are taught in both R and Python and emphasize communication and storytelling to clients, technical audiences, and the C-suite.

All courses can be applied toward the Master of Science in data science (M.S.D.S.) degree. The website www.datascience.smu.edu has additional information.

Admission Requirements

Applicants to the graduate certificate in data science must hold a bachelor's degree in statistics, applied mathematics, computer science, engineering or other quantitative discipline. An application fee is required. Additional requirements are as follows:

1. A basic understanding of a programming language (R, JAVA, C++, Python or similar programming language).
2. Calculus I and II. Business calculus does not meet this requirement.

3. A completed online application, with the following:
    - One letter of recommendation.
    - A statement of purpose.
    - All official academic transcripts.
    - An official GRE graduate school admission test score, which may be waived if a prospective student has five or more years of industry-related experience or has earned a master's degree in a related field.

4. A satisfactory TOEFL English language proficiency test score (minimum 90) is required for an applicant whose native language is not English.

The graduate certificate in data science follows the M.S.D.S. Academic Calendar, which can be found here.

Certificate Requirements

Students entering the graduate certificate in data science must have either proficiency in Python or have taken the Bridge to R and Python course offered by the M.S.D.S program. The bridge course is free to those who have registered for the program and is designed to be completed in one week.

Required Courses (15 Credit Hours)

- DS 6306 - Doing Data Science
- DS 6371 - Statistical Foundations for Data Science
- DS 7331 - Machine Learning I
- DS 7335 - Machine Learning II
- DS 7337 - Natural Language Processing

Total: 15 Credit Hours

Data Science Courses

DS 6110 - Immersion
Credits: 1.5
Students collaborate on group projects, attend information and networking sessions, and meet program faculty and leadership. This class is intended to be taken in the first term of the program and is a prerequisite for continuation to upper level courses. Prerequisite or corequisite: DS 6371 and/or DS 6306. This course is a requirement and only available to MSDS students. In addition to some live online and asynchronous work, this course takes place primarily during an in-person conference experience at or near SMU's Dallas campus. For those such as International students, military personnel on deployment, and students with disabilities who cannot attend in-person sessions, a second course section ("Immersion – Remote") is available without the on-campus meeting requirement. Permission to register for the remote section MUST be approved prior to enrollment.

DS 6120 - Capstone A
Credits: 1
This class sequence is intended to give students the opportunity to showcase all they have learned in the MSDS program in a final paper suitable for publication. Students spend the first of two consecutive full terms working on a collaborative group project. During the first of the two terms, students begin their work on the project and are expected to complete at least half the project by the end of the term. Students develop and work on their projects under faculty supervision. Prerequisites: DS 7331 and department consent. Departmental consent is based on students having completed a minimum of 19.5 credit hours and being within 3 terms of graduation on their degree plan and being in good academic standing (no unresolved incomplete grades, probation, etc.).

DS 6130 - Capstone B
Credits: 1
Students spend the second of two consecutive full terms working on their collaborative group project from Capstone A. Students are then required to present their completed projects during the on-campus immersion, typically held near week 11 of the term. *International students, military personnel on deployment, and those with disabilities who

cannot attend may have other arrangements made for the on-campus requirement of this course. Permission for non-attendance in-person MUST be approved prior to enrollment. Prerequisite: DS 6120 and department consent. Departmental consent is based on students enrolling in the consecutive term immediately upon completion of DS 6120, being within 2 terms of graduation on their degree plan and being in good academic standing (no unresolved incomplete grades, probation, etc.).

DS 6306 - Doing Data Science
Credits: 3
An introduction to methods, concepts, and current practice in the evolving field of data science, including data ingestion, visualization, transformation, statistical modeling, algorithms, financial modeling, social networks, data engineering and deployment.

DS 6370 - Statistical Sampling
Credits: 3
Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Prerequisite: DS 6372.

DS 6371 - Statistical Foundations for Data Science
Credits: 3
Noncalculus development of fundamental statistical techniques, including both parametric and non parametric hypothesis testing for location and spread, analysis of variance, multiple comparison considerations, and simple and multiple linear regression. Covers sample sizes and power calculations during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS and R statistical software.

DS 6372 - Applied Statistics: Inference and Modeling
Credits: 3
Extension of techniques taught in DS 6371 to multivariate data, including multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Prerequisite: DS 6371.

DS 6373 - Time Series
Credits: 3
Explores serially correlated observations recorded over time and the theory and methods to appropriately model such data using several parametric and non-parametric models to both estimate population parameters and forecast future values. Students learn how to apply autoregressive, moving average, ARMA, and ARIMA models through lectures, light-board sessions, coding in R, real life data sets, and interviews with currently practicing industry professionals. Students practice working with the statistical package R in estimating and visualizing these models through the use of numerous real-world datasets. Stationary and non-stationary time series with many covariates are addressed. Students also estimate the spectral density to estimate frequencies in the data. Concludes with a look at a neural network application to time series data and compares the performance of these models with the parametric models mentioned above. Prerequisite: DS 6372.

DS 6390 - Visualization of Information
Credits: 3
This course guides students toward a mastery of the principles of telling stories with data. Students practice applying these principles using a variety of tools. The goal of this course is to develop students' ability to effectively communicate ideas using data visualization. These principles of data storytelling are tool agnostic and can be executed using a variety of software. This course exposes students to different tools used in industry, and students are encouraged to find the tool that best suits their needs. Prerequisite: DS 6306 or departmental permission.

DS 6391 - Visualization of Information and Creative Coding II
Credits: 3
Extends the study of creative coding and visualization across numerous languages, specialized libraries/API's, and

distribution platforms. Students build data-driven visualizations in Java, C++, and JavaScript, including the P5.js, three.js, and d3.js libraries. Prerequisite: DS 6390.

DS 7330 - File Organization and Database Management
Credits: 3
A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Prerequisite: DS 6306 or departmental permission.

DS 7331 - Machine Learning I
Credits: 3
Introduces data mining topics, with an emphasis on understanding concepts through an applied, hands-on approach. Includes other related topics such as data warehousing and dimensional modeling. All material covered is reinforced through hands-on implementation exercises. Prerequisites: DS 6110, DS 6306, and DS 6372; or instructor permission.

DS 7333 - Quantifying the World
Credits: 3
In the global information age, data can be leveraged to rapidly answer previously unanswerable questions. Students explore how to make sense of the large amounts of data frequently available, from hypothesis formation and data collection to methods of analysis and visualization. Includes ways to set up Internet-level measurements and formulate testable hypotheses; ways to automatically gather, store, and query large datasets; and ways to apply statistical methods (descriptive and predictive) and information visualization to collected datasets. Course is conducted with Python as the primary language, used to carry out data collection, analysis, and visualization. Culminates in a final project that simulates real-world project conditions. Prerequisites: DS 6390 and DS 7331 and department consent. Departmental consent is based on students having completed a minimum of 19.5 credit hours and being within 3 terms of graduation on their degree plan. Restricted to students in the MSDS program.

DS 7335 - Machine Learning II
Credits: 3
An elective, theoretical course in Machine Learning providing an overview of multivariate nonlinear nonparametric regression, supervised classification, unsupervised classification, and deep learning. Begins with a portfolio of case studies to give an overview of the type of things that can be done with machine learning. Each area of machine learning is introduced with a description of how to test its performance. This is followed by hands on exercises. Learning through doing is the key goal of this class. Prerequisite: DS 7331.

DS 7337 - Natural Language Processing
Credits: 3
Introduces natural language processing (NLP) as applied to data mining, text mining, and machine learning tasks with unstructured Big Data. Students receive a broad survey of the major tasks in natural language understanding with some coverage of natural language generation. Topics include document clustering and classification, automated tagging and highlighting, semantic search, and text normalization to support machine learning applications. Focuses on best practices for choosing the right tool and method for an application, illustrated with real-world case studies. Students gain experience building solutions from real-world data sets, utilizing WordNet and the data of some leading websites. Learn text classification, clustering, tagging, and synopsizing; taxonomy alignment; corpus analytics; and semantic query analysis. Apply WordNet, Python, R, SVM, and LSA. Prerequisite: DS 7331.

DS 7346 - Cloud Computing
Credits: 3
Introduces students to exponentially growing Cloud Computing technologies with an emphasis on the fundamental Cloud topics such as Virtualization, IaaS, PaaS, and DevOps. Includes a high-level overview of NoSQL. Covers big data topics such as Hadoop, MapReduce, Pig, Hive, and Spark. Intended to be hands-on with students working with current technologies that make Cloud possible. Prerequisite: DS 6306 and DS 7330, or department permission.

DS 7347 - High Performance Computing
Credits: 3
Provides a practical introduction to HPC systems, job scheduling, and parallelization of data analysis and machine learning tasks using tools such as the Rapids framework, Dask, and Horovod. Students learn to effectively manage large datasets with efficient file formats, define reproducible software environments using containers and version control systems, and execute parallelized workflows by simultaneously using multiple HPC compute nodes, CPUs, and GPUs. The course is taught using Unix shell scripting, Python, and C++ where appropriate to demonstrate various aspects of high-performance data analysis and machine learning workflows. Prerequisites: DS 6306 and DS 7331, or department permission.

DS 7349 - Data and Network Security
Credits: 3
Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Prerequisite: DS 6306 or departmental permission.

DS 7374 - Decision Analytics
Credits: 3
Through a combination of lectures and case analyses, students learn to apply methods from data science and statistics in making high-stakes decisions. Students gain experience in solving a variety of real-world problems, some previously intractable, using the models, methods, and techniques they have previously studied. Furthermore, students extend their data science capabilities through a brief yet thorough introduction to optimization. The course constitutes a balanced combination of lectures and interviews with senior-level data scientists and decision-makers working in a variety of application areas. Prerequisite: DS 6372.

DS 8310 - Independent Study
Credits: 3
A research oriented, independent study experience. Prerequisite: Permission of the program director.

Statistical Science Courses

STAT 6049 - Graduate Full-Time Status
Credits: 0
Enrollment in this course certifies that the student is a full-time graduate student in good academic standing.

STAT 6110 - Independent Study in Statistical Science
Credits: 1
Independent study of a selected topic in statistical science.

STAT 6301 - Experimental Statistics I
Credits: 3
Noncalculus development of fundamental statistical techniques, including hypothesis testing for population means and proportions, analysis of variance, factorial designs, and linear regression. Covers obtaining sample sizes during the planning stages of research studies and emphasizes interpretation of results from analysis with SAS statistical software. Senior UG and MASDA students only.

STAT 6302 - Experimental Statistics II
Credits: 3
Extension of techniques in STAT 6301 to multivariate data. Multiple linear regression, multivariate analysis of variance, canonical regression, and principal components analysis. Emphasizes interpretation of results from analysis with SAS. Prerequisites: STAT 6301, STAT 6307. Senior UG and MASDA students only.

STAT 6306 - Introduction to Data Science
Credits: 3
An introduction to methods, concepts, and current practice in the growing field of data science, including statistical inference, algorithms, financial modeling, data visualization, social networks, and data engineering. Prerequisite: Enrollment in the applied statistics and data analytics program or the data science program, or permission of instructor.

STAT 6307 - Introduction to Statistical Computing
Credits: 3
Introduces statistical computing, with an emphasis on SAS programming. Students learn how to read, write, and import data; prepare data for analysis; use SAS procedures; and create graphs. Prerequisites: STAT 2331. Senior UG and MASDA students only.

STAT 6309 - Machine Learning Using Python
Credits: 3
Explores supervised and unsupervised learning techniques to analyze data. Regression vs. classification, shrinkage, bootstrap, K-nearest neighbors, ridge and lasso regression, principal components, tree-based methods, bagging, random forests, boosting. Prerequisite: Permission of the department.

STAT 6310 - Independent Study in Statistical Science
Credits: 3
Independent study of a selected topic in statistical science.

STAT 6311 - Introduction to Mathematical Statistics I
Credits: 3
Topics include: probability; probability distributions; mathematical expectation; discrete and continuous random variables and their distributions; sampling distributions; moment generating function; functions of random variables; confidence intervals.

STAT 6312 - Introduction to Mathematical Statistics II
Credits: 3
Second course in mathematical statistics. Topics include order statistics, limiting distributions, central limit theorem, point estimation, testing statistical hypotheses, Bayesian procedures, and nonparametric methods. Prerequisites: STAT 6311, MASDA students and undergraduate seniors only.

STAT 6315 - Survey Sampling
Credits: 3
Covers principles of planning and conducting surveys: simple random sampling; stratified and systematic subsampling; means, variances, and confidence limits; finite population correction; sampling from binomial populations; and margin of error and sample-size determination. Prerequisite: Graduate standing or permission of department.

STAT 6324 - Computational Statistics
Credits: 3
Introduces computational methods in statistics with emphasis on the use of statistical software packages, statistical simulation, numerical methods, and related topics. Topics include introduction to R and other statistical software for statistical analysis and graphics; generating random deviates from various distributions; and the use of Monte Carlo methods for solving optimization problems. Prerequisite: STAT 6311 or STAT 6327; or permission of the instructor.

STAT 6327 - Mathematical Statistics I
Credits: 3
Theory of probability distributions. Random variables and functions of random variables. Multivariate and conditional distributions. Sampling distributions; order statistics. Expected value, transformations, and approximations. Prerequisite: Advanced calculus or permission of instructor.

STAT 6328 - Mathematical Statistics II
Credits: 3
Sufficiency and completeness. Unbiased, maximum likelihood and Bayes point estimators, minimizing risk. Confidence sets. Most powerful, uniformly MP and likelihood ratio tests. Large-sample approximations; contingency table analysis. Prerequisite: STAT 6327.

STAT 6336 - Statistical Analysis I
Credits: 3
Emphasis on application of statistical principles in the design of experiments. Complete and fractional factorials, blocking, nesting, replication, randomization. Analysis of data from one and two samples assuming normal distributions and independent errors. Discussion of paired sample analyses and of nonparametric location tests.

STAT 6337 - Statistical Analysis II
Credits: 3
Analysis of data from classical multifactor experimental designs with fixed and random effects. Multiple comparisons and contrasts of main effects and interactions. Introduction to regression analysis. Prerequisite: STAT 6336.

STAT 6341 - Sports Analytics
Credits: 3
This applied course places an emphasis on statistics in sports, focusing on three areas: web-scraping/data cleaning, data visualization, and predictive modeling (including Bayesian methods). Prerequisites: STAT 6302 and STAT 6324 (for master's students), or STAT 6337 and STAT 6307 (for PhD students), or instructor approval (for qualified students from other departments).

STAT 6345 - Linear Regression
Credits: 3
The classical tools of linear regression based upon least squares estimation and inference through the assumption of normally distributed errors. Topics in model formulation, data transformations, variable selection, and regression diagnostics for influential observations. Collinear predictors and biased estimation. Survey of alternatives to least squares. Prerequisite: STAT 6337.

STAT 6346 - Advanced Regression Analysis
Credits: 3
Alternatives to least squares estimation. Theory and applications of generalized linear models. Estimation, asymptotic distribution theory, and tests for model parameters. Techniques for detecting influential observations, collinearities, measurement error modeling. Prerequisite: STAT 6345 or permission of instructor.

STAT 6350 - Analysis of Lifetime Data
Credits: 3
Statistical theory and methodology for the analysis of lifetime data from complete and censored samples. Statistical lifetime distributions, types of censoring, graphical techniques, nonparametric and parametric estimation, and lifetime regression models. Prerequisites: STAT 6324; STAT 6312 or STAT 6328; and STAT 6302 or STAT 6337.

STAT 6355 - Applied Multivariate Analysis
Credits: 3
Statistical methods of analysis of multivariate data, tests, and estimation of multivariate normal parameters; Hotelling's T2, discriminant analysis, canonical correlation, principal components, and factor analysis. Emphasizes applications. Prerequisite: STAT 6337.

STAT 6357 - Categorical Data Analysis
Credits: 3
Categorical data are common in practice. In this course, students learn important methods and models for the analysis of categorical response variables. Emphasis is placed on concepts, ideas behind the methods, and their

applications, rather than theory, derivations, and technical details. This is an elective for students in the M.S. in Applied Statistics and Data Analytics. Prerequisites: STAT 6311 and STAT 6301; or permission of instructor.

STAT 6358 - Statistical Analysis of High Throughput Biological Data
Credits: 3
Introduction to various statistical methods that are widely used in the biosciences, especially bioinformatics. Subject matter includes gene expression microarray analysis, analysis of flow cytometry data, mass spectrometry data, single cell expression analysis, DNA sequencing, and multiple sequence alignment; topics may vary with instructor. Prerequisite: STAT 6328 and STAT 6337; or permission of instructor.

STAT 6360 - Statistical Methods in Epidemiology
Credits: 3
Introduces epidemiologic principles and statistical methods used in biomedical research. Topics involve the design, analysis, and interpretation of observational studies. Prerequisites: STAT 6328 and STAT 6337; or STAT 6302 and STAT 6312; or consent of instructor.

STAT 6363 - Time Series Analysis
Credits: 3
Statistical methods of analyzing time series. Autocorrelation function and spectrum. Autoregressive and moving average processes. More general models, forecasting, stochastic model building. Prerequisite: Permission of instructor.

STAT 6366 - Statistical Consulting
Credits: 3
Instruction in nonstatistical issues arising in a consulting experience, including interpersonal interaction, session management, scheduling, data management, and oral and written communication. Examines technical methods useful for common consulting questions and provides consulting experience with a client from the community.

STAT 6367 - Statistical Practice
Credits: 3
Focuses on the practice and art of statistical consulting in a collaborative environment, consisting of two major components: (1) work on a project on data analytics and (2) training in soft-skills for statisticians. Equips students with statistical training and non-statistical skills to work as professional statisticians.

STAT 6370 - Stochastic Models
Credits: 3
The basic stochastic models used in science and engineering are covered including discrete- and continuous-time Markov models as well as renewal processes. Examples are drawn from a range applications including infectious diseases, population growth, queueing theory, inventory control, and reliability. Theory, application, and computational considerations associated with such models are covered. Prerequisites: STAT 6327; or STAT 6311; or STAT 4340 and MATH 3304; or ECE 3360 and MATH 3304; or permission of instructor.

STAT 6371 - Probability Theory
Credits: 3
An introduction to measure theoretic probability. Random variables, expectation, conditional expectation, characteristic functions. Prerequisite: STAT 6327 or permission of instructor.

STAT 6376 - Stochastic Processes
Credits: 3
Random walk, Markov processes, Poisson processes, waiting times, spectral density functions, applications to random noise problems. Prerequisite: STAT 6327.

STAT 6377 - Multivariate Categorical Data
Credits: 3
Structural models for counting data. Introduces the general log-linear model for contingency tables, likelihood-ratio tests, hierarchical models, and partitioning of likelihood-ratio statistics. Prerequisites: STAT 6328, STAT 6337 or permission of instructor.

STAT 6380 - Mathematical Theory of Sampling
Credits: 3
Theoretical basis for estimation from simple random stratified, cluster, and two-stage designs. Also, ratio and regression estimators and nonsampling errors, including nonresponse. Prerequisite: STAT 6328.

STAT 6385 - Survey of Nonparametric Statistics
Credits: 3
Topics include robust and distribution-free techniques; order statistics, EDF statistics, quantiles, asymptotic distributions and tolerance intervals; linear rank statistics for one-, two-, and several-sample problems involving location and scale; runs; multiple comparison; rank correlation; and asymptotic relative efficiency. Prerequisite: STAT 6328.

STAT 6390 - Bayesian Statistics
Credits: 3
Introduces the Bayesian framework to statistical inference and describes effective approaches for Bayesian modeling and computation. Prerequisites: STAT 6328 and STAT 6324.

STAT 6391 - Bayesian Hierarchical Modeling
Credits: 3
This course focuses on how to account for spatial, temporal, and other complex correlation structures and on how to incorporate prior information into a statistical analysis using modern computer software packages (i.e., WinBUGS and R). Prerequisite: STAT 6390.

STAT 6395 - Selected Topics in Statistics
Credits: 3
Discussion of statistical theory and methodology on specialized topics of interest.

STAT 6397 - Statistical Methods in Clinical Trials
Credits: 3
An introduction to clinical trials for the biostatistician. Covers issues in the design, analysis, and operation of clinical trials, emphasizing the underlying statistical basis of modeling and inference. Topics include both practical and theoretical considerations in trial design and analysis. Prerequisites: STAT 6327 and STAT 6328.

STAT 6398 - Thesis
Credits: 3
Research on statistical theory and methodology.

STAT 7011 - Supervised Internship
Credits: 0
Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center.

STAT 7012 - Supervised Internship
Credits: 0
Supervised experience in statistical consulting carried out as an internship in approved work settings outside the Center for Statistical Consulting.

STAT 7013 - Supervised Internship
Credits: 0
Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center.

STAT 7100 - Seminar
Credits: 1
Oral presentations of statistical literature.

STAT 7110 - Supervised Internship
Credits: 1
Supervised experience in statistical consulting carried out as an internship in approved work settings outside the SMU Statistical Consulting Center. Reports from the internship are required for completion of the course.

STAT 7111 - Seminar in Statistical Literature
Credits: 1
Reports from papers in statistical journals, bibliographical problems, etc.

STAT 7112 - Seminar in Statistical Literature
Credits: 1
Reports from papers in statistical journals, bibliographical problems, etc.

STAT 7300 - Seminar
Credits: 3
Oral presentations of statistical literature.

STAT 7327 - Advanced Statistical Inference
Credits: 3
General statistical inference; estimation (point and interval estimates, Bayes and minimax, etc.); tests of hypotheses (invariant, unbiased, most stringent, etc.). Prerequisite: STAT 6371.

STAT 7331 - Modeling Longitudinal and Incomplete Data
Credits: 3
An introduction to Statistical Modeling of longitudinal data and incomplete data, emphasizing statistical theory, methods, applications, and computation. Prerequisites: STAT 6328 and STAT 6337 or permission of instructor.

STAT 7362 - Topics in Statistics
Credits: 3
Lectures and readings on state-of-the-art statistical issues using emerging statistical theory and methods.

STAT 8049 - Graduate Full-Time Status
Credits: 0
Enrollment in this course certifies that the student is a full-time graduate student in good academic standing.

STAT 8105 - Research
Credits: 1

STAT 8198 - Dissertation
Credits: 1
Doctoral research on statistical theory and methodology.

STAT 8305 - Research in Statistics and Data Science
Credits: 3
Doctoral research in statistics and data science. Used for summer rotations in the Data Science Ph.D. Prerequisites: STAT 6327, STAT 6328, STAT 6336, STAT 6337, CS 7330, and CS 7324 or CS 7331/OREM 7331.

STAT 8398 - Dissertation
Credits: 3
Doctoral research on statistical theory and methodology.

STAT 8698 - Dissertation
Credits: 6
Doctoral research on statistical theory and methodology.

Women's and Gender Studies

www.smu.edu/womgenstudies
Josephine Caldwell-Ryan, **Director**

General Information

The graduate certificate offered by the Women's and Gender Studies Program is designed to integrate knowledge about women, gender and sexuality into the chosen field of study of SMU graduate students. Offered through the Women's and Gender Studies Program and jointly based in the Dedman College Graduate Program, the Perkins School of Theology and the Dedman School of Law, the certificate provides an additional credential for interested students who are seeking employment in fields where familiarity with scholarship on women, gender and/or sexuality may be an asset, or who are looking to enhance their graduate studies. The courses represent several disciplines, including anthropology, art history, history, literary studies, media studies, theology and law.

Admission Requirements

The student must be pursuing an advanced degree in an SMU graduate program, and must enroll for the program through Dedman College (for Dedman and Meadows students), the Perkins School of Theology (for theology students) or the Dedman School of Law (for law students). An additional application fee is not required. Formal enrollment must include a proposed program plan for completion of the certificate developed with the director of Women's and Gender Studies Program or the appropriate adviser in Perkins School of Theology or Dedman School of Law.

Women's and Gender Studies Graduate Certificate

Academic Requirements

The graduate certificate in women's and gender studies requires 15 credit hours (five courses), distributed as follows:

Advanced Feminist Theory (3 Credit Hours)

The advanced feminist theory course. The course includes "classic" literature from feminist, womanist and *mujerista* perspectives and addresses current theoretical issues across several disciplines. Offered in the fall term of every even-numbered year, it is team-taught by faculty associated with Dedman College, the Perkins School of Theology and the Dedman School of Law.

- WGST 6300 - Advanced Feminist Theory
  or
- TC 8375 - Advanced Feminist Theory

Elective Courses (12 Credit Hours)

Four additional courses relevant to the intent of the certificate. Students typically take four courses in their area of graduate studies with content appropriate to the certificate as documented by the syllabus and subject to the director's approval. Examples of eligible courses include:

- ANTH 6386 - The Archaeology of Gender and Sexuality
- ARHS 6358 - Gender and Sexuality in the Visual Arts
- CE 8338 - Emancipatory Educational Ministry with Adolescent Girls
- HIST 6340 - Women and Gender in U.S. History
- HX 8328 - Women in the History of Christianity
- PC 8333 - Pastoral Care and Counseling of Women
- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
- WO 8308 - Women and Worship
- XS 8345 - Issues in Faith, Feminism, and Public Policy

Additional Requirements

Students must also complete a major research project or a supervised internship in a setting that addresses issues relevant to the intent of the program. This project should be included in the program plan (see the Admission Requirements section).

For Ph.D. students, the project normally involves an article-length research paper written for coursework; however, if relevant it could include a performance, internship, exhibit or other project approved by the appropriate adviser. Supervised internship settings for Perkins Master of Divinity students will require a learning goal for women's studies, and it shall be done in consultation with the Perkins Internship Office.

Note

- Students in Dedman School of Law and Perkins School of Theology are encouraged to petition the director of the Women's and Gender Studies Program for credit in their own departments for graduate courses, including independent studies courses, in which they engage in study appropriate to the intent of the certificate. Appropriate courses taken during matriculation at SMU, but prior to enrollment in the certificate program, may count toward program hours. Students in Dedman School of Law should consult the Law School's adviser for the program about appropriate courses.

Total: 15 Credit Hours

Women's and Gender Studies Courses

WGST 6109 - Independent Studies
Credits: 1
Directed readings with instruction-based faculty guidance. Approval of director is required.

WGST 6209 - Independent Studies
Credits: 2
Directed readings with discussion-based faculty guidance. Approval of director is required.

WGST 6300 - Advanced Feminist Theory
Credits: 3
Explores feminist theories that seek to explain women's subordination historically and cross-culturally; examines gender as a principle of social organization; and addresses the linkages among gender, ethnicity, and class from the vantage of multiple disciplines.

WGST 6309 - Independent Studies
Credits: 3
Directed readings with discussion-based faculty guidance. Approval of director is required.

WGST 6310 - Special Topics in Women's and Gender Studies
Credits: 3
Theme, issue, or topic relevant to the study of women, gender, and/or sexuality. The syllabus and assignments must be approved by a committee consisting of the professor of record, the WGST director, and one additional member of the WGST-affiliated faculty (that is, a faculty member who teaches courses in the WGST program). Prerequisite: Enrollment in the WGST certificate program.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

NOTE: The Master of Arts in Creative Technology program follows the Research & Graduate Studies (Data Science and Creative Technology) Academic Calendar.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

Official University correspondence may be sent to students' mailing addresses or SMU email addresses on file. It is the responsibility of students to keep all their addresses current and to regularly check communications sent to them

since they are responsible for complying with requests, deadlines and other requirements sent to any of their mailing addresses on file or to their SMU email.

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

The University Registrar's Office certifies veterans each term for their benefits under federal programs, including the Yellow Ribbon Program. Most academic programs at SMU qualify for U.S. Department of Veterans Affairs benefits, making an SMU education accessible and affordable. Veterans are required to provide specific documents before they can be certified with the VA's Veterans Benefits Administration. Specific information regarding the

certification process is available from the University Registrar's Office at www.smu.edu/EnrollmentServices/Veterans.

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at https://www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three-credit-hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

A full-time load in the fall and spring terms is 9 credit hours for a graduate student. For the summer term (all sessions in the summer term combined) a full-time load is 6 credit hours for a graduate student. For a student pursuing an M.A. in creative technology, a full-time load is 9 credit hours in the fall, spring, and summer terms. On request a graduate student can be certified as full-time for the first or second session of the summer term at 3 credit hours. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

For a student pursuing an M.S. in data science, a full-time load is 9 credit hours in the fall, spring, and summer terms. Individuals who enroll for fewer than 9 credit hours are designated as part-time students. Although classified as part-time students, M.S. in data science students are encouraged to enroll in either a 5-term or 7-term track, and are fully meeting expectations for academic progress at less than 9 credit hours per term.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or part-time student if the student

- is enrolled officially for at least one course and
- is recognized by their director or academic dean or the dean of graduate studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Policies for transfer credit are found under Transfer of Credits in the Degree Requirements section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

When students enter their school of record and into a specific degree program, they are assigned an academic adviser. Students should consult with the adviser for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. The Moody School of Graduate and Advanced Studies, located in Moody Hall, Suite 363, monitors progress for all graduate students in Dedman College. Upon admission to the school and prior to their final term, students should check the Graduate Catalog and the Graduate Studies website (www.smu.edu/graduate), as well as schedule conferences with their academic advisers, to ensure that they are meeting all University and graduation requirements.

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

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the Moody School of Graduate and Advanced Studies (Moody Hall, Suite 363) within six months of the term in which the discrepancy appeared;

contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Other Graduate Course Enrollment by Undergraduate Students

In addition to the Accelerated Pathway Programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level coursework that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Official University Calendar. 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* (Withdrew) through approximately midterm by using the my.SMU Student Dashboard. The specific deadline is listed on the Official University Calendar.

NOTE: The Master of Arts in Creative Technology, Master of Science in Data Science, Business Analytics Graduate Certificate, Data Science Graduate Certificate, and Machine Learning Graduate Certificate follow the Graduate & Advanced Studies Academic Calendar.

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

Student-Athletes. Students must consult with the Athletic Compliance Office prior to dropping a course. In the consultation, students will review the effects the drop might have on their athletic participation and financial aid.

After the consultation, the Athletic Compliance Office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment. For assistance regarding scholarships or other aspects of being a student-athlete, students should contact the Office of the Assistant Athletic Director for Student-Athlete Development.

International Students. Students must consult with the International Student & Scholar Services Office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services Office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University Calendar. A *drop* occurs when students remove one or more courses from their 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from the Moody School of Graduate and Advanced Studies. The Moody School will then submit the form to the University Registrar's Office. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day of class instruction for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

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

M.S. in data science courses cannot be audited. Non-degree seeking and non-major students can be admitted for credit into select classes.

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. Students pay the regular tuition and fees, participate in class activities, and receive the grade of NC upon completion of the coursework. Students must indicate in writing no later than the 12th day of classes (the fourth day of classes in summer sessions; the second day of classes in intersession terms) that they wish to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and students are listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release students from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

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

Students may also be dropped by a course instructor for extreme inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the University deadline to drop a course indicated in the official Academic Calendar. Department Chair approval is required. After the deadline, the student must remain enrolled in the course and receive a final grade of *F*.

Students are charged an administrative fee for instructor initiated drops for attendance, tardiness and disruptive behavior.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

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

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 10-15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through the my.SMU Student Dashboard.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D, W, X and Missing/Blank

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

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course. Courses passed with a grade of *D, D-* or *D+* will generally not count toward major or minor requirements.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A final official grade must be recorded for each enrollment. An *F* will be assigned for a missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

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

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

At the time a grade of *I* is given, the instructor must stipulate the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

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

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

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

In-Progress Dissertation and Thesis Courses

Grades for dissertation and thesis courses taken in a term prior to the term in which the final dissertation or thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

Grade Changes

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

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

Grades for Repeated Courses

Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic record (transcript). Both grades will be included in the calculation of the student's cumulative GPA and in the determination of academic probation, suspension, dismissal,

honors and graduation. Only the repeated course and not the initial credit hours count toward the number of hours needed for graduation.

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

Grade Appeals
For the Grade Appeal Policy specific to students in Dedman College of Humanities and Science, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development, students should refer to The Moody School of Graduate and Advanced Studies Academic Policies section of the catalog.

Academic Advising and Satisfactory Progress Policies
Academic Advising
For an effective advising relationship, students must be prepared when meeting with the adviser. Students must initiate the advising appointment. The adviser will give assistance to students, but students have the final responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and their academic performance.

Students are assigned an academic adviser by their academic dean's office, the Moody School of Graduate and Advanced Studies or major department. Students who enroll without first meeting with their assigned academic adviser may be subject to sanctions including, but not limited to, cancellation of the term enrollment and restriction from the self-service enrollment functions.

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

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

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

The first step to effect a leave of absence is for students to arrange an appointment to meet with their academic adviser, who will then assist students with the process.

Discontinuation/Readmission
M.S. in data science students who do not enroll in classes for between one and three terms are still considered active and are able to register for classes when they are ready to return to their studies without requiring a formal readmission process. However, students who do not enroll for four consecutive terms and who did not request a formal leave of absence will have their program discontinued ("stop out") and will no longer be considered an active student in the program.

These former M.S. in data science students must reapply and be accepted anew in order to return to the program. If accepted, they may return to the program either in good standing or on academic probation depending on their academic record at the time of their last enrollment.

M.S. in data science students who request a formal leave of absence can be readmitted to the program for up to 24 months without having to reapply.

Academic Progress

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

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

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

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

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

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms without permission from their school of record.

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

Academic Reinstatement. Students who have been on academic suspension once may apply for reinstatement to SMU. If reinstated, students may enroll in classes, and they are considered in good academic standing for purposes of certification. Students who are reinstated remain on academic probation until the conditions of academic probation are satisfied.

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

Academic Petitions and Waivers

Petitions and/or requests for waivers concerning University requirements, graduation requirements and the evaluation of transfer work should be submitted to the Moody School of Graduate and Advanced Studies, located in Moody Hall, Suite 363. The Moody School will then submit the form to the University Registrar's Office.

Transfer Coursework

Policies for transfer credit are found under Transfer of Credits in the Degree Requirements section of this catalog.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through the my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August).

Commencement Participation

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

Doctoral candidates may participate in commencement only after all degree requirements are complete.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate.

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

To participate in a ceremony, a student must apply online and file an Application for Candidacy to Graduate or Intent to Participate Form with the Moody School of Graduate and Advanced Studies.

Statute of Limitations for Degree Plans

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

Faculty and Staff

Office of the Academic Deans

Nathan Balke, *Dean* ad interim
Brian Zoltowski, *Associate Dean for Academic Affairs* ad interim
Thomas W. Carr, *Associate Dean for Curriculum*

Administration

Stephanie Amsel, *Writing and Reasoning Program Director*
Josephine Caldwell-Ryan*, Women's and Gender Studies Director*
Thomas Carr, *Individualized Studies in the Liberal Arts Director*
Karisa T. Cloward*, Interdisciplinary Institute Director*
Pamela Corley, *Law and Legal Reasoning Director*
Melissa Barden Dowling, *Classical Studies Director*
Jeffrey A. Engel, *Center for Presidential History Director*
Rick Halperin, *Human Rights Director*
Daniel Heitjan, *Biostatistics Program Director*
James Hollifield, *John Goodwin Tower Center for Political Studies Director*
Dennis S. Ippolito, *Public Policy Director*
Richard Jones, *Health Sciences Director*
Steven E. Lindquist, *Global and Regional Studies Director, Asian Studies Director*
Luigi Manzetti, *International Studies Director*
Monnie McGee, *Master of Science in Data Science Program Co-Executive Director*
Ariel Ron, *Clements Center for Southwest Studies Director*
Jacob Rubin, *Creative Writing Director*
Charles South*, SMU Statistical Science Consulting Center Director*
Pia Vogel, *Center for Drug Discovery, Design and Delivery Director*
Alvina Bonnie Wheeler, *Medieval Studies Director*
Cindy L. Havens, *Executive Assistant to the Dean*
Kimberly Konkel, *Assistant Dean of Recruiting and Communications*
John Georges, *Director of Dedman College Academic Services Office and Diversity and Inclusion Officer*
LaiYee Leong, *Diversity and Inclusion Officer*

Dedman College Faculty

Gwendoline Aaron, *Senior Lecturer of French*, M.A., North Texas
Matthew Abel, *Assistant Professor of Anthropology*, Ph.D. Washington State (St. Louis)
Adriana Aceves, *Senior Lecturer of Mathematics*, M.S., Arizona
Alejandro Aceves, *Professor of Mathematics*, Ph.D., Arizona
Andrea Adams, *Senior Lecturer of Chemistry*, M.S., SMU
Michael A. Adler, *Associate Professor of Anthropology*, *Department of Anthropology Chair*, Ph.D., Michigan
Vladimir Ajaev, *Professor of Mathematics*, Ph.D., Northwestern
Stepan Aleksenko, *Assistant Professor in Economics*, Ph.D. California (Los Angeles)
Omar Al-Rashdan, *Senior Lecturer of Arabic, Senior Lecturer of French,* M.A., North Texas
Brandy Alvarez, *Senior Lecturer of Italian*, M.A., Yale
Stephanie Amsel, *Senior Lecturer of English*, *Writing and Reasoning Program Director,* M.A., Texas (San Antonio)
Joan Arbery, *Lecturer of English,* Ph.D., Notre Dame
Stephen Arrowsmith, *Professor in Earth Sciences, William B. Hamilton Chair in Earth Sciences*, Ph.D., University of Leeds
Sabri Ates, *Associate Professor of History*, Ph.D., New York
Helen Babbili, *Senior Lecturer of Chemistry*, M.S., Kakatiya
Karl Backs, *Lecturer of Mathematics,* Ph.D., North Texas
Durdana Balakishiyeva, *Lecturer of Physics*, Ph.D., Syracuse
Austin Baldwin, *Professor of Psychology*, *Department of Psychology Chair*, Ph.D., Minnesota

Nathan S. Balke, *Dean,* ad interim, *Professor of Economics, Dedman Family Distinguished Professor of in Economics,* Ph.D., Northwestern
G. William Barnard, *Professor of Religious Studies*, Ph.D., Chicago
Eric Barnes, *Professor of Philosophy, Department of Philosophy Chair,* Ph.D., Indiana
Andrea Barreiro, *Associate Professor of Mathematics*, Ph.D., New York
Bianca Batista, *Senior Lecturer of Biological Sciences*, Ph.D., Texas (Austin)
Saptaparna Bhattacharya, *Assistant Professor in Physics*, Ph.D. Brown
Eric G. Bing, *Professor of Anthropology*, M.D., Harvard, Ph.D., California (Los Angeles)
Donna Binkowski, *Lecturer of Spanish*, Ph.D., Illinois (Urbana-Champaign)
Biswas Madhavi, *Lecturer of English*, Ph.D. Texas (Dallas)
Daniel Bolger, *Assistant Professor in Sociology*, Ph.D., Rice
Damiano Bonuomo, *Senior Lecturer of Italian*, M.A., Florida
Matthew Boulanger, *Senior Lecturer of Anthropology*, Ph.D., Missouri (Columbia)
Holly Bowen, *Assistant Professor of Psychology*, Ph.D., Ryerson
Richard Bozorth, *Associate Professor of English,* Ph.D., Virginia
Debra Branch, *Senior Lecturer of Sociology*, Ph.D., Ohio
Teresa Brentegani, *Senior Lecturer of Italian*, B.A., Milan
Amy Brewster, *Associate Professor of Biological Sciences,* Ph.D., California (Irvine)
Greg Brownderville, *Professor of English,* M.F.A., Mississippi
Paola Buckley, *Senior Lecturer of French*, M.A., New York
John D. Buynak, *Professor of Chemistry*, Ph.D., Rice
Difeng Cai, *Assistant Professor of Mathematics*, Ph.D., Purdue
Wei Cai, *Professor of Mathematics, Betty Clements Chair in Applied Mathematics*, Ph.D. Brown
Maryann Cairns, *Associate Professor of Anthropology,* Ph.D., South Florida (Tampa)
Josephine Caldwell-Ryan, *Senior Lecturer of Women's and Gender Studies, Women's and Gender Studies Director*, Ph.D., SMU
James Calvert, *Senior Lecturer of Psychology*, Ph.D., Louisiana State
Jing Cao, *Professor of Statistical Science*, Ph.D., Missouri
David Caplan, *Professor of English, Daisy Deane Frensley Chair in English Literature*, Ph.D., Virginia
Thomas W. Carr, *Associate Professor of Mathematics, Individualized Studies in the Liberal Arts Director,* Ph.D., Northwestern
Triauna Carey, *Lecturer of English,* Ph.D., Bowling Green
Katherine Carté, *Professor of History,* Ph.D., Wisconsin (Madison)
Timothy Cassedy, *Associate Professor of English*, Ph.D., New York
Mark A. Chancey, *Professor of Religious Studies*, Ph.D., Duke
Alexander Chase, *Assistant Professor of Earth Sciences*, Ph.D., California (Irvine)
Bo Chen, *Associate Professor of Economics*, Ph.D., Wisconsin (Madison)
Haoyuan Chen, *Assistant Professor of Chemistry,* Ph.D. Rutgers
Sy Han (Steven) Chiou, *Assistant Professor of Statistics and Data Science*, Ph.D., Connecticut
Michael Chmielewski, *Associate Professor of Psychology*, Ph.D., Iowa
Philippe Chuard, *Associate Professor of Philosophy*, Ph.D., Australian National
Talia Weltman-Cisneros, *Lecturer of Spanish,* Ph.D., Duke
Fernando Clark, III, *Lecturer of Sociology*, Ph.D. Georgia (Athens)
J.H. Cullum Clark, *Lecturer of Economics*, Ph.D., SMU
Karisa T. Cloward, *Associate Professor of Political Science, Interdisciplinary Institute Director*, Ph.D., Yale
Thomas E. Coan, *Professor of Physics*, Ph.D., California (Berkeley)
Olga L.V. Colbert, *Associate Professor of Spanish*, Ph.D., Stanford
Marlen Y. Collazo, *Senior Lecturer of Spanish*, M.A., Bilingual Education, SMU
Katherine Condon, *Assistant Professor of English,* Ph.D. Tennessee (Knoxville)
Dori Contreas, *Research Professor of Earth Sciences*, Ph.D., California (Berkeley)
Pamela Corley, *Professor of Political Science, Law and Legal Reasoning Director,* J.D., Ph.D., Georgia
Joshua Crabill, *Senior Lecturer of Philosophy*, Ph.D., Southern California
Simon Dalley, *Senior Lecturer of Physics*, Ph.D., Southampton
Anindita Das, *Assistant Professor of Chemistry*, Ph.D., Carnegie Mellon
Alejandro D'Brot, *Lecturer of Biological Sciences,* Ph.D., UT Southwestern Medical Center
Leslie DeArman, *Lecturer of Sociology*, M.A., Texas (Arlington)

Rajat Deb, *Professor of Economics*, Ph.D., London School of Economics
Allison McCarn Deiana, *Associate Professor of Physics*, Ph.D. Illinois (Urbana-Champaign)
Crista J. DeLuzio, *Associate Professor of History*, Ph.D., Brown
Heather DeShon, *Professor of Earth Sciences*, *Department of Earth Sciences Chair*, Ph.D., California (Santa Cruz)
Klaus Desmet, *Professor of Economics, Ruth and Kenneth Altshuler Centennial Interdisciplinary Professor in Cities, Regions and Globalization*, Ph.D., Stanford
Miroslava Detcheva, *Senior Lecturer of Spanish*, M.A., Baylor
Jill DeTemple, *Professor of Religious Studies, Department of Religious Studies Chair*, Ph.D., North Carolina (Chapel Hill)
Carol Dickson-Carr, *Professor of Practice of English,* M.A., California (Santa Barbara)
Darryl Dickson-Carr, *Professor of English and E. A. Lilly Professor in English,* Ph.D., California (Santa Barbara)
Thomas DiPiero, *Professor of English, Professor of French*, Ph.D., Cornell
Janet Dodd, *Senior Lecturer of French*, M.A., Texas (Arlington)
Hao Dong, *Assistant Professor of Economics*, Ph.D., London School of Economics
Crystal Donkor, *Assistant Professor in English,* Ph.D., Massachusetts (Amherst)
Melissa Barden Dowling, *Associate Professor of History*, Department of History Chair, *Classical Studies Director,* Ph.D., Columbia
David Doyle, *Adjunct Assistant Professor of History,* Ph.D., City University of New York
Poonam Dubal, *Clinical Assistant Professor in Psychology*, Ph.D., Chicago (Loyola)
Denise DuPont, *Professor of Spanish*, Ph.D., Yale
Ana Echevarria-Morales, *Lecturer of Spanish,* PhD., Cornell
Rita Economos, *Associate Professor of Earth Sciences*, Ph.D., Southern California
Ashley Edison, *Lecturer of Statistics and Data Science,* M.E., North Texas
Maria Eguez, *Senior Lecturer of Spanish*, M.A., Maryland
Douglas E. Ehring, *Professor of Philosophy, William Edward Easterwood Chair in Philosophy*, Ph.D., Columbia
Carl Johan Elverskog, *Professor of Religious Studies, Dedman Family Distinguished Professor in Religious Studies*, Ph.D., Indiana
Liljana Elverskog, *Senior Lecturer of Arabic*, Ph.D., Indiana
Jeffrey A. Engel, *Professor of History*, *Center for Presidential History Director*, Ph.D., Wisconsin (Madison)
Gianna Englert, *Assistant Professor of Political Science*, Ph.D., Georgetown
Mohamad Faradonbeh, *Assistant Professor of Mathematics,* Ph.D., Michigan
Shu Feng, *Lecturer of English*, Ph.D. Texas (Dallas)
Weimin Feng, *Lecturer in Earth Sciences*, Ph.D. SMU
Susana Fernandez-Solera, *Senior Lecturer of Spanish*, Ph.D., Complutense de Madrid
Alipio Ferreira, *Assistant Professor Economics,* MSc, Tilburg University
Anthony Fiorillo, *Research Professor of Earth Sciences,* Ph.D., Pennsylvania
Justin Fisher, *Associate Professor of Philosophy*, Ph.D., Arizona
Keiko Flores, *Senior Lecturer of Japanese*, M.A.T., School for International Training
Maxime Foerster, *Associate Professor of French*, Ph.D., Michigan
Neil Foley, *Robert H. and Nancy Dedman Professor of History,* Ph.D., Michigan
Thomas B. Fomby, *Professor of Economics*, Ph.D., Missouri
Daniele Forlino, *Lecturer of Italian,* Ph.D., University of Wisconsin (Madison)
Serge Frolov, *Professor of Religious Studies, Nate and Ann Levine Endowed Chair in Jewish Studies*, Ph.D., Claremont
Rhonda Garelick, *Professor of English and Duwain E. Hughes, Jr. Distinguished Chair for English*, Ph.D., Yale
Weihua Geng, *Associate Professor of Mathematics*, Ph.D., Michigan
Justin Michael Germain, *Senior Lecturer of Latin, Lecturer of Greek*, M.A., SMU
Marcela Giraldo, *Senior Lecturer of Economics*, Ph.D., Florida
Albert Edward Glasscock, *Professor of Biological Sciences, C. Vincent Prothro Distinguished Chair of Biological Sciences*, Ph.D., California (Berkeley)
Datao Gong, *Research Professor*, Ph.D., Science and Technology (China)
Christopher González, *Professor of English and Jacob and Frances Sanger Mossiker Endowed Chair, Department of English Chair,* Ph.D., Ohio State
Pokhraj Ghosh, *Assistant Professor of Chemistry*, PhD. A&M
Andrew R. Graybill, *Professor of History,* Ph.D., Princeton
Robert T. Gregory, *Professor of Earth Sciences*, Ph.D., California Institute of Technology

Stephen Grollman, *Senior Lecturer of German,* Ph.D., Washington University
Caroline Grubbs, *Senior Lecturer of French,* Ph.D., Pennsylvania
Thomas Hagstrom, *Professor of Mathematics*, Ph.D., California Institute of Technology
Rick Halperin, *Professor of Practice of Human Rights, Human Rights Director,* Ph.D., Auburn
Cristen Hamilton, *Lecturer of English,* Ph.D., Texas (Dallas)
Kenneth M. Hamilton, *Professor of History*, Ph.D., Washington
Ian R. Harris, *Associate Professor of Statistical Science*, Ph.D., Birmingham (United Kingdom)
Carolyn Harrod, *Senior Lecturer of Biological Sciences,* M.A., Texas (Dallas)
Robert L. Harrod, *Professor of Biological Sciences*, Ph.D., Maryland
Kathryn Hedrick, *Assistant Professor of Mathematics*, Ph.D., Rice
Daniel Heitjan, *Professor of Statistics and Data Science, Department of Statistics and Data Science Chair, Biostatistics Program Director*, Ph.D., Chicago
Richard Hermes, *Lecturer of English,* Ph.D., Tennessee
Jonathan Hibshman, *Assistant Professor in Biological Sciences*, Ph.D., Duke
Stephen Hiltz, *Lecturer of Philosophy*, Ph.D., Texas (Austin)
Jeffrey Hobbie, *Lecturer of ESL*, M.A., Texas (Arlington)
Erin R. Hochman, *Associate Professor of History*, Ph.D., Toronto
Kacy Hollenback, *Associate Professor of Anthropology*, Ph.D., Arizona
James Hollifield, *Professor of Political Science, George F. and Ora Nixon Arnold Professor in American Statesmanship and Government, John Goodwin Tower Center for Political Studies Director*, Ph.D., Duke
Vanessa Hopper, *Senior Lecturer of English*, M.A., SMU
Matthew Hornbach, *Professor of Earth Sciences*, Ph.D., Wyoming
Susan Hornstein, *Senior Lecturer of Psychology*, Ph.D., SMU
Werner Horsthemke, *Professor of Chemistry*, Ph.D., Free University of Brussels
Xiao Hu, *Lecturer of Chinese*, M.A., Beijing Normal
Nathan Hudson, *Associate Professor of Psychology,* Ph.D., Illinois (Urbana-Champaign)
Constantin Icleanu, *Senior Lecturer of Spanish,* Ph.D., Kentucky
Dennis S. Ippolito, *Professor of Political Science, Eugene McElvaney Chair in Political Science, Public Policy Director,* Ph.D., Virginia
Calvin C. Jillson, *Professor of Political Science, Dedman Family Distinguished Professor of Political Science*, Ph.D., Maryland
Meghan Johnson, *Lecturer of English*, Ph.D., North Texas
Sara Zenger Johnson, *Lecturer in Political Science,* Ph.D., Texas (Dallas)
Hannah Johnston, *Lecturer of Chemistry*, Ph.D., TCU
Christine Hand-Jones, *Lecturer of English,* Ph.D., Texas (Dallas)
Richard S. Jones, *Professor of Biological Sciences*, *Department of Biological Sciences Chair*, Ph.D., Wesleyan
Ernest N. Jouriles, *Professor of Psychology, Dedman Family Distinguished Professor of Psychology, G. Dale McKissick Endowed Professor in Psychology,* Ph.D., SUNY (Stony Brook)
Marcin Jurek, *Assistant Professor of Statistics and Data Science*, Ph.D., Texas A&M
Akihito Kamata, *Professor of Psychology*, Ph.D., Michigan
Robert L.P. Kehoe, III, *Professor of Physics*, Ph.D., Notre Dame
Macabe Keliher, *Associate Professor of History*, Ph.D., Harvard
Matthew R. Keller, *Associate Professor of Sociology,* Ph.D., California (Davis)
Jill E. Kelly, *Associate Professor of History*, Ph.D., Michigan
Wookun Kim, *Assistant Professor of Economics*, Ph.D., California (Los Angeles)
Thomas J. Knock, *Professor of History*, Ph.D., Princeton
Joseph F. Kobylka, *Associate Professor of Political Science*, *Department of Political Science Chair,* Ph.D., Minnesota
Chrystyna Kouros, *Associate Professor of Psychology*, Ph.D., Notre Dame
Elfi Kraka, *Professor of Chemistry*, Ph.D., Köln (Germany)
Marta Krogh, *Senior Lecturer of English*, Ph.D., North Texas
Sheri Kunovich, *Associate Professor of Sociology,* Ph.D., Ohio State
Yuliya Kruchkova, *Senior Lecturer of French and Lecturer of Russian*, Ph.D., Minsk State Lin
John C. Lamoreaux, *Associate Professor of Religious Studies*, Ph.D., Duke
Allison Larkin, *Lecturer of Spanish*, M.A., Catholic University of America
Michael Lattman, *Professor of Chemistry, Department of Chemistry Chair,* Ph.D., City University of New York

Misty Lawrenson, *Lecturer of English,* Ph.D., California State (Fresno)
Barry Lee, *Associate Professor of Mathematics*, Ph.D., Colorado
LaiYee Leong, *Lecturer of Political Science,* Ph.D., Yale
Bruce Levy, *Senior Lecturer of English*, Ph.D., Brown
Shixuan (Kathy) Li, *Lecturer in Economics*, Ph.D. A&M
Alida Liberman, *Associate Professor of Philosophy*, Ph.D., California (Dornsife)
Anne E. Lincoln, *Associate Professor of Sociology*, Department of Sociology Chair, Ph.D., Washington State
Steven E. Lindquist, *Associate Professor of Religious Studies, Global and Regional Studies Director, Asian Studies Director,* Ph.D., Texas (Austin)
Michael Lindsey, *Lecturer of Psychology,* Ph.D., Hahnemann University
Alexander Lippert, *Professor of Chemistry*, Ph.D., Pennsylvania
Chonghan Liu, *Research Assistant Professor of Physics*, M.S., Texas (Arlington)
Tiankuan Liu, *Research Professor of Physics*, Ph.D., Science and Technology (China)
Matthew Lockard, *Associate Professor of Philosophy*, Ph.D., California (Los Angeles)
Christopher Logan, *Senior Lecturer of Psychology*, Ph.D., Texas Tech
Gema Hevia-Lopez, *Lecturer of Spanish,* Ph.D., Texas Tech
Bianca Lopez, *Associate Professor of History, W.R. Nicholson Professor of Medieval Studies,* Ph.D., Washington (St. Louis)
Zhong Lu, *Professor of Earth Sciences, Shuler-Foscue Chair in Earth Sciences*, Ph.D., Alaska (Fairbanks)
Karen Lupo, *Professor of Anthropology,* Ph.D., Utah
Michael Lusztig, *Professor of Political Science*, Ph.D., McGill
Samantha Mabry, *Lecturer of English*, M.A., Boston
Rocio Madera, *Assistant Professor of Economics,* Ph.D., Minnesota
Maria Beatrice Magnani, *Professor of Earth Sciences*, Ph.D., Degli Studi di Perugia (Italy)
Luis Maldonado-Peña, *Associate Professor of Spanish*, Ph.D., Georgetown
Luigi Manzetti, *Professor of Political Science, International Studies Director*, Ph.D., Iowa
Maria Villar Martin, *Lecturer of Spanish,* M.A., Universidad de Vallodolid (Spain)
Jennifer Matey, *Associate Professor of Philosophy*, Ph.D., SUNY (Stony Brook)
Devin Matthews, *Associate Professor of Chemistry,* Ph.D., Texas (Austin)
Russell McConnell, *Lecturer of English*, Ph.D, Western Ontario
Tiffany McCray, *Lecturer of American Sign Language*, MBA, Harding
Alexis M. McCrossen, *Professor of History*, Ph.D., Harvard
Renee McDonald, *Professor of Psychology,* Ph.D., Houston
Leticia McDoniel, *Senior Lecturer of Spanish*, Ph. D., Washington (St. Louis)
Monnie McGee, *Associate Professor of Statistical Science, Master of Science in Data Science Program Co-Executive Director,* Ph.D., Rice
Ryan McGregor, Lecturer in Economics, Ph.D. Houston
Kelly McKowen, *Assistant Professor of Anthropology*, Ph.D., Princeton
Amnon Meir, *Professor of Mathematics*, Ph.D., Carnegie Mellon
Maria del Pilar Melgarejo, *Senior Lecturer of Spanish,* Ph.D., Pittsburgh
David J. Meltzer, *Professor of Anthropology, Henderson-Morrison Chair in Anthropology, Dedman Family Distinguished Professor of Anthropology*, Ph.D., Washington
Grace Mueller, *Lecturer of Political Science*, Ph.D., Texas (Dallas)
Alicia E. Meuret, *Professor of Psychology*, Ph.D., Hamburg
Joel Meyers, *Assistant Professor of Physics*, Ph.D., Texas (Austin)
Pablo Mijangos y Gonzalez, *Professor of History, Edmund J. and Louise W. Kahn Chair in History,* Ph.D., Texas (Austin)
Brandon Miller, *Lecturer of History,* Ph.D., Michigan
Daniel Millimet, *Professor of Economics*, *Department of Economics Chair, Robert H. and Nancy Dedman Trustee Professor in Economics,* Ph.D., Brown
Lourdes Molina, *Senior Lecturer of Spanish*, Ph.D., Texas (Dallas)
Chul Moon, *Assistant Professor of Statistics and Data Science*, M.A. Seoul National University (Korea)
Peter Moore, *Professor of Mathematics*, *Department of Mathematics Chair,* Ph.D., Rensselaer Polytechnic Institute
Daniel Moss, *Associate Professor of English*, Ph.D., Princeton
Mary Catherine Mueller, *Lecturer of English*, M.A., UT (Dallas)
Neely Myers, *Professor of Anthropology*, Ph.D., Chicago

Elizabeth A. Nelson, *Assistant Professor of Anthropology*, Ph.D., Naturwissenschaftliche Archaologie, Eberhard Karls Universitat Tubingen, Germany
Michael Nesuda, *Lecturer of ESL*, M.M., North Texas
Beth S. Newman, *Associate Professor of English*, Ph.D., Cornell
Pauline Newton, *Senior Lecturer of English*, Ph.D., Tulsa
Rachel Ney, *Lecturer of French*, Ph.D., Northwestern
Susan Norman, *Lecturer of English*, Ph.D., Texas (Dallas)
Scott Norris, *Associate Professor of Mathematics*, Ph.D., Northwestern
Eva Oberdörster, *Senior Lecturer of Biological Sciences*, Ph.D., Duke
Jennifer O'Brien, *Professor of Practice of Chemistry*, Ph.D., North Texas
Ashley O'Neill, *Lecturer of English*, M.A., North Texas
Fredrick I. Olness, *Professor of Physics*, *Dedman Family Distinguished Professor of Physics*, Ph.D., Wisconsin
Thomas Osang, *Associate Professor of Economics*, Ph.D., California (San Diego)
William Osborne, *Lecturer of ESL*, M.A., City University of New York
Dayna Oscherwitz, *Professor of French*, Ph.D., Texas
Omer Ozak, *Associate Professor of Economics*, Ph.D., Brown
Saltuk Ozerturk, *Associate Professor of Economics*, Ph.D., New York
Roshan Kumar Pandian, *Assistant Professor of Sociology,* Ph.D., Indiana
Nia Parson, *Associate Professor of Anthropology*, Ph.D., Rutgers
Alberto Pastor, *Associate Professor of Spanish*, Ph.D., Madrid
Nathaniel Pattison, *Assistant Professor of Economics*, Ph.D., Virginia
Luis Perez, *Assistant Professor of Economics*, Ph.D. Minnesota
Samantha Pergadia, *Assistant Professor of English,* Ph.D., Washington (St. Louis)
Kristen Polster, *Senior Lecturer of English*, Ph.D., North Texas
Wei Qu, *Lecturer of Chinese*, M.A., Beijing Normal
Svetlana Radyuk, *Research Associate Professor of Biological Sciences*, Ph.D., M. V. Lomonosov Moscow State (Russia)
Prasanthi Ramakrishnan, *Assistant Professor of Economics,* M.Sc., London School of Economics and Political Science
Stefano Recchia, *Associate Professor of Political Science, Director of the Program in National Security and Defense*, *John Goodwin Tower Distinguished Chair in International Politics and National Security,* Ph.D., Columbia
Daniel Reynolds, *Professor of Mathematics,* Ph.D., Rice
Helen Reynolds, *Senior Lecturer of Economics*, Ph.D., SMU
Thomas Ritz, *Professor of Psychology*, Ph.D., Hamburg
Stephen Robertson, *Senior Lecturer of Statistical Science*, Ph.D., SMU
Luke Robinson, *Associate Professor of Philosophy*, Ph.D., California (San Diego)
Ariel Ron, *Associate Professor of History, Glenn Linden Endowed Professor*, Ph.D., California (Berkeley)
Christopher I. Roos, *Professor of Anthropology*, Ph.D., Arizona
Timothy Rosendale, *Professor of English*, Ph.D., Northwestern
David Rosenfield, *Professor of Psychology*, Ph.D., Texas
Santanu Roy, *University Distinguished Professor of Economics, Dedman Family Distinguished Professor of Economics*, Ph.D., Cornell
Jacob Rubin, *Assistant Professor of English, Laurence and Catherine Perrine Endowed Chair in English, Creative Writing Director*, M.F.A., Mississippi
Benno Rumpf, *Associate Professor of Mathematics*, Ph.D., Technische Universität Darmstadt (Germany)
Tomce Runceveski, *Associate Professor of Chemistry*, Ph.D., Planck Institute for Solid State Research (Germany)
Elizabeth Russ, *Associate Professor of Spanish*, *Department of World Languages and Literatures Chair,* Ph.D., Columbia
Jayson Gonzales Sae-Saue, *Associate Professor of English*, Ph.D., Stanford
Timothy Salmon, *Professor of Economics*, Ph.D., Johns Hopkins
Rubén Sánchez-Godoy, *Associate Professor of Spanish*, Ph.D., Pittsburgh
Ariana Peruzzi Sancio, *Assistant Professor of Philosophy*, Ph.D., Michigan
Joy Saunders, *Senior Lecturer of Spanish*, Ph.D., Texas (Austin)
Randall J. Scalise, *Senior Lecturer of Physics*, Ph.D., Pennsylvania State
Mark A.F. Schell, *Professor of Chemistry*, Ph.D., Toronto

Alicia Schortgen, *Lecturer of Sociology,* Ph.D., Texas (Dallas)
Avshalom Schwartz, *Assistant Professor of Political Science*, Ph.D. Stanford
Robin Peterson-Schwartz, *Lecturer of English,* M.A., Brigham Young
Ona Seaney, *Senior Lecturer of English*, M.A., New Mexico
Juliet Shields, *Professor of English and Edmund J. and Louise W. Kahn Chair in Humanities*, Ph.D., Pennsylvania
Matthew Siegler, *Research Professor of Earth Sciences,* Ph.D., California (Los Angeles)
Andrea Laurent-Simpson, *Senior Lecturer of Sociology*, Ph.D., Texas Woman's University
Elyse Singer, *Assistant Professor in Anthropology*, Ph.D. Washington University (St. Louis)
Sam Ross Sloan, *Lecturer of English*, M.A., SMU
Bethany Smith, *Lecturer in Biological Sciences,* Ph.D., Texas (Southwestern Medical Center)
Sanderia Smith, *Assistant Professor of Practice of English*, Ph.D. North Texas
David Y. Son, *Professor of Chemistry*, *Dean* ad interim, *Department of Physics*, Ph.D., Massachusetts Institute of Technology
Charles South, *Associate Professor of Practice*, *SMU Statistical Science Consulting Center Director,* Ph.D., SMU
Michael Sposi, *Assistant Professor of Economics*, Ph.D., Iowa
Harold Stanley, *Professor of Political Science, Geurin-Pettus Distinguished Chair in American Politics and Political Economy*, Ph.D., Yale
Lori Ann Stephens, *Senior Lecturer of English*, Ph.D., Texas (Dallas)
Nicolas Sternsdorff-Cisterna, *Associate Professor of Anthropology*, Ph.D., Harvard
Brandilyn Stigler, *Associate Professor of Mathematics*, Ph.D., Virginia Tech
Ryszard Stroynowski, *Professor of Physics*, Ph.D., Geneva (Switzerland)
H. Troy Stuckey, *Research Professor of Earth Sciences,* Ph.D., North Texas
Brian W. Stump, *Professor of Earth Sciences, Claude C. Albritton, Jr., Chair in Earth Sciences, Dedman Family Distinguished Professor in Earth Sciences*, Ph.D., California (Berkeley)
Yichen Su, *Assistant Professor of Economics,* Ph.D. Stanford
Rajani Sudan, *Professor of English*, Ph.D., Cornell
Raanju Sundararajan, *Assistant Professor of Statistics,* Ph.D., A&M
Kara Sutton, *Senior Lecturer of Sociology,* Ph.D., Texas (Dallas)
Neil J. Tabor, *Professor of Earth Sciences,* Ph.D., California (Davis)
Hiroki Takeuchi, *Associate Professor of Political Science*, Ph.D., California (Los Angeles)
Peng Tao, *Associate Professor of Chemistry*, Ph.D., Ohio State
Johannes Tausch, *Professor of Mathematics*, Ph.D., Colorado State
Mihan H. McKenna Taylor, *Research Professor of Earth Sciences,* Ph.D., SMU
Hervé Tchumkam, *Professor of French*, Ph.D., Pennsylvania
Brad Thompson, *Associate Professor of Philosophy*, Ph.D., Arizona
Thierry Tirado, Senior *Lecturer of French*, M.A., Texas (Arlington)
Jorge Daniel Torres de Veneciano, *Scholar-in-Residence of English*, Ph.D., Columbia
Richard Treat, *Lecturer of English*, M.A., University of North Texas
Nicolay Tsarevsky, *Associate Professor of Chemistry*, Ph.D., Carnegie Mellon
Antoinette Williams-Tutt, *Lecturer of French*, Ph.D., City University of New York
Roberto Vega, *Associate Professor of Physics*, Ph.D., Texas
Pia Vogel, *Professor of Biological Sciences, Dedman Family Distinguished Professor of Biological Sciences, Center for Drug Discovery, Design and Delivery Director*, Ph.D., Kaiserslautern (Germany)
Gabriela Vokic, *Associate Professor of Spanish*, Ph.D., Purdue
Ben Voth, *Professor of Speech and Debate*, Ph.D., Kansas
Stephen K. Wegren, *Professor of Political Science*, Ph.D., Columbia
Kathleen A. Wellman, *Professor of History, Dedman Family Distinguished Professor of History*, Ph.D., Chicago
Kevin Wells, *Lecturer of English,* Ph.D., Texas (Dallas)
Elizabeth Wheaton, *Senior Lecturer of Economics*, Ph.D., Temple
Alvina Bonnie Wheeler, *Associate Professor of English*, *Medieval Studies Director,* Ph.D., Brown
Antoinette Williams-Tutt, *Lecturer of French*, Ph.D., CUNY
Emma Wilson, *Assistant Professor of English*, Ph.D., University of St. Andrews (Scotland)
J. Matthew Wilson, *Associate Professor of Political Science*, Ph.D., Duke
Stephanie Wilson, *Assistant Professor of Psychology,* Ph.D., Pennsylvania
Alisa J. Winkler, *Research Professor of Earth Sciences,* Ph.D., SMU
Dale A. Winkler, *Research Professor of Earth Sciences,* Ph.D., Texas (Austin)

Laurence H. Winnie, *Senior Lecturer of History*, Ph.D., Michigan
Angela Wood, *Senior Lecturer of English*, M.A., SMU
Rachel Wright, *Lecturer of Biology,* Ph.D., UT (Austin)
Hao-Y (Heidi) Wu, *Assistant Professor of Physics*, Ph.D. Stanford
Hsin-Chao Wu, *Lecturer of Sociology*, Ph.D., Harvard
Zhihao Wu, *Assistant Professor of Biological Sciences*, Ph.D., Tsinghua University (China)
Charles Wuest, *Research Associate Professor in English*, Ph.D. SMU
Sheng Xu, *Associate Professor of Mathematics*, Ph.D., Cornell
Crayton J. Yapp, *Professor of Earth Sciences*, Ph.D., California Institute of Technology
Mikhail Zaslavskiy, *Assistant Professor of Mathematics*, Ph.D., Moscow State University
Yunkai Zhou, *Associate Professor of Mathematics*, Ph.D., Rice
Tatiana Zimakova, *Lecturer of Russian*, Ph.D. Russian Academy of Sciences, Institute of International Economic and Political Studies
Pierre Zippi, *Research Professor of Earth Sciences,* Ph.D., Toronto
Brian D. Zoltowski, *Professor of Chemistry*, Ph.D., Cornell
Alicia Zuese, *Associate Professor of Spanish*, Ph.D., Columbia

Dedman College Emeritus Faculty

Kenneth J. Andrien, *Professor Emeritus of History,* Ph.D., Duke
Peter J. Bakewell, *Professor Emeritus of History*, Ph.D., Cambridge
Raveendra N. Batra, *Professor Emeritus of Economics*, Ph.D., Southern Illinois
Gordon Eastridge Birrell, *Professor Emeritus of German,* Ph.D., Stanford
David D. Blackwell, *Professor Emeritus of Earth Sciences*, Ph.D., Harvard
James O. Breeden, *Professor Emeritus of History*, Ph.D., Tulane
Caroline Brettell, *Professor Emeritus of Anthropology,* Ph.D., Brown
Alan S. Brown, *Professor Emeritus of Psychology*, Ph.D., Northwestern
Christine E. Buchanan, *Professor Emeritus of Biological Sciences*, Ph.D., Chicago
Ronald Butler, *Professor Emeritus of Statistical Science*, Ph.D., Michigan
Bradley Kent Carter, *Professor Emeritus of Political Science*, Ph.D., California (Berkeley)
John R. Chávez, *Professor Emeritus of History,* Ph.D., Michigan
Richard W. Cogley, *Professor Emeritus of Religious Studies*, Ph.D., Princeton
Anthony J. Cortese, *Professor Emeritus of Sociology*, Ph.D., Notre Dame
Edward F. Countryman, *Professor Emeritus of History,* Ph.D., Cornell
Timothy Wood Crusius, *Professor Emeritus of English*, Ph.D., Southern California
Robert Clay Davis, *Professor Emeritus of Mathematics*, Ph.D., Tulane
Vincenzo E. DeNardo, *Professor Emeritus of Italian*, Ph.D., California (Los Angeles)
Ann M. Early, *Lecturer Emeritus of English*, M.A.T., Harvard
Dennis A. Foster, Professor Emeritus of English, , Ph.D., California (Irvine)
Marie-Luise Gäettens, Professor Emeritus of German, Ph.D., Texas
James Gerhardt, *Professor Emeritus of Political Science*, Ph.D., Harvard
Ezra Greenspan, Professor Emeritus of English, Ph.D., Brown
Richard F. Gunst, *Professor Emeritus of Statistical Science,* Ph.D., SMU
Robert B. Hampson, *Professor Emeritus of Psychology,* Ph.D., Virginia
O.T. Hargrave, *Professor Emeritus of History*, Ph.D., Vanderbilt
David B. Hausman, *Professor Emeritus of Philosophy*, Ph.D., Iowa
Richard O. Hawkins, *Professor Emeritus of Sociology,* Ph.D., Washington
Kathy Jean Hayes, *Professor Emeritus of Economics*, Ph.D., Syracuse
David Haynes, *Professor Emeritus of English,* M.A., Hamline (St. Paul)
Michael N. Holahan, *Professor Emeritus of English*, Ph.D., Yale
Michael J. Holdaway, *Professor Emeritus of Geological Sciences*, Ph.D., California (Berkeley)
George W. Holden, *Professor Emeritus of Psychology,* Ph.D., North Carolina (Chapel Hill)
James Kirkland Hopkins, *Professor Emeritus of History*, Ph.D., Texas
Richard Alan Hunt, *Professor Emeritus of Psychology*, Ph.D., Texas Christian
Mary Alice Gordon Hurd, *Professor Emeritus of Psychology*, Ph.D., Texas Christian
Bonnie F. Jacobs, *Professor Emeritus of Earth Sciences*, Ph.D., Arizona

Louis L. Jacobs, *Professor Emeritus of Earth Sciences*, Ph.D., Arizona
Robert L. Laury, *Professor Emeritus of Geological Sciences*, Ph.D., Wisconsin
John Mirick Lewis, *Professor Emeritus of English*, M.A., Harvard
Robin W. Lovin, *Professor Emeritus in Ethics*, Ph.D., Harvard
Paul Ludden, *Professor Emeritus of Biological Sciences*, Ph.D., Wisconsin
Anthony Edward Marks, *Professor Emeritus of Anthropology*, Ph.D., Columbia
William F. May, *Professor Emeritus of Ethics*, Ph.D., Yale
John Ashley Mears, *Professor Emeritus of History*, Ph.D., Chicago
Mogens V. Melander, *Professor Emeritus of Mathematics*, Ph.D., Technical University of Denmark
Peter K. Mollenhauer, *Professor Emeritus of German*, Ph.D., Texas
Francisco Morán, *Professor Emeritus of Spanish*, Ph.D., Georgetown
Ross C. Murfin, *Professor Emeritus of English*, Ph.D., Virginia
Jasper Neel, *Professor Emeritus of English*, Ph.D., Tennessee
Donald L. Niewyk, *Professor Emeritus of History*, Ph.D., Tulane
Daniel T. Orlovsky, *Professor Emeritus of History,* Ph.D., Harvard
William C. Orr, *Professor Emeritus of Biological Sciences,* Ph.D., Wayne State
Bruce Pringle, *Professor Emeritus of Sociology*
James E. Quick*, Professor Emeritus of Earth Sciences, Ph.D.,* California Institute of Technology
George W. Reddien, Jr., *Professor Emeritus of Mathematics*, Ph.D., Georgia Tech
Douglas A. Reinelt, *Professor Emeritus of Mathematics*, Ph.D., California Institute of Technology
Lawrence S. Ruben, *Professor Emeritus of Biological Sciences*, Ph.D., Minnesota
William R. Russell, *Professor Emeritus of Economics*, Ph.D., Washington
C. Garth Sampson, *Professor Emeritus of Anthropology*, D.Phil., Oxford
William R. Schucany, *Professor Emeritus of Statistical Science*, Ph.D., SMU
Nina Schwartz, *Professor Emeritus of English,* Ph.D., California (Irvine)
Lawrence F. Shampine, *Professor Emeritus of Mathematics*, Ph.D., California Institute of Technology
Daniel J. Slottje, *Professor Emeritus of Economics*, Ph.D., Texas A&M
C.W. Smith, *Professor Emeritus of English*, M.A., Northern Illinois
Sherry L. Smith, *Professor Emeritus of History,* Ph.D., Washington
Willard Lester Spiegelman, *Professor Emeritus of English,* Ph.D., Harvard
Linda Brewster Stearns, *Professor Emeritus of Sociology*, Ph.D., New York (Stony Brook)
S. Lynne Stokes, *Professor Emeritus of Statistical Science,* Ph.D., North Carolina (Chapel Hill)
Steven D. Sverdlik, *Professor Emeritus of Philosophy,* Ph.D., Columbia
Zoë Goss Urbanek, *Professor Emeritus of World Languages and Literatures*, M.A., Northwestern
Jutta Irene Van Selm, *Professor Emeritus of German*, Ph.D., Texas
Steven B. Vik, *Professor Emeritus of Biological Sciences*, Ph.D., Oregon
John V. Walther, *Professor Emeritus of Earth Sciences,* Ph.D., California (Berkeley)
Shlomo Weber, *Professor Emeritus of Economics*, Ph.D., Hebrew (Jerusalem)
Steven Weisenburger, Professor Emeritus of English and Humanities, Ph.D., Washington
Ronald Knox Wetherington, *Professor Emeritus of Anthropology,* Ph.D., Michigan
Richard Kelso Williams, *Professor Emeritus of Mathematics*, Ph.D., Vanderbilt
David J. Wilson, *Professor Emeritus of Anthropology*, Ph.D., Michigan
Patty Wisian-Neilson, *Professor Emeritus of Chemistry,* Ph.D., Texas
John Wise, *Professor Emeritus of Biological Sciences,* Ph.D., Rochester
Wayne A. Woodward, *Professor Emeritus of Statistical Science*, Ph.D., Texas Tech
Jingbo Ye, *Professor Emeritus of Physics,* Ph.D., Swiss Federal Institute of Technology
Samuel A. Zimmerman, *Professor Emeritus of Spanish*, Ph.D., Florida

Dedman School of Law

A Message from the Dean

Welcome to the SMU Dedman School of Law! We are absolutely delighted that you are here and hope this catalog will give you some idea of the quality, richness and excitement of a legal education at Southern Methodist University. With an outstanding student body, a faculty with superb credentials and a beautiful tree-lined campus just minutes from the heart of vibrant downtown Dallas, the Dedman School of Law seeks to give each student a personal educational experience of the highest order. In addition to the outstanding J.D. program, the school has some of the oldest and most outstanding graduate legal programs in the country, including a Master of Laws in taxation, a Master of Laws in comparative and international law, a General Master of Laws and a Doctor of the Science of Law. We also offer joint degree programs with other colleges in the University, including the J.D./M.B.A. program with the SMU Cox School of Business.

As you will see in the following pages, the school has a diverse and highly talented faculty whose members are dedicated to teaching. Not only do they hold stellar academic credentials, but virtually all of them also had practical experience before entering their teaching careers. Consequently, they provide the invaluable link between the theory of classroom instruction and the reality of legal practice. Dedman School of Law enjoys a national and international reputation, with its graduates practicing in every state in the union and in many foreign countries.

We take pride in offering our students a total educational experience. Students have the opportunity to participate in six respected law journals; eleven legal clinics; and many externship programs. While our curriculum is extremely rich, we are still small enough to take a personal interest in each student. As an example, the Inns of Court program is an interdisciplinary approach to the first-year experience at SMU Dedman School of Law. It was born out of a recognition of the need for smaller, more personalized groups to provide students with a source of relationships and support. Through the Inns, students connect with fellow classmates, faculty, student leaders, career advisers, and alumni for a community experience that extends throughout their time at the law school and beyond graduation.

Our student body is diverse, intelligent and inquisitive. Students come from a variety of backgrounds and from all over the United States. The student body is enriched by the addition of students from many other countries who participate in the graduate legal programs. Upon graduation, students enter private practice, government practice and the corporate sector, or they may engage in public interest work, serve as prosecutors or defense attorneys, or obtain judicial clerkships.

I hope that you will visit our campus, interact with our students and experience SMU Dedman School of Law in a way that the pages of a catalog can only suggest. We wish you the best in your pursuit of a legal career.

Jason P. Nance
Judge James Noel Dean and
Professor of Law

Information concerning admissions and financial aid is available online at www.smu.edu/law or from the address below.

*(*ZIP code information should be included on all return addresses.)

Office of Admissions
Dedman School of Law
Southern Methodist University
PO Box 750110
Dallas TX 75275-0110

ADDRESS ALL OTHER MATTERS TO THE OFFICE OF THE DEAN.

Academic Calendar

https://s3.smu.edu/des/registrar/pdf/calendars/LAW%202024-25.pdf

Faculty and Staff

Office of the Dean

Jason P. Nance, *Dean, Judge James Noel Dean and Professor of Law*
Christine Hurt, *Senior Associate Dean for Academic Affairs, Alan R. Bromberg Centennial Chair in Corporate, Partnership, and Securities Law and Professor of Law*
Greg Ivy, *Associate Dean for Library and Technology*
Mary Spector, *Associate Dean for Experiencial Learning*
Jessica Dixon Weaver, *Associate Dean for Research*
Laura G. Burstein, *Assistant Dean for Public Interest and Pro Bono*
Martin L. Camp, *Assistant Dean for Graduate and International Programs*
John Churchill, *Assistant Dean for Marketing and Strategic Communications*
Marcie Davis, *Assistant Dean for Career Services*
Erica S. Fadel*, Assistant Dean for Diversity, Equity, and Inclusion*
Christine Powers Leatherberry, *Assistant Dean for Administration and Chief of Staff*
Jill Nikirk, *Assistant Dean for Admissions*
Stephen B. Yeager, *Assistant Dean for Students Affairs*

Library and Information Technology Staff and Faculty

Gregory L. Ivy, *Associate Dean of Library and Technology and Senior Lecturer*
Donna Wolff, *Associate Director of Underwood Library and Clinical Professor of Legal Research*
Thomas Kimbrough, *Associate Director for Collection Development and Clinical Professor of Legal Research*
Cassie Rae Walker, *Assistant Director for Scholarly Initiatives, Director of Advocacy Programs and Clinical Professor of Legal Research*
Timothy Gallina, *Faculty Services Librarian and Clinical Professor of Legal Research*
Angela R. Jones, *Senior Technical Services Librarian*
Audrah Bartel, *Library Specialist (Circulation Desk)*
David Black, *Library Specialist (Technical Services)*
Shannon DeKat, *Library Specialist (Technical Services)*
Marja Pietilainen-Rom, *Library Specialist (Technical Services)*
Winston Tubb Jr., *Circulation/Collection Manager*
Sandra Heads-Thorpe, *Library Specialist (Circulation Desk)*
Christopher Molinar, *Library Specialist (Circulation Desk)*
Jennifer Staggs, *Library Specialist (Circulation Desk)*

Law School Staff

Laura Amberson, *Registrar*
Cristela Barillas, *Clinic Assistant*
Rebekah Bell, *Assistant Director, Special Events*
Claudia Beltran, *Coordinator, Office of Career Services*
Misty Birdsong, *Director of Academic Success*
Malia Brink, *Senior Policy Attorney, Deason Criminal Justice Reform Center*
Tina Brosseau, *Executive Assistant to the Dean, Dean's Office*
Moira Cary, *Associate Director, Recruiting and Events, Office of Career ServicesCaitlin Charles, Research Specialist, Deason Criminal Justice Reform Center*
Emma Cline*, Communications Specialist*
Courtney Cowan*, Associate Director, Office of Admissions*
Albreesha Culberson, *Program Specialist, Rowling Center for Business Law & Leadership*
Andrew Davies, *Director of Research, Deason Criminal Justice Reform Center*
Nikki Daoust, *Marketing & Communications Specialist*
Lynn Dempsey, *Director of External Relations*
C. Ashley Ellis, *Director of Alumni Relations*
Clayton Ellis*, Director of Development*
TaLibra Ferguson, *Administrative Assistant, The International Lawyer and Faculty*

Christopher Garza, *Administrative Assistant, Registrar's Office and Faculty*
Vanessa Gonzalez, *Administrative Assistant, Legal Clinics*
Kimalee Grace, *Assistant Registrar*
Natalie Thompson Greco, *Director of Programs and Operations, Tsai Center for Law, Science and Innovation*
Caroline Hausman, *Data Record Coordinator, Office of Admissions*
Shuntavia Hearne, *Administrative Assistant, Faculty*
Bobbye Heine, *Assistant Director, Graduate and International Programs*
Eric Hinton, *Director, Robert B. Rowling Center for Business Law & Leadership*
Pamela Hodge, *Dean's Suite Coordinator*
Beth Lee, *Director, Corporate and Private Sector Development, Office of Career Services*
Smitha Mathews, *Director, Mid-Size, Small and Boutique Firms, Office of Career Services*
Lisa Montes, *Legal Assistant, Legal Clinics*
Lynn Moubry, *Administrative Assistant, Public Service and Academic Success*
Mary Beth Nielsen, *Senior Associate Director, Judicial Opportunities, Recruiting and Events, Office of Career Services*
Lisa Ponce, *Coordinator, Law Reviews*
Mackenzie Salenger, *Career Advisor, LL.Ms and SJDs, Office of Career Services*
Cynthia Romero, *Legal Assistant, Legal Clinics*
Arta Sela, *Advancement Associate, Alumni and Development*
Tania Siddiqi, *Law Clerk, Deason Criminal Justice Reform Center*
Shelby Sirivore, *Research Project Coordinator, Deason Criminal Justice Reform Center*
Blane Skiles, *Director of Communications, Deason Criminal Justice Reform Center*
Victoria Smiegocki, *Research Project Manager, Deason Criminal Justice Reform Center*
Natasha Walker, *Administrative Assistant, Office of Diversity, Equity & Inclusion, and Faculty*
Bob Weathersby, *Director, Large Firms, Office of Career Services*
Beth Williams, *Chief Operating Officer and Administrative Director, Deason Criminal Justice Reform Center*
Brooke Wilson, *Assistant Director, Office of Admissions*
Gloria Zapata, *Legal Assistant, Legal Clinics*

Faculty Law Fellows

Melissa Cason, *W.W. Caruth, Jr. Child Advocacy Clinic Faculty Law Fellow*
Demetrice Lopez, *Hunter Center Faculty Law Fellow*
Peter Steffensen, *First Amendment Clinic Faculty Law Fellow*

Faculty

Hillel J. Bavli, *Associate Professor of Law*, B.A., Boston University; J.D., Fordham University School of Law; LL.M., Harvard Law School; A. M., Harvard University Graduate School of Arts and Sciences; Ph.D., Harvard University Graduate School of Arts and Sciences. Professor Bavli's teaching and scholarship interests are in the fields of evidence, torts, complex litigation, law and economics, and empirical legal studies. He is particularly interested in applications of statistics to law, including the use of experimental and quantitative methods to evaluate law-related interventions and applications of probability theory, Bayesian analysis, sampling, and causal inference to study and improve the law. An experienced litigation attorney, Professor Bavli has practiced in the fields of complex commercial litigation, antitrust law, and criminal law, most recently at the firms Akin Gump Strauss Hauer & Feld LLP and Boies Schiller Flexner LLP. Prior to joining SMU's faculty, Professor Bavli designed and taught a seminar course on the economic analysis of law in the Department of Economics at Harvard University. He received numerous awards for distinction in teaching for the course. He has completed a Fulbright Fellowship studying game theory in Jerusalem, Israel, as well as short-term clerkships at the Supreme Court of India and the Supreme Court of Rwanda. He recently held a visiting fellowship at the Yale Law School Center for Private Law, and he is an affiliate of the Harvard Institute for Quantitative Social Science.

Thomas B. Bennett, *Associate Professor of Law*, B.A., Swarthmore College; J.D., NYU School of Law. Professor Bennett's research focuses on how complex civil litigation strains the relationship between state and federal courts and impacts the separation of powers. Professor Bennett's scholarship has appeared in *NYU Law Review, Cornell Law Review, Minnesota Law Review,* and *Notre Dame Law Review*, and has been cited by the U.S. Supreme Court. Before teaching law, he was a Furman Academic Fellow at NYU School of Law and spent four years in private

practice litigating appeals, complex civil cases, and administrative matters. Professor Bennett is also a former law clerk to the Honorable Gerard E. Lynch of the U.S. Court of Appeals for the Second Circuit and the Honorable Jesse M. Furman of the U.S. District Court for the Southern District of New York. Professor Bennett held a joint appointment at University of Missouri's Kinder Institute on Constitutional Democracy. Prior to joining SMU, Professor Bennett was an associate professor and Wall Family Fellow at the University of Missouri School of Law.

Chante Brantley, *Director of the VanSickle Family Law Clinic and Clinical Professor of Law,* B.S., Texas Woman's University; M.S.S.W., The University of Texas at Arlington; J.D, 2006, The University of Texas School of Law. Professor Brantley's work in the VanSickle Family Law Clinic encompasses teaching and supervising students who will represent and counsel low-income clients in family law matters such as divorce, paternity actions, custody and visitation, child support, modifications, court-appointed amicus or attorney ad-litem, protective orders, mediation and adoption. Students in the clinic also collaborate with judges, Dallas Volunteer Attorney Program (DVAP), and other community organizations to improve access to justice. Professor Brantley created and established the pro se "Self-Help Desk" at George L. Allen Sr. courthouse, in collaboration with Dallas County Law Library, judges, DVAP and Dallas Bar Association to assist self-represented family law litigants complete pro se forms and fill routine procedural questions. Since the inception of this innovative legal program in 2017, students and Professor Brantley have assisted approximately 1500 pro se litigants. Prior to joining the faculty at SMU Dedman School of Law, Professor Brantley was managing attorney and mediator at Barnes Prox Law, PLLC, which focused exclusively on family law matters. She began her career as a Child Protective Services caseworker, transitioning to law working as a legislative aide to Texas State Senator Royce West. Professor Brantley's experiences as a caseworker helped shaped the health and human services legislation she spearheaded for Senator West which enhanced the lives of many families across Texas. Most notably, she recommended the "Grandparents' Bill" which provides financial assistance to grandparents raising their grandchildren with the goal of preserving family ties. Tenets of this bill have expanded to federal kinship care legislation. Professor Brantley was recognized by the Texas Senate in Senate Resolution 1022 (78th Regular Session) for her outstanding work as a legislative aide. In 2021, Professor Brantley receive the Lois Bacon Special Services Award presented by DVAP for her leadership, mentoring student associates in the practice of law, the clinic's pro bono work, and its partnership with DVAP.

Dale Carpenter, *Judge William Hawley Atwell Chair of Constitutional Law*, *Altshuler Distinguished Teaching Professor, and Professor of Law,* B.A., Yale College; J.D., University of Chicago Law School. Professor Carpenter teaches and writes in the areas of constitutional law, the First Amendment, and LGBT rights and the law. Professor Carpenter's book, Flagrant Conduct: The Story of Lawrence v. Texas (Norton, 2012), was chosen a Notable Book for 2012 by the New York Times, won the Lambda Literary prize for best non-fiction of 2012, and garnered excellent reviews in the Times, the New Yorker, The New York Review of Books, and many other journals and newspapers. Professor Carpenter graduated with honors from the University of Chicago Law School, where he served as Editor-in-Chief of the Law Review. He clerked for the Honorable Edith H. Jones of the United States Court of Appeals for the Fifth Circuit from 1992 to 1993. After his clerkship, he practiced at Vinson & Elkins in Houston and at Howard, Rice, Nemerovski, Canady, Falk & Rabkin in San Francisco. From 2000 to 2016, he taught at the University of Minnesota Law School, where he was a Distinguished University Teaching Professor and held the law school's chair in Civil Rights law. Since joining SMU in 2016, he has twice received the Dr. Don M. Smart Teaching Award for excellence in teaching. His scholarship has been published in the Supreme Court Review, Michigan Law Review, Constitutional Commentary, University of Minnesota Law Review, and many other edited legal journals. His other work has appeared in many newspapers around the county, including the New York Times and the Washington Post. He is frequently interviewed on a range of topics by local and national new media. Carpenter is a member of the state bars of Texas and California, and of the American Law Institute. Since 2004, he has served as an editor of Constitutional Commentary. Since 2005, he has been an active blogger on the popular legal blog, the Volokh Conspiracy, which is hosted by Reason.com.

Carliss Chatman, *Associate Professor Law,* B.A., Duke University; J.D., University of Texas School of Law. Carliss Chatman teaches an array of business law, commercial law, and ethics classes including: Contracts and Sales and Leases; Agency and Unincorporated Entities, Corporations, Business Associations, and Securities Regulation; Professional Responsibility; and a Transactional Skills Simulation course with a Mergers and Acquisitions focus that incorporates corporate law and UCC Article 9. Her scholarship interests are in the fields of corporate law, ethics, and civil procedure. Her scholarship is largely influenced by 11 years of legal practice in complex commercial litigation, mass tort litigation and the representation of small and start-up businesses in the United States

and the Kingdom of Saudi Arabia. As a result, her scholarship is intersectional with a focus on issues at the heart of commercial litigation: the interplay of business entities, government, and natural persons.

Anthony J. Colangelo, *Professor of Law*, B.A., Middlebury College; J.D., (Order of the Coif) Northwestern University; LL.M., Columbia University; J.S.D., 2009, Columbia University. Professor Colangelo's scholarly and teaching interests are in the fields of conflict of laws, civil procedure, U.S. foreign relations law, and private and public international law and theory. Professor Colangelo's articles have appeared in top general and specialty journals and have also been cited and quoted in the U.S. Supreme Court, U.S. Court of Appeals and U.S. District Court levels as well as in U.S. Military Commissions, regarding, among other things, the scope of U.S. law relating to piracy, terrorism, child-sex tourism, military contractors, and human rights abuses. He has also partnered with the Nautilus Institute for Security and Sustainability with respect to the legality of use of nuclear weapons under international law. Prior to coming to SMU, Professor Colangelo held an Associate-in-Law research and teaching fellowship at Columbia Law School. Before Columbia, he worked as a litigation associate at the law firm Cleary Gottlieb Steen and Hamilton LLP in the New York and Rome offices. Professor Colangelo clerked for the Honorable Ralph K. Winter, United States Court of Appeals for the Second Circuit. He received his B.A., *summa cum laude*, from Middlebury College and his J.D., *magna cum laude*, from Northwestern University, where he was Notes Editor of the *Northwestern University Law Review*. He holds a LL.M. and J.S.D. from Columbia Law School. He is a member of the Phi Beta Kappa and the Order of the Coif.

Nathan Cortez, *Adelfa Botello Callejo Endowed Professor in Leadership and Latino Studies, Co-Director of The Tsai Center for Law, Science & Innovation, and Professor of Law*, B.A., University of Pennsylvania; J.D., Stanford University. Professor Cortez teaches and writes in the areas of health law, administrative law, and FDA law. His varied research focuses on emerging markets in health care and biotechnology, regulatory theory, government uses of information, and First Amendment treatment of corporate and commercial speech. Professor Cortez has also become one of the world's leading legal scholars on medical device regulation, particularly devices that rely on artificial intelligence (A.I.) and machine learning. He has published two recent books: Food and Drug Law (5th edition, 2022) (with Peter Barton Hutt, Lewis Grossman, Erika Lietzan, and Patti Zettler); and Readings in Comparative Health Law and Bioethics (3rd edition, 2019) (with Glenn Cohen and Tim Jost). Professor Cortez presents his research around the world, to governments, regulators, professional societies, industry, and fellow academics. He has presented work at the law schools of Harvard, Yale, and Stanford, among others, and at the medical schools of Harvard, Stanford, and Vanderbilt, among others. His work is recognized internationally and has been translated into Chinese. Professor Cortez is part of several grant-funded projects sponsored by the U.S. and Canadian governments. He also provides frequent commentary to the media, including the Chicago Tribune, CNN, the Los Angeles Times, the New York Times, NPR, Science, WIRED, and the Washington Post. Professor Cortez co-founded the Texas Legal Scholars Workshop and the SMU Food Law Forum. He has been a peer reviewer for top legal and medical publications, including Health Affairs, The Lancet, The New England Journal of Medicine, the Oxford and Cambridge University Presses, and the Yale Law Journal. He has been a consultant for the Administrative Conference of the United States (ACUS). Before joining the SMU faculty, Professor Cortez practiced with the Washington D.C. law firm Arnold & Porter, as part of its pharmaceutical, health care, and biotech practice. He represented clients in regulatory matters, with a special emphasis on health care fraud and abuse, FDA enforcement, privacy, and the Medicare and Medicaid programs. He represented clients during litigation, in corporate transactions, during agency enforcement actions, and during congressional investigations and hearings.

Gregory S. Crespi, *Homer R. Mitchell Endowed Professor in Commercial and Insurance Law,* B.S., Michigan State University; M.S., George Washington University; Ph.D., University of Iowa; J.D., Yale Law School. Prior to joining the faculty at SMU, Professor Crespi served in the White House as the senior counsel for the Council of Economic Advisers under the Reagan and George H. W. Bush administrations. Professor Crespi also practiced law for several years with the firms of Debevoise & Plimpton and Davis, Hockenberg. He is the author of two books and a number of articles on law and economics, securities regulation, contract law, business law, disability rights, student loan programs, presidential impeachment, legal education, income inequality, and other topics. Professor Crespi teaches in the areas of contract law, law and economic analysis, and income inequality.

Beverly C. Duréus, *Clinical Professor of Legal Research, Writing and Advocacy,* B.A., Drake University; J.D., Drake University Law School; Th.M., Dallas Theological Seminary; D.Min., SMU Perkins School of Theology. Professor Duréus teaches legal research, writing and advocacy, and a course on federal judicial externships. Her scholarship interests and teaching experiences also include civil procedure, evidence, alternative dispute resolutions

and an integration of religion and jurisprudence. Professor Duréus serves as a co-executive editor of *The International Lawyer* and *The Year in Review*. She was nominated for the Provost's Teaching Award in 2020 and 2021. She was awarded the Distinguished Faculty Award in 2023 by the Women in Law Organization of Dedman Law for her outstanding service to women at the law school and in her community. She was also selected as "Blackulty of the Year 2022" by the Dedman School of Law Black Law Students Association for her "service to the Dedman School of Law and the Black Law Students Association." At Drake University Law School, Professor Duréus was a member of the National Order of the Barristers and Phi Alpha Delta, served as the chair of the Moot Court Board and obtained numerous awards for oral advocacy. Prior employment experiences include working for the chief judge of the U.S. District Court for the Southern District of Iowa, associate professor of law at Drake Law School, shareholder at Chapman & Reese P.C., chair of the Ecclesiastical Section at White & Wiggins LLP, and associate at Gardere & Wynne LLP. She is the president and founder of Katallasso Ministries International and a faculty consultant, and adviser to the Black Law Students Association and the Christian Legal Society. She is also the former president of the Dallas Association of Black Women Attorneys and a member of the William MacTaylor American Inn of Court, Dallas Bar Foundation fellow, Board of Counselors at Drake Law, Who's Who in American Law Schools, American Association of Law Schools, J.L. Turner Legal Association, and Dallas and American bar associations. She was selected for Who's Who in Black Dallas in 2017 and 2018 and has accepted the invitation to become a member of The National Black Lawyers - Top 100, an elite national network of African American attorneys. Her selection was based on her legal successes and professional reputation in Texas. Her most recent publication is as a contributing author in *Lessons from Successful African American Lawyers* (Evangline M. Mitchell, Esq., ed., Hopes Promise Publishing LLC) (2020).

Monika U. Ehrman, *Professor of Law,* B.S., University of Alberta; J.D., Dedman School of Law; and LL.M., Yale Law School. During law school, she was a research assistant for the Yale Center for Environmental Law & Policy; a fellow in the Kauffman Program in Law, Economics and Entrepreneurship; and an editor of the Yale Journal of International Law. Her teaching courses have included Property, Natural Resources Law, Energy Law, Water Law, Real Estate Transactions, Oil & Gas Law, Oil & Gas Environmental Law, Remedies, Negotiations, and Transactional Energy Contracts. Professor Ehrman joined the SMU Dedman School of Law faculty full-time as Professor of Law in fall 2023. Prior to joining SMU, Professor Ehrman taught at the University of North Texas at Dallas and at the University of Oklahoma, where she led the energy and natural resources program and served as the Faculty Director of the Oil & Gas, Natural Resources, and Energy Center at the College of Law. While at the University of Oklahoma, she also held a courtesy appointment at the Michael F. Price College of Business, where she taught in the Executive MBA and Energy Management programs. Prior to teaching, she served as general counsel of a privately held energy company; senior counsel with Pioneer Natural Resources; and associate attorney at Locke Lord LLP. Before law school, Professor Ehrman worked as a petroleum engineer in the upstream, midstream, and pipeline sectors of the energy industry. In addition to her experience with the technical aspects of the industry, she also worked as an analyst in the areas of commodity risk management and energy trading. She is currently secretary of the AALS Section on Natural Resources & Energy, and she is on the editorial board of the Journal of World Energy Law & Business (published by Oxford University Press). She has previously served as Treasurer and was on the Executive Committee of the Foundation for Natural Resources and Energy Law (2021–2022) and was Vice President Education for the Association of International Energy Negotiators (2019–2021). Her scholarly interests are in the areas of natural resources, energy, property, and environmental law & policy. She is principal investigator of a multi-year team grant awarded in 2021 from the Alfred P. Sloan Foundation to study the impact of the clean energy transition on Native American communities. She is also researching the mischaracterization of natural resources in property law, currently writing on atmospheric modification, mining & wildfire policy. She has been published in law reviews, interdisciplinary journals, books, and is a co-author of Cases and Materials on Oil and Gas Law (West Academic 8th ed.), with John Lowe, Owen Anderson, Christopher Kulander, Burke Griggs, and James Coleman.

Joanna L. Grossman, *Ellen K. Solender Endowed Chair in Women and the Law and Professor of Law*, B.A., Amherst College; J.D., (Order of the Coif) Stanford University. She teaches in the areas of gender law, family law, and trusts and estates. She is an expert in sex discrimination law and has written extensively about educational and workplace equality, with a special focus on issues such as sexual harassment and pregnancy discrimination. Her most recent books include *The Walled Garden: Law and Privacy in Modern Society* (Rowman & Littlefield 2022), *Nine to Five: How Sex, Gender, and Sexuality Continue to Define the American Workplace* (Cambridge 2016), and *Inside the Castle: Law and the Family in 20th Century America* (Princeton 2011). She is the co-author of four legal textbooks: *Gender and Law: Theory, Doctrine, Commentary* (8th ed. 2019), *Gender Law and Policy* (3rd

ed. 2020), *Family Law in a Changing America* (2020), and *Wills, Trusts, and Estates: A Contemporary Approach* (2019). She is the coeditor of *Gender Equality: Dimensions of Women's Equal Citizenship* (Cambridge University Press 2009), an interdisciplinary anthology that explores persistent gaps between formal commitments to gender equality and the reality of women's lives, and *Family Law in New York*, a guide to domestic relations law in a state that is a "leader" with few followers. A graduate with distinction from Stanford Law School, Professor Grossman served as the articles development editor of the Stanford Law Review and was elected to Order of the Coif. She served as a law clerk to Judge William A. Norris of the United States Court of Appeals for the Ninth Circuit before spending a year as staff counsel at the National Women's Law Center in Washington, D.C., as recipient of the Women's Law and Public Policy Fellowship. She practiced law from 1996 to 1998 at the Washington, D.C., law firm of Williams & Connolly. Prior to joining the SMU faculty, she was the Sidney & Walter Siben Distinguished Professor of Family Law at Hofstra Law School in New York. Professor Grossman is a regular columnist for Justia's Verdict and an elected member of the American Law Institute.

Christopher H. Hanna, *Alan D. Feld Endowed Professor, Altshuler Distinguished Teaching Professor and Professor of Law*, B.S., J.D., University of Florida, LL.M., New York University. Professor Hanna has been a visiting professor at the University of Texas School of Law, the University of Florida College of Law and the University of Tokyo School of Law, and a visiting scholar at Harvard Law School and the Japanese Ministry of Finance. In 1998, Professor Hanna served as a consultant in residence to the Organization for Economic Cooperation and Development in Paris. From June 2000 to April 2001, he assisted the U.S. Joint Committee on Taxation in its complexity study of the U.S. tax system; from May 2002 to February 2003, he assisted the Joint Committee in its study of Enron; and, upon completion of the study, he continued to serve as a consultant to the Joint Committee on tax legislation. From May 2011 until December 2018, Professor Hanna served as Senior Policy Adviser for tax reform to the United States Senate Committee on Finance. Prior to coming to SMU, Professor Hanna was a tax attorney with the Washington, D.C., law firm of Steptoe & Johnson. His primary duties included tax planning for partnerships and corporations on both a domestic and international level, and also tax controversy. He has received the Dr. Don M. Smart Teaching Award for excellence in teaching at the SMU Law School on nine separate occasions. In 1995, he was featured in Barrister magazine, a publication of the American Bar Association Young Lawyers Division, as one of "21 young lawyers leading us into the 21st century" (special profile issue 1995). He has authored numerous articles in various areas of taxation including international taxation, corporate taxation, partnership taxation and tax accounting. Professor Hanna has written three books, *Comparative Income Tax Deferral: The United States and Japan* (2000), *Corporate Income Tax Accounting* (2022) and *Tax Policy in a Nutshell* (2nd ed. 2022), and was the principal drafter of the Senate Finance Committee's report, *Comprehensive Tax Reform for 2015 and Beyond* (2014). Professor Hanna is a member of the American Law Institute and the American College of Tax Counsel.

Grant M. Hayden, *Professor of Law*, B.A., University of Kansas; M.A., University of Kansas; J.D., (Order of the Coif) Stanford University. Professor Hayden received his law degree with distinction from Stanford Law School and holds a Bachelor of Arts in philosophy and a Master of Arts in art history from the University of Kansas. At Kansas, he taught the history of Western art and led efforts to organize the graduate teaching assistants into a collective bargaining unit. As a law student, he was an editor of the Stanford Law Review and the Stanford Law and Policy Review. Professor Hayden served as a law clerk to Judge Deanell Reece Tacha of the U.S. Court of Appeals for the Tenth Circuit, and worked as an associate at the Washington, D.C., law firm of Shea & Gardner. Prior to joining the SMU faculty, Professor Hayden was at the Hofstra University School of Law, where he was chosen by four graduating classes to be the faculty commencement speaker. He writes and teaches in the areas of corporate governance, voting rights, labor law, and employment discrimination. His recent publications include articles in the California, Fordham, Michigan, and Vanderbilt Law Reviews. He is also the author of *American Law: An Introduction* (Oxford University Press 2017) (with Lawrence M. Friedman), *Reconstructing the Corporation: From Shareholder Primacy to Shared Governance* (Cambridge University Press 2020) (with Matthew T. Bodie), and *Labor Relations Law: Cases and Materials* (fourteenth edition, Carolina Academic Press 2021) (with Charles B. Craver and Marion G. Crain).

Patricia S. Heard, *Clinical Professor of Legal Research, Writing and Advocacy*, B.A., University of Texas at Arlington; J.D., University of Texas School of Law. While in law school, Professor Heard was a member of the *Texas Law Review*. Prior to joining the law faculty at SMU, Professor Heard was an attorney with several different firms in the Dallas area, specializing primarily in transaction work and civil litigation. In addition, she was in-house

counsel for a large corporation in Birmingham, Alabama. Professor Heard currently teaches legal research, writing and advocacy, and also serves as a co-executive editor of *The International Lawyer* and *The Year in Review.*

Christine Hurt, *Senior Associate Dean for Academic Affairs, Alan R. Bromberg Centennial Chair in Corporate, Partnership, and Securities Law and Professor of Law,* B.A., Texas Tech University, J.D., The University of Texas School of Law. Professor Christine Hurt joined the SMU Dedman School of Law faculty as the inaugural Bromberg Chair in Fall 2022. Prior to that, she was the George Sutherland Chair and Professor of Law at Brigham Young University Law School, where she served as Associate Dean for Faculty and Curriculum from May 2016 through December 2019 and then as Associate Dean for Academic Projects from January 2020 through August 2020. Professor Hurt has also taught at the University of Illinois College of Law, Marquette University Law School, and University of Houston Law Center. Professor Hurt's teaching and research focuses on securities regulation, corporate tax, microfinance, torts, and business associations. Her articles have appeared in the *Journal of Corporation Law, Iowa Law Review, Ohio State Law Journal, Boston University Law Review, Boston College Law Review, American Bankruptcy Law Journal, UC-Davis Law Review,* and *Cardozo Law Review*. She is the lead author, with Gordon Smith, of the popular treatise "Bromberg & Ribstein on Partnership" with Wolters Kluwer. Professor Hurt recently concluded a three-year term as a member of the National Adjudicatory Council of FINRA, which hears appeals regarding broker-dealer and registered representative violations of FINRA and SEC rules. Before entering law teaching, Professor Hurt practiced corporate law for a number of years in Houston at Baker Botts, LLP, and Skadden, Arps, Slate, Meagher & Flom LLP. As a first-year student at the University of Texas School of Law, she co-founded the *Texas Journal of Women and the Law*.

Greg Ivy, *Associate Dean for Library and Technology and Senior Lecturer,* B.B.A., University of Texas at Austin; J.D., University of Houston College of Law; M.A., University of Chicago. Upon graduation from law school, Dean Ivy practiced with the firms of Buchanan, Barnett, Schofield & Kent and Cowles & Thompson, predominantly in the area of toxic tort litigation. He has served as director of the Underwood Law Library since 2015. Dean Ivy serves on and has chaired numerous committees of the American Association of Law Libraries. He has published in journals such as the *AALL Spectrum* and *SMU Law Review*. He teaches the Advanced Legal Research course and lectures on legal research in other courses.

Chris Jenks, *Professor of Law,* B.S., United States Military Academy; J.D., University of Arizona College of Law; LL.M., The Judge Advocate General's School; LL.M., Georgetown University Law Center (with honors). Professor Jenks is a senior fellow at the Lieber Institute for Law & Land Warfare at West Point, a professorial fellow with the Program on the Regulation of Emerging Military Technology in Australia and at SMU's John Goodwin Tower Center for Political Studies, and a member of the Council at the International Institute for Humanitarian Law in Sanremo, Italy. Professor Jenks' research interests are at the intersection of the law of armed conflict, accountability norms and emerging technology. He is the co-author of two editions of a law of armed conflict textbook a forthcoming criminal law textbook and has published book chapters with both Oxford and Cambridge University presses. His articles have appeared in the law reviews and journals of Harvard, Berkeley, Georgetown, Stanford, & Washington & Lee and the *International Review of the Red Cross*. His blog posts have been featured on *Lawfare, Just Security*, and *Opinio Juris*. He has appeared before the Appeals Chamber at the International Criminal Court, testified to the U.S. Congress Helsinki Commission, and presented at United Nations experts meetings, to House and Senate Staffers on Capitol Hill, at the American Society of International Law, the Council on Foreign Relations, and at universities and institutes around the world. During the 2021-2022 academic year he served as a resident fellow at CNA's Center for Autonomy and AI in Arlington, Virginia. From 2017-2018 he was on leave from SMU and served as the Special Counsel to the Department of Defense General Counsel in Washington, D.C.. In 2015 he served as a Fulbright Research Scholar at Melbourne Law School in Australia. Prior to joining the SMU faculty, Professor Jenks served for more than 20 years in the U.S. military, first as an infantry officer serving in Germany, Kuwait and as a NATO peacekeeper in Bosnia, and then as a judge advocate serving near the demilitarized zone in the Republic of Korea and later in Iraq, where he provided law of armed conflict advice on targeting and detention issues during combat operations. In his final military assignment he served as the Chief of the U.S. Army's International Law branch in the Pentagon.

Jeffrey Kahn, *University Distinguished Professor, Altshuler Distinguished Teaching Professor, Professor of Law*, B.A., Yale University; M.Phil., Oxford University; D.Phil., Oxford University; J.D., University of Michigan. Professor Kahn's doctoral dissertation was published by Oxford University Press as *Federalism, Democratization, and the Rule of Law in Russia* (2002). Following graduation, he served as a law clerk to the Honorable Thomas P.

Griesa of the United States District Court for the Southern District of New York. Professor Kahn was a trial attorney in the Civil Division of the United States Department of Justice from October 2003 until April 2006, litigating a nationwide docket of constitutional, statutory and administrative law issues. In 2005, he was briefly detailed to the Criminal Division to conduct research in Russia on Russian criminal procedure for the Justice Department's Office of Overseas Prosecutorial Development, Assistance and Training. In fall 2006, that office sent him to Armenia to advise senior officials of the Armenian Ministry of Justice. During the spring 2006 term, Professor Kahn served as an adjunct assistant professor of the School of Foreign Service at Georgetown University. He has been a Fulbright Research Scholar in the Faculty of Law at the University of Oslo, an O'Brien fellow in residence at McGill University's Faculty of Law and a visiting professor of law at Washington and Lee University School of Law. Professor Kahn was named the 2007–08 teaching fellow by SMU's Cary M. Maguire Center for Ethics and Professional Responsibility, and a 2008–09 Colin Powell Fellow at John Goodwin Tower Center for Political Studies. He won the Don M. Smart Teaching Award for the 2010–11 academic year. His articles have been published in the *Michigan Law Review*, *UCLA Law Review*, *Virginia Journal of International Law* and many other periodicals and edited volumes. His most recent book is *Mrs. Shipley's Ghost: The Right to Travel and Terrorist Watchlists* (University of Michigan Press, 2013: paperback 2014). Professor Kahn teaches and writes on American constitutional law, administrative law, Russian law, human rights and counterterrorism.

Thomas S. Leatherbury, *Director of the First Amendment Clinic and Clinical Professor of Law,* B.A., Yale College; J.D., Yale Law School. Tom Leatherbury is the Director of the First Amendment Clinic at SMU Dedman School of Law. Tom is also is an appellate lawyer with forty years of experience in state and federal appeals and trials. During that time, he has worked on commercial, tort, intellectual property and health care cases, as well as class actions. Tom has made 37 appellate and countless trial court arguments, and has tried or handled the appellate-related portions of close to 20 jury trials. Tom has also regularly represented traditional and digital publishers and broadcasters in all aspects of media litigation throughout his career, including libel, privacy and other torts, reporter's privilege, newsgathering and access, misappropriation, and breach of contract actions. Tom is also deeply committed to training young lawyers in Continuing Legal Education (CLE) courses and to an extensive range of pro bono work, from family to immigration to constitutional law. Among many other honors, he was recently named a fellow in the American Academy of Appellate Lawyers, was presented with the Dallas Bar Foundation Justinian Award, and was awarded a Presidential Citation from the State Bar of Texas for his commitment to helping its diversity and inclusion efforts. Additionally, Tom received the Harry M. Reasoner Justice for All Award from the Texas Access to Justice Commission and was named a Senior Statesperson in National First Amendment Law by Chambers USA.

Anna Mance, *Assistant Professor of Law,* B.A., University of Wisconsin-Madison; J.D., University of Miami School of Law; M.S., University of California-Berkeley. Anna A. Mance joins SMU Dedman School of Law from Stanford Law School where she was a Thomas C. Grey Fellow and Lecturer in Law. Professor Mance's teaching and scholarly interests are in the areas of environmental law, climate law, international law and development, transnational law, civil procedure, and public governance and accountability. Her recent work assesses the relationship between state capacity to address climate change and private enforcement of environmental law. Professor Mance's work has been published or is forthcoming in law reviews and interdisciplinary scholarly journals including the *Stanford Law Review, Cardozo Law Review,* and *The Lancet*. Her scholarship is informed by her extensive experience in global environmental health and international development as Vice Chair of Policy of the ABA International Environmental Law Committee from 2013 to 2016 where she drafted ABA reports on various initiatives including to ratify UNCLOS and to institute a global lead paint ban, as a Visiting Attorney at the Environmental Law Institute, as a Climate Fellow at NRDC, and as a post-graduate researcher in Global Environmental Health at the University of California-Berkeley School of Public Health. Professor Mance has also worked on novel approaches to address climate change and sea level rise; she is currently addressing wildlife and biodiversity protection through impact litigation with the interdisciplinary WILDS Project.

George A. Martinez, *Professor of Law,* B.A., Arizona State University; M.A., University of Michigan; J.D., Harvard University. A member of Phi Beta Kappa, Professor Martinez was a teaching fellow in the department of philosophy at the University of Michigan in 1979–81 and a visiting assistant professor of philosophy at Texas Christian University in 1981–82. He was a litigation associate with the Chicago firm of Mayer, Brown & Platt in 1985–88 and with the San Francisco firm of Morrison & Foerster in 1988–91. Professor Martinez has been a visiting professor of law at the University of Illinois and has presented papers at numerous universities including Yale University, the University of California at Berkeley and the University of Buenos Aires. Professor Martinez has

published numerous law review articles in the areas of federal courts, critical race theory and jurisprudence. His work has been reprinted in a number of leading anthologies on critical race theory. He is an editor of A Reader on Race, Civil Rights and American Law: A Multiracial Approach. He is associate editor of Law and Business Review of the Americas. Professor Martinez teaches in the areas of civil procedure, complex litigation, federal courts and jurisprudence.

Thomas Wm. Mayo, *Altshuler Distinguished Teaching Professor and Professor of Law*, B.A., Amherst College; J.D. (magna cum laude), Syracuse University College of Law. After law school, where he was editor-in-chief of the Syracuse Law Review and a member of the Order of the Coif, Professor Mayo was an associate with the Rochester, New York, firm of Nixon Peabody LLP, after which he served as a law clerk to the U.S. Court of Appeals for the District of Columbia Circuit. He was then associated with the Washington, D.C., firm of Covington & Burling, where he practiced in the areas of antitrust, securities fraud, communications and election law. Since coming to SMU in 1984, Professor Mayo has previously taught civil procedure, federal courts, land use law, family law, nonprofit organizations, business torts, constitutional law, legislation, election law, and administrative law. He currently teaches health care law; bioethics and law; public health law and ethics; law, literature and medicine; legislation and regulation; and torts. He was elected to membership in the American Law Institute (2012) and is a charter member of the Fellows of the American Health Lawyers Association, and a fellow in the Dallas Institute for Humanities and Culture. He received SMU's Altshuler Distinguished Teaching Professor Award for 2012–14, and he is a member of SMU's Academy of Distinguished Teachers. He also received the 2007–08 SMU President's Associates Award as the outstanding member of the University's tenured faculty. He has been awarded the School of Law's Dr. Don M. Smart Award for Teaching Excellence in three different decades, and in 1988–89, he received the University's Outstanding Community Volunteer Award for community service. In 2002, he received the Dallas County Medical Society's Heath Award for outstanding leadership and contributions to medicine. He is also an adjunct professor of internal medicine at the University of Texas Southwestern Medical School, and since 1989 has been of counsel to Haynes and Boone LLP. Professor Mayo was the longtime poetry columnist for *The Dallas Morning News*.

Orly Mazur, *Associate Professor of Law,* B.B.A., University of Texas; M.P.Acc., University of Texas; J.D., (Order of the Coif) SMU Dedman School of Law; LL.M., New York University. Professor Mazur is a 2016 recipient of the University's Golden Mustang Teaching Award and a 2013 recipient of the David F. Bradford Memorial Prize by NYU School of Law for the best paper in the field of taxation. Professor Mazur is a graduate of the SMU Dedman School of Law, where she graduated first in her class and was a member of the SMU Law Review. Prior to joining the SMU faculty, Professor Mazur worked as an associate in the business planning and taxation group at Haynes and Boone, LLP, where she advised clients on tax aspects of securities offerings, mergers and acquisitions, and other business restructurings, and represented investment funds in their formation, operation and dissolution. Professor Mazur has also worked as a certified public accountant at PricewaterhouseCoopers, LLP, where she focused her practice on international taxation. Professor Mazur has previously taught tax courses at SMU as an adjunct professor and visiting assistant professor and has given short courses on emerging international tax law issues at the International Taxation Academy in Taiwan. Her current research focuses on international and comparative taxation, the intersection of tax law and technology, and tax policy. Professor Mazur teaches a range of tax courses to J.D. and LL.M. students.

Sari Mazzurco, *Assistant Professor of Law,* B.A., Georgetown University; J.D., Stanford Law School; Ph.D., Yale University. Sari Mazzurco joins SMU Dedman School of Law from Yale University where she earned her Ph.D. in Law and was a Resident Fellow at the Yale Information Society Project. Professor Mazzurco's teaching and scholarship focus on law and technology and intellectual property. She writes on the role and limits of law in addressing social, political, and cultural issues associated with digital technologies, information markets, and creative expression. Professor Mazzurco's work has appeared or is forthcoming in *Boston University Law Review, Fordham Intellectual Property, Media, and Entertainment Law Journal, Columbia Journal of Law and the Arts, European Intellectual Property Review*, and the *Federal Circuit Bar Journal*. Before beginning her Ph.D., Professor Mazzurco worked as an associate at Covington & Burling LLP where she counseled clients on data privacy, defamation, copyright, and trademark issues, advised on technology transactions, and represented sports and media companies in litigation. She also clerked for the Honorable Thomas L. Ambro on the United States Court of Appeals for the Third Circuit. Professor Mazzurco received her J.D. from Stanford Law School and her B.A. from Georgetown University with Honors with Distinction in Government. She also served as a U.S. Department of State Boren Fellow to Israel, where she studied technology diplomacy.

Pamela R. Metzger, *Director of the Deason Criminal Law Reform Center and Professor of Law*, B.A., Dartmouth College; J.D., New York University School of Law. Pam Metzger is a nationally recognized expert on the Sixth Amendment right to counsel, public defense, and criminal legal ethics, and her research focuses on combining theory and practice to improve our criminal legal system. Metzger came to SMU in 2017 from Tulane University School of Law in New Orleans, where she taught for 16 years. From 2001 to 2008 she directed Tulane's Criminal Litigation Clinic, becoming a leading voice in reforming the criminal justice system in Louisiana. When Hurricane Katrina devastated New Orleans in 2005, she fought tirelessly to help 8,000 indigent defendants left incarcerated without legal representation. Metzger's work has appeared in publications such as the *Yale Law Journal, George Washington Law Review, Vanderbilt Law Review*, and *Southern California Law Review*, and has been cited by leading authorities and by the United States Supreme Court. She served as an Assistant Federal Defender in the Southern and Eastern Districts of New York and worked in private criminal practice in New York City. She was also a visiting law professor at Washington and Lee University, where she directed the Alderson Legal Clinic for Women in Prison.

Seema Mohapatra, *M.D. Anderson Foundation Endowed Professor in Health Law,* B.A., Johns Hopkins University; MPH, Yale University; J.D., Northwestern Pritzker School of Law. Seema Mohapatra is a leading expert in health law and bioethics. Prior to joining SMU, Mohapatra was a tenured professor with over a decade of experience, most recently at Indiana University Robert H. McKinney School of Law, where she twice earned the Dean's Fellow title and award for outstanding scholarship. Upon graduation from law school, she practiced transactional health law and compliance at two large firms in Chicago, Sidley & Austin and Foley & Lardner. Mohapatra's research centers around health care equity, the intersection of biosciences and the law, assisted reproduction and surrogacy, reproductive justice, and public health law. Mohapatra's work has been published in various top law reviews, including the *Emory Law Journal*, the *University of Colorado Law Review*, the *Harvard Law and Policy Review*, and the *Yale Journal of Health Policy, Law, and Ethics*, and numerous peer reviewed journals, such as *Hastings Center Report*. Mohapatra is a co-investigator on a Making a Difference Grant from the Greenwall Foundation, where she is surveying laws related to periviable births with a focus on how they could be more equitable for nontraditional families. Professor Mohapatra is the co-editor of "Feminist Judgments: Health Law Rewritten" (forthcoming 2023, Cambridge University Press). She is also a co-author of the third edition of the textbook "Reproductive Technologies and the Law" (Carolina Academic Press, 2022). She serves on the Board of Directors of American Society of Law, Medicine, and Ethics and the Ethics Advisory Committee at the UNMC Global Center for Health Security. She also co-chairs the Health Justice: Engaging Critical Perspectives in Health Law and Policy Initiative.

Natalie Nanasi, *Director of the Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women and Associate Professor of Law,* B.A., Brandeis University; J.D., Georgetown University Law Center. Professor Nanasi's work involves teaching and supervising students who represent survivors of gender-based violence in a broad range of legal areas, including, humanitarian immigration claims, family law matters, and post-conviction relief. Her scholarship analyzes the intersection of gender and feminist legal theory with humanitarian immigration law and firearms law and policy. Professor Nanasi's articles have appeared in numerous journals and law reviews, including the *Ohio State Law Review, Yale Journal of Law and Feminism, Temple Law Review, Harvard Law & Policy Review, NYU Review of Law and Social Change* and *Columbia Journal of Gender and Law*. Prior to arriving at SMU, Professor Nanasi was a Practitioner-in-Residence and the Director of the Domestic Violence Clinic at American University, Washington College of Law (WCL). Before joining the faculty at WCL, she was the Senior Immigration Attorney and Pro Bono Coordinator at the Tahirih Justice Center, where she represented immigrant women and girls fleeing human rights abuses such as female genital mutilation/cutting, domestic violence, human trafficking, forced marriage, honor crimes and sexual violence. She also served as counsel in the landmark asylum case of *Matter of A-T-* and as an Equal Justice Works Fellow from 2007-2009. Prior to her work at Tahirih, Professor Nanasi was a law clerk to the Honorable Lynn Leibovitz of the District of Columbia Superior Court. Before her legal career, Professor Nanasi was a rape crisis counselor and assisted single teenage mothers at a transitional residence facility in Boston.

Jason P. Nance, *Judge James Noel Dean and Professor of Law,* B.A., Brigham Young University; M.A., The Ohio State University; Ph.D., The Ohio State University; J.D., University of Pennsylvania Law School. Prior to arriving at SMU, Dean Nance was the Associate Dean for Research and Faculty Development and Professor of Law at the University of Florida Levin College of Law. He also served as the Associate Dean for Academic Affairs at UF Law. He teaches Education Law, Remedies, Torts, and Introduction to Lawyering. He focuses his research on racial

inequalities in the public education system, school discipline, the school-to-prison pipeline, students' rights, and the legal profession. His scholarship has been published in multiple law reviews and peer-reviewed journals. His research has been cited extensively by courts, party and amicus briefs, law journals, books, treatises, and social science journals and featured in numerous national media outlets. In 2022, he and Professor Michael Heise (Cornell Law School) won the Southeastern Association of Law Schools (SEALS) Call for Papers Competition for an article they co-authored. From 2015-2016, Professor Nance served as the reporter for the American Bar Association's (ABA) Joint Task Force on Reversing the School-to-Prison Pipeline, where he co-authored a report and helped draft resolutions aimed to dismantle the school-to-prison pipeline nationwide that were adopted by the ABA. Prior to joining the University of Florida Levin College of Law in 2011, Professor Nance was a Visiting Assistant Professor of Law at the Villanova University School of Law and a Visiting Assistant Professor of Applied Statistics at The Ohio State University's College of Education and Human Ecology. He also was a litigation associate at Skadden, Arps, Slate, Meagher & Flom LLP for several years and clerked for the Honorable Kent A. Jordan of the U.S. Court of Appeals for the Third Circuit and the U.S. District Court for the District of Delaware. Before attending graduate school and law school, Professor Nance was a public school math teacher in a large, metropolitan school district in Houston, Texas.

Anna C. Offit, *Associate Professor of Law,* B.A., Princeton University; M.Phil., University of Cambridge; J.D., Georgetown University Law Center; Ph.D., Princeton University. Professor Offit's teaching and research interests span criminal law, evidence, comparative law, legal ethics, law and society, and anthropology. She has applied empirical research methods to the study of prosecutorial ethics and lay participation in legal systems, and as a Fulbright scholar to Norway observed and analyzed the abolition of all-layperson juries in appellate criminal cases. Professor Offit served as a law clerk at the Department of Justice's Office for Civil Rights throughout law school as well as Editor-in-Chief of the Georgetown Journal of Legal Ethics. Prior to joining SMU Law's faculty, Professor Offit served as a Visiting Researcher at the University of Oslo's Department of Public and International Law, a Graduate Prize Fellow at the Princeton University Center for Human Values, and as a post-doctoral Research Fellow with the Civil Jury Project at New York University School of Law. Her research has been funded by the National Science Foundation, U.S.-Norway Fulbright Foundation, the Princeton Institute for International and Regional Studies, and the Lois Roth Foundation. Professor Offit's work has been published in law reviews and interdisciplinary journals including the *Northwestern University Law Review*, the *Washington Law Review*, the *Ohio State Law Journal*, the *Fordham Law Review*, the *UC Irvine Law Review*, and the *Political and Legal Anthropology Review*, among others. She is a member of the bar in New York and New Jersey, and of the Association for Political and Legal Anthropology.

Carla L. Reyes, *Associate Professor of Law,* B.A., Whitworth University; J.D., Duke University School of Law; LLM, Duke University School of Law; MPP, Duke University Sanford School of Public Policy. Professor Reyes' research and teaching interests include business law (commercial and corporate), and emerging technology, including blockchain technology and artificial intelligence. Particularly well respected for her scholarly contributions at the intersection of business law and blockchain technology, Professor Reyes has published articles in the *Washington & Lee Law Review*, the *Washington Law Review*, the George Washington Law Review, and the *Fordham Law Review*, among others, was appointed by Texas Governor Abbot in 2021 to serve as the Chair of the legislatively created Texas Work Group on Blockchain Matters, and recognized as one of the American Bar Association Legal Resource Center's 2020 Women of Legal Technology. Professor Reyes currently serves as the Research Director of the Uniform Law Commission's Technology Committee, as co-Associate Research Director of the Permanent Editorial Board of the Uniform Commercial Code (with University of Pennsylvania's Andrea Tosato), an Expert Member of the UNIDROIT Work Group on Digital Assets and Private Law, an Expert Member of the UNIDROIT Work Group on Best Practices for Effective Enforcement, leadership positions related to the uniform commercial code and legal analytics at the American Bar Association's Business Law Section, and leadership positions related to business law and technology law at Association of American Law Schools. Prior to joining the faculty of the SMU Dedman School of Law, Professor Reyes served as an Assistant Professor of Law and Director of the Center for Law, Technology & Innovation at Michigan State University College of Law from 2018-2020, a Faculty Associate at the Harvard University Berkman Klein Center for Law & Society from 2017-2019, and as a Visiting Assistant Professor of Law at Stetson University College of Law from 2016-2018. Prior to law teaching, Professor Reyes practiced law in the Technology, Transactions and Privacy group of Perkins Coie LLP in Seattle, Washington, where she focused on payments law, electronic financial services, and blockchain technology.

C. Paul Rogers III, *Marilyn Jeanne Johnson Distinguished Law Faculty Fellow, Professor of Law and former Dean*, B.A., University of Texas; J.D., University of Texas; LL.M., Columbia University. Professor Rogers practiced law in Pennsylvania before accepting the Krulewitch Fellowship for graduate law study from Columbia University Law School. He subsequently joined the faculty of Loyola University of Chicago and came to SMU in 1980. He has published articles in the areas of antitrust law, contracts, commercial law, regulated industries and legal history and has coauthored an antitrust casebook, *Antitrust Law: Policy & Practice*, now in its fourth edition. He has also taught courses in contracts, antitrust law, business torts and sales of goods transactions and served SMU School of Law as associate dean for academic affairs in 1982–86 and as dean in 1988–97. He is an elected member of the American Law Institute and a Fellow of the American Bar Foundation, the Texas Bar Foundation and the Dallas Bar Foundation. Professor Rogers is the University's faculty athletic representative, representing SMU before the National Collegiate Athletic Association and the American Athletic Conference. He previously served on the NCAA's Academic, Eligibility and Compliance Cabinet and is currently on its Football Oversight Committee.

Julie Forrester Rogers, *Professor of Law,* B.S.E.E., J.D., (*magna cum laude*), The University of Texas at Austin. During law school, Professor Rogers was a member of the Texas Law Review, Chancellors, and Order of the Coif, and upon graduation, she achieved the highest score on the February 1986 Texas Bar Exam. After law school, Professor Rogers practiced as a real estate attorney with the Dallas law firm of Thompson & Knight before joining SMU's law faculty in 1990. She teaches in the areas of Property, Real Estate Transactions, and Land Use. She writes and speaks on real estate finance, the residential mortgage market, predatory lending, and other topics in real property law. She was one of the first legal scholars to write about the problem of predatory lending in the subprime mortgage market, and she was awarded the John Minor Wisdom Award for Academic Excellence in 1995 for her first predatory lending article. She is co-author of a property law casebook, *Property Law: Cases, Materials and Questions*, with W. Kieth Robinson and the late Edward E. Chase. Professor Rogers served the University as Associate Provost for Student Academic Services from 2015 through 2018, overseeing the Altshuler Learning Enhancement Center, the Center for Academic Support of Student Athletes, the Office of International Student and Scholar Services, the President's Scholars Program, the Hunt Scholars Program, the University's Study Abroad Programs, the SMU-in-Taos campus, and SMU's Plano campus. Professor Rogers served as Dean ad interim of the law school from June 2013, through June 2014, as faculty coordinator for the University's OE2C project from 2014 through 2015, and as Associate Dean for Academic Affairs in the law school from 1995 to 1996. Professor Rogers is an elected member of the American Law Institute, the American College of Real Estate Lawyers, and the American College of Mortgage Attorneys, and she is a Fellow of the American Bar Foundation, the Texas Bar Foundation, and the Dallas Bar Foundation. She served on the executive committee of the American Association of Law Schools Real Estate Transactions Section from 2010 through 2016, chairing the section in 2015. She served as a member of the Texas State Bar Real Estate, Probate, and Trust Law Section Council from 2015 to 2019, and she served on the section's committee that drafted the Texas Assignment of Rents Act, which became law in 2011. She currently serves as Reporter for the Uniform Law Commission's Mortgage Modification Act Drafting Committee.

Eric Ruben, *Associate Professor of Law*, B.A., Dartmouth College; J.D., NYU School of Law. Professor Ruben's research and teaching interests include criminal law, professional responsibility, and the Second Amendment. He is a prominent commentator on the right to keep and bear arms, publishing articles in the *California Law Review* (forthcoming), *Duke Law Journal, Yale Law Journal Forum*, and *Journal of Law and Contemporary Problems*, as well as popular outlets such as *The Atlantic, New York Times, Vox, Jurist*, and various legal blogs. Prior to joining SMU, he was a fellow at the Brennan Center for Justice and an adjunct professor at New York University School of Law. Before that, Professor Ruben worked as a criminal defense attorney at Morvillo Abramowitz Grand Iason & Anello, P.C. and served as a law clerk for the Honorable Julio M. Fuentes of the U.S. Court of Appeals for the Third Circuit. He received his J.D. from NYU School of Law, where he was an Articles Editor for the NYU Law Review, and his B.A. from Dartmouth College, where he graduated *magna cum laude*.

Meghan J. Ryan, *Co-Director of The Tsai Center for Law, Science & Innovation, Altshuler Distinguished Teaching Professor and Professor of Law*, A.B., Harvard University, J.D., University of Minnesota. Professor Ryan is an award-winning teacher and scholar working at the intersection of criminal law and procedure, torts, and law and science. Her current research focuses on the impact of evolving science, technology, and cultural values on criminal convictions and punishments, as well as on civil liability and remedies. This includes research on forensic science, wrongful convictions, sentencing, cruel & unusual punishments, and toxic torts. Professor Ryan received her A.B., magna cum laude, in Chemistry from Harvard University. . She earned a J.D., magna cum laude, from the University of Minnesota Law School, where she was a member of the Order of the Coif and received the American

Law Institute-American Bar Association Scholarship and Leadership Award. She was a member of both the *Minnesota Law Review* and the *Minnesota Journal of Global Trade*. After graduation, Professor Ryan clerked for the Honorable Roger L. Wollman of the United States Court of Appeals for the Eighth Circuit. She also worked as an associate in the trial group at the Minneapolis-based law firm of Dorsey & Whitney LLP, where she focused her practice on commercial and intellectual property litigation, as well as on white-collar defense and compliance. Additionally, Professor Ryan has conducted research in the areas of bioinorganic chemistry, molecular biology, and experimental therapeutics at the Mayo Clinic and the University of Minnesota. Prior to joining the SMU faculty, Professor Ryan taught at the University of Minnesota Law School.

Shani Shisha, *Assistant Professor of Law,* LL.B., Tel Aviv University; LL.M., Harvard Law School; S.J.D., Harvard Law School. Professor Shisha teaches and writes in the field of intellectual property law, focusing on copyright law and the intersection of law and technology. His scholarship has been published or is forthcoming in the *Southern California Law Review, Boston College Law Review, Harvard Journal of Law & Technology,* and *BYU Law Review*, among other publications. Professor Shisha received numerous awards for his scholarly work, including Harvard Law School's Irving Oberman Memorial Prize in Intellectual Property and the Foundations of Private Law Prize. His article on copyright remedies has been selected as one of "the most important and timely articles on computer, technology, and the law" of 2022, and his article on copyright formalities has been judged one of the best intellectual property articles of 2023 and selected for inclusion in West/Thomson's annual Intellectual Property Law Review. Professor Shisha's dissertation — an interdisciplinary analysis of copyright law — won several awards for scholarly distinction. Before joining the SMU faculty, Professor Shisha taught at Harvard Law School, where he held fellowships with the Berkman Klein Center of Internet & Society and the Project on the Foundations of Private Law.

Mary Spector, *Associate Dean for Experiencial Learning, Director of Civil/Consumer Clinic and Professor of Law*, B.A., Simmons College; J.D., Benjamin N. Cardozo School of Law. Professor Spector is a 2009 recipient of the Association of American Law Schools Clinical Section's Bellow Scholar Award, the University's Golden Mustang Teaching Award and the School of Law's Don Smart Directed Student Research Award. She was a law clerk to Judge Jerry Buchmeyer of the U.S. District Court for the Northern District of Texas before joining the Dallas law firm of Akin, Gump, Strauss, Hauer & Feld as an associate. She served as a member of the adjunct faculty from fall 1991 to spring 1995. During that time, she served as a supervising attorney with the SMU Legal Clinic and as a field instructor with the SMU/Legal Services of North Texas externship program. She has served on the board of directors of several community organizations and as a member of the Consumer Law Section Council of the State Bar, the Legal Education Subcommittee of the Texas Access to Justice Commission and the United States District Court Advisory Committee for the Northern District of Texas. She has testified before Congress and before the Consumer Financial Protection Bureau on matters relating to debt collection and credit reporting. She teaches consumer law and directs the Civil/Consumer Clinic. Professor Spector writes in the area of property law, clinical teaching and consumer credit. Her current research focuses on consumer debt, including student loans, and uses empirical research to explore trends in collection.

Marc I. Steinberg, *Rupert and Lillian Radford Chair in Law and Professor of Law*, A.B., University of Michigan; J.D., UCLA; LL.M., Yale University. Following law school, Professor Steinberg served as law clerk to Judge Stanley N. Barnes of the U.S. Court of Appeals for the Ninth Circuit and as legislative counsel to U.S. Senator Robert P. Griffin. He subsequently served as special projects counsel and confidential legal adviser to the general counsel at the U.S. Securities and Exchange Commission. Before joining the SMU law faculty, Professor Steinberg was professor of law at the University of Maryland School of Law, visiting professor at the Wharton School of Business at the University of Pennsylvania, visiting associate professor at the National Law Center, George Washington University, and adjunct professor at Georgetown University Law Center. More recently, he has been a visiting professor of law at UCLA and University of Miami. In addition, he has lectured and consulted on company law in Australia, Austria, China, England, Finland, France, Germany, Israel, Italy, Japan, New Zealand, Russia, South Africa, Sweden and Taiwan. He also has held the title of visiting professorial fellow in international securities regulation for the Centre for Commercial Law Studies at the University of London, as well as visiting professor of law at Heidelberg University, Bar Ilan University, and a number of other premier universities. Professor Steinberg is the author of more than 150 law review articles as well as 40 books. His Oxford University Press book *Rethinking Securities Law* was awarded Winner Best Law Book in the United States for 2021 by American Book Fest. He is editor-in-chief of the Securities Regulation Law Journal and co-editor-in-chief of The International Lawyer. He is on

the advisory board of The Journal of Corporation Law and is a member of the American Law Institute. He teaches in the corporate and securities law areas.

Jennifer Rangel Stagen, *Clinical Professor of Legal Research, Writing and Advocacy*, B.A., University of Texas at Austin, J.D., University of Texas School of Law. Before joining the law faculty at SMU, Professor Stagen was a partner with a noted Dallas appellate firm. While there, she worked side-by-side with distinguished former Texas Supreme Court and Dallas Court of Appeals justices, prevailing in some of the most significant and high-profile appeals in the State of Texas. In addition, Professor Stagen was a partner at a litigation firm in Dallas, where she specialized in securities litigation. Professor Stagen currently teaches Legal Research, Writing and Advocacy at SMU.

Heather L. Stobaugh, *Clinical Professor of Legal Research, Writing and Advocacy*, B. A., University of Texas at Dallas; M.A., University of Texas at Dallas; J.D., (*cum laude*), SMU Dedman School of Law. After graduation, she was an associate at Carrington, Coleman, Sloman & Blumenthal in Dallas. She practiced primarily in the areas of securities law and business litigation, and she served as outside general counsel to a major telecommunications provider. Stobaugh also has represented numerous pro bono clients, including a renowned nonprofit animal welfare organization for which she wrote an amicus brief that resulted in a favorable interpretation of a revised Texas statute. In law school, Stobaugh was a member of the SMU Law Review and Order of the Coif. She also received awards for best student law review comment and best brief. Stobaugh was inducted as a faculty member into the Order of the Barristers, and in 2019, she received the Distinguished Faculty Award by the Women in Law organization. Her current teaching area is legal research, writing and advocacy.

Diane M. Sumoski, *Director of the W.W. Caruth, Jr. Child Advocacy Clinic, Director of the W.W. Caruth, Jr. Institute for Children's Rights and Clinical Professor, B.A.*, Franklin & Marshall College; J.D., Cornell Law School (cum laude). Sumoski, in her clinical course, teaches child welfare law as well as investigative, case preparation and oral and written advocacy skills. Sumoski is board certified in Child Welfare Law by the Texas Board of Legal Specialization. Upon graduation from law school, she began her legal career at the Dallas law firm of Carrington, Coleman, Sloman & Blumenthal LLP, where she became a partner in 1993. Sumoski served as pro bono partner at Carrington Coleman for 15 years and supervised associates in all family law pro bono cases at the firm. She also served on the firm's executive committee for five years. Sumoski is a member of the Training Committee for the Supreme Court of Texas' Children's Commission. She is also serving on the Commission's Standards of Representation Committee. She recently served on the Advisory Committee for a Child Welfare Law Specialty and then as a member of the Child Welfare Law Exam Commission for the Texas Board of Legal Specialization. She was a member of the inaugural board of directors of the Region 3 Foster Care Consortium and served on the Board of Directors of Legal Aid of Northwest Texas. She has held numerous leadership positions in the Litigation Section of the American Bar Association, including director of the section's Public Service Division, chair of the Expert Witnesses Committee, chair of the Woman Advocate Committee, chair of the Special Committee of the Future of Multidistrict Litigation and co-chair for the section's annual meeting. Sumoski also has served as chair of the Host Committee for the Fifth Circuit Judicial Conference. Sumoski served for eight years as a member of the board of directors of the Dallas Bar Association. She has served as chair of numerous DBA committees, resulting in her being awarded with the JoAnna Moreland Outstanding Committee Chair award in both 2008 (for her service as the chair of the Pro Bono Activities Committee) and 2012 (for her service as chair of the Judiciary Committee). She currently serves as co-chair of the Child Welfare and Juvenile Justice Committee and vice-chair of the Law in the Schools Committee. In 2021, Sumoski received the DBA's Kim J. Askew Distinguished Public Service Award for her lifelong service to the bar and the community. With respect to her pro bono efforts in private practice, Sumoski received the Women's Legal Advocacy Award from Legal Services of Northwest Texas in 2010 for her work benefiting women and children and the Dallas Volunteer Attorney Program's award for Outstanding Pro Bono Coordinator in 1998 and 2005. She also served as chair of the DBA's Equal Access to Justice Campaign, which raises funds to support pro bono legal services to the poor as provided through the Dallas Volunteer Attorney Program and Legal Services of Northwest Texas. Professor Sumoski's article "Bridging the Gender Gap" was published in The Litigation Manual (First Supplement 2007). She has also given numerous presentations at American Bar Association meetings and Dallas Bar Association meetings, publishing companion pieces and is a frequent speaker on child welfare law. She is admitted to practice law in all districts of Texas as well as in the U.S. Court of Appeals for the Fifth Circuit, and is a life fellow in the Dallas Bar Foundation, Texas Bar Foundation, and American Bar Foundation.

Joshua C. Tate, *Professor of Law*, B.A., Pomona College; M.A., M.Phil., Yale University Graduate School of Arts and Sciences; J.D., Yale Law School; Ph.D., Yale University Graduate School of Arts and Sciences. Professor Tate's research and teaching focus on legal history, property, and trusts and estates. He has been a full-time faculty member at SMU Dedman School of Law since fall 2005, and he was a visiting assistant professor at the University of Pennsylvania Law School in spring 2008. In fall 2012, he was a Lloyd M. Robbins Senior Research Fellow at the University of California at Berkeley. He is an Academic Fellow of the American College of Trust and Estate Counsel, serves as the Selden Society as a member of the Council and as Honorary Treasurer for the U.S.A., and is a past chair of the Uniform Acts for Trust and Estate Law Committee for the ABA Real Property, Trust and Estate Law Section and the Sutherland Prize Committee for the American Society for Legal History. Professor Tate has given invited presentations at numerous academic conferences, colloquia and workshops in the United States and abroad. From 2013 to 2015, he gave a series of more than sixty lectures in North and South America, Africa, Asia, and Europe in commemoration of the 800th anniversary of Magna Carta. His recent book *Power and Justice in Medieval England: The Law of Patronage and the Royal Courts* (Yale University Press, 2022) is a study of the development of property rights and remedies in medieval England, focusing on issues of jurisdictional conflict with regard to rights of presentation to churches. Professor Tate is admitted to practice in Texas and Connecticut.

David O. Taylor, *Co-Director of The Tsai Center for Law, Science & Innovation, and Professor of Law,* B.S., Texas A&M University; J.D., Harvard University (cum laude). At Harvard Law School, Professor Taylor was a member of the *Harvard Journal of Law & Technology* and the *Harvard Journal of Law & Public Policy*. After graduation from law school, Professor Taylor clerked for the Honorable Sharon Prost of the U.S. Court of Appeals for the Federal Circuit. Admitted to practice in Texas and before the U.S. Patent and Trademark Office, he also worked in the intellectual property department of the law firm of Baker Botts LLP in its Dallas office. While at Baker Botts, Professor Taylor engaged in patent prosecution, patent licensing, and patent litigation in various district courts and at the U.S. Court of Appeals for the Federal Circuit. He also assisted with various advanced patent law courses at SMU and successfully represented clients in pro bono matters, including before the U.S. Court of Veterans Appeals. Professor Taylor has served on various committees and task forces of the American Intellectual Property Law Association, and as an officer of both the Computer Law Section and the Intellectual Property Law Section of the Dallas Bar Association. He is a founding member of The Honorable Barbara M.G. Lynn American Inn of Court. He has served on the Advisory Council for the U.S. Court of Appeals for the Federal Circuit. He also is the founding editor of FedCircuitBlog. He regularly serves as a consultant regarding appeals to the Federal Circuit, and he has served as an expert witness before domestic and international tribunals on matters pertaining to intellectual property and contract disputes. Professor Taylor has published articles in law reviews at New York University, Georgia, Connecticut, University of California Davis, Michigan State, Mississippi, Tennessee, SMU, and Temple, in intellectual property journals at University of California Berkeley, Texas, Fordham, and Santa Clara, and in a book published by Cambridge University Press. He has testified before the Intellectual Property Subcommittee of the United States Senate Committee on the Judiciary on matters relating to patent law. His scholarship focuses on patent law, patent policy, patent litigation, and civil procedure. Professor Taylor teaches contracts, intellectual property, patent law and advanced patent law courses. He serves as a faculty advisor for the SMU Science and Technology Law Review and the SMU student chapter of the Federalist Society, and he is an Honorary Barrister of the SMU Board of Advocates.

Andrea Tosato, *Professor of Law*, law degree, University of Pavia; LL.M., University of Cambridge; and Ph.D., University of Pavia. Professor Andrea Tosato is a leading private law scholar with internationally recognized expertise in the intersection between commercial law and new technologies. In the United States, he serves as the Associate Research Director of the Permanent Editorial Board of the Uniform Commercial Code; he is also the Chair of the Sub-Committee for UCC and Emerging Technologies of the American Bar Association Business Law Section. In the United Kingdom, he has advised the Law Commission of England & Wales on its secured transactions and digital assets initiatives. Internationally, he regularly serves as an expert advisor to the United Nations Commission on International Trade Laws (UNCITRAL) and the International Institute for the Unification of Private Law (UNIDROIT). Professor Tosato's research has been published in leading law journals, has received international awards, and has been cited by courts in several jurisdictions. In Europe, his articles have appeared in the *Oxford Journal of Legal Studies, European Law Journal*, and *Lloyd's Maritime and Commercial Law Quarterly*. In the United States, his articles have been published in the *Pennsylvania Law Review, Alabama Law Review, Arizona State Law Journal, Boston University Law Review, Fordham Law Review, Hastings Law Journal, Indiana Law Journal*, and *Law & Contemporary Problems*.

Jenia Iontcheva Turner, *Amy Abboud Ware Centennial Professor in Criminal Law,* B.A., Goucher College; Caplan Scholar, Cambridge University; J.D., Yale Law School. At Yale Law School, Professor Turner was a Coker Fellow and articles editor for the Yale Law Journal and the Yale Journal of International Law. In 2000, she was a summer clerk at the Appeals Chamber of the International Criminal Tribunal for the former Yugoslavia, and, the following summer, she worked at the Federal Public Defender's Office in Houston and the New York and Paris offices of Debevoise & Plimpton. In 2002–04, Professor Turner served as a Bigelow Fellow at the University of Chicago Law School, where she taught legal research and writing and comparative criminal procedure. Her teaching and scholarship interests include criminal law and procedure, comparative criminal procedure and international criminal law. She is the author, co-author, or co-editor of over thirty law review articles and book chapters, as well as three books: *Plea Bargaining Across Borders* (2009); *The Oxford Handbook of Criminal Process* (with Darryl K. Brown and Bettina Weisser, 2019) and *Criminal Procedures: Cases, Statutes, and Executive Materials* (with Marc L. Miller, Ronald F. Wright, and Kay L. Levine, 6th ed. 2019).

Kandace D. Walter, *Director of the Small Business and Trademark Clinic and Clinical Professor of Law*, B.S., Florida A&M; J.D., University of Texas School of Law. Kandace D. Walter is a 2004 graduate of the University of Texas School of Law (J.D.) and 2001 graduate of Florida A&M University (B.S. Chemistry). She is licensed to practice law in Texas and is also registered to practice before the United States Patent and Trademark Office (2009). Prior to opening her own law firm in 2016, Ms. Walter was an Assistant District Attorney for the Dallas County District Attorney's Office as well as an Assistant City Attorney and Community Prosecutor for the Dallas City Attorney's Office. She also worked for a medium-sized firm focusing on school law and an intellectual property boutique focusing on intellectual property prosecution and business litigation for a wide range of clients. As a solo attorney, Ms. Walter assisted entrepreneurs, small business owners and nonprofits with transactions and intellectual property legal services. In 2020, Ms. Walter was hired as an adjunct and as the Director of the Small Business & Trademark Clinic at SMU Dedman School of Law. In 2023, she became an Associate Clinical Professor. She previously worked as an adjunct Professor at Collin County Community College, where she has taught Introduction to Intellectual Property.

Jessica Dixon Weaver, *Associate Dean for Research and Professor of Law, B.A., University of Pennsylvania; J.D., University of Virginia.* While at the University of Virginia School of Law, Professor Weaver served as notes development editor of the Virginia Law Review. Professor Weaver teaches Family Law, Advanced Family Law, Professional Responsibility, and Children and the Law. She joined the tenure track faculty in 2009 and became the first African American female to earn tenure at SMU Dedman School of Law in 2015. Prior to being on tenure track, Professor Weaver was the founding director of and she was recognized as an Extraordinary Minority in Texas Law for her work as clinic director and a child advocate. She is an expert in family law regulation (also known as child welfare law) and the intersection of race, gender, and family law. Her current research and scholarship focus is the impact of slavery laws, race, and gender on marriage and divorce in the antebellum era. She also theorizes about multi-generational living and intergenerational caregiving for elders and children. Professor Weaver's scholarship has been published most recently in the Yale Law Journal Forum and in law journals at University of California - Berkeley, University of Virginia, William and Mary, Washington University, Fordham, Washington and Lee, and Tulane. She is the co-author of two books, *Family Law Simulations: Bridge to Practice* (West Academic, 2021) and *Contemporary Family Law, 6th ed.* (West Academic, forthcoming 2023). She has received numerous awards at SMU, including the 2019-20 and 2020-21 Robert G. Storey Distinguished Faculty Research Fellowship from SMU Dedman School of Law, the 2019 Gerald J. Ford Senior Research Fellowship, and the 2020-21 Thomas W. Tunks Distinguished University Citizen Award. From 2021- 2023, Professor Weaver was the chair of a university-wide Task Force on Social Justice and Equity, which is charged with exploring various ways that SMU can expand faculty research, scholarship, and student opportunities within social justice and equity movements.

Leo Yu, *Clinical Professor of Legal Research, Writing and Advocacy,* LL.B., Dongguan University of Technology; LL.M., SMU Dedman School of Law; J.D., SMU Dedman School of Law (*cum laude*). Professor Leo Yu obtained his J.D. and LL.M from SMU Dedman School of Law. After law school, he joined the Constitutional Law Center for Muslims in America, where he litigated a series of federal cases involving complex civil rights and constitutional issues. He then joined the City of Dallas as a Senior Assistant City Attorney, and he handled cases relating to land use, environmental violations, and public nuisance. Professor Yu's primary research interests are civil rights litigation and Asian American Jurisprudence. He has published articles and op-eds on the systemic discriminations against the Asian community, and his research connects geopolitical tensions and immigrants' racial identities in America. Also, as an educator who received legal educations from the U.S. and China, he is fully bilingual, and

passionate about comparative law issues between Asia and the U.S., and the legal education for foreign attorneys in America. Professor Yu held multiple leadership positions at the Bar. He served as a director of the Texas Young Lawyers Association (TYLA) from 2021 to 2023, representing young attorneys in the Dallas area. Professor Yu is a frequent speaker and moderator on civil rights, equality, and diversity issues. He is the creator of the Podcast, Plead the Fifth (Cir.), a platform for attorneys to discuss the Fifth Circuit's jurisprudence on constitutional issues and criminal justice reform.

Clinical Faculty

Mary Spector, B.A., J.D., *Associate Dean for Clinics, Director of Civil/Consumer Clinic, and Professor of Law*
Natalie Nanasi, B.A., J.D., *Director of the Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women and Associate Professor of Law*
Chante Brantley, B.S., M.S., J.D., *Director of the VanSickle Family Law Clinic and Clinical Professor*
Diane M. Sumoski, B. A., J.D., *Director of the W.W. Caruth, Jr. Child Advocacy Clinic, Director of the W.W. Caruth, Jr. Institute for Children's Rights and Clinical Professor*
Kandace Walter, B.S., J.D., *Associate Professor of Law, Small Business and Trademark Clinic*
Thomas Leatherbury, B.A., J.D., *Adjunct Clinical Professor of Law, First Amendment Clinic*
Michael McCollum, LL.B., *Adjunct Clinical Professor of Law, Criminal Clinic*
Greg Mitchell, B.S., J.D., LL.M.*, Adjunct Clinical Professor of Law, Federal Tax Clinic*
Debora Garcia Sanchez, B.A. J.D.*, Adjunct Clinical Professor of Law, Criminal Clinic*
Eliot Shavin, B.A., J.D., *Adjunct Clinical Professor of Law, Civil Clinic*
Osman Siddiq, *B.S., J.D., Adjunct Clinical Professor of Law, Patent Clinic*
Melissa Cason, *Law Fellow, W.W. Caruth, Jr. Child Advocacy Clinic*
Demetrice Lopez, *Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women*
Peter Steffensen, *Law Fellow, First Amendment Clinic*

Visiting and Research Professors

The Honorable Brandon Birmingham, *292 Judicial District Court for Dallas County*
The Honorable Xiomara Davis-Gumbs, *U.S. Immigration Judge, U.S. Department of Justice*
The Honorable A. Joe Fish, *United States Senior District Judge for the Northern District of Texas*
Bryan A. Garner, *President of LawProse Inc.*
The Honorable H. DeWayne Hale, *United States Bankruptcy Court for the Northern District of Texas*
The Honorable Kimberly C. Priest Johnson, *United States Magistrate Judge for the Easter District of Texas*
The Honorable Christine A. Nowak*, United States District Court for the Eastern District of Texas*

Faculty Emeriti

Roy Ryden Anderson, B.A., J.D., LL.M., *Professor Emeritus of Law*
Maureen N. Armour, B.A., M.S.W, J.D., *Professor Emeritus of Law*
Lackland H. Bloom, Jr.*, B.A., J.D., Professor Emeritus of Law*
William J. Bridge, B.S.F.S., J.D., *Professor Emeritus of Law*
Gail Daly, B.A, M.A, J.D., *Professor Emeritus of Law*
William V. Dorsaneo, III, B.A, J.D, *Professor Emeritus of Law*
Linda S. Eads, B.A., J.D., *Professor Emeritus of Law*
Jeffrey M. Gaba, B.A., J.D., M.P.H, M.D. *Professor Emeritus of Law*
Ndiva Kofele-Kale, B.A, M.A, J.D. Ph.D., *Professor Emeritus of Law*
Henry J. Lischer, Jr, B.B.A., J.D., LL.M., *Professor Emeritus of Law*
John S. Lowe, *George W. Hutchison Chair in Energy Law Emeritus and Professor Emeritus of Law*
Charles J. Morris, B.A., LL.B., *Professor Emeritus of Law*
Frederick C. Moss, A.B., J.D., LL.M., *Professor Emeritus of Law*
Joseph J. Norton, *A.B., LL.B., LL.M., S.J.D., Diplome, D.Phil., LL.D., LL.D., Professor Emeritus of Law*
Victoria Palacios, J.D., *Professor Emeritus of Law*
Kenneth L. Penegar, A.B., J.D., LL.M., *Professor Emeritus of Law*
Walter W. Steele, Jr, LL.B., *Professor Emeritus of Law*
Elizabeth G. Thornburg, *B.A., J.D., Professor Emeritus of Law*
Harvey Wingo, B.A., M.A., J.D., *Vinson & Elkins Fellow and Professor Emeritus of Law*
Peter Winship, A.B., LL.B., LL.M., *Professor Emeritus of Law*

Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals or scholars who are in high demand throughout Dallas and the nation.

Reeni Ann Abraham	Sally Helppie	Gerald N. Olson
Geoffrey Amsel	Eric F. Hinton	James O'Sullivan
Vicki D. Blanton	Charles M. Hosch	David J. Parsons
Daniel Baucum	Paul B. Hunker	Philip B. Philbin
Matthew Beard	Ronald B. Hurdle	Ellen A. Presby
Shelby L Bobosky	Clifton T. Hutchinson	Shane Read
Christa Brown-Sanford	Coleman Jackson	Kathleen Lydia Reed
Laura G. Burstein	Tom Jackson	Debra Garcia Sanchez
Martin L. Camp	M. Brett Johnson	Catherin Schneider
David W. Carstens	Richard Johnson	Ryan Segall
Eric Cedillo	L. Richard Jones	Gopika Shah
David B. Coffin	Justin L. Koplow	Eliot Shavin
Jason Cohen	Kent C. Krause	Shamoil Shipchandler
Robert B. Colwell	Gary M. Lawrence	Ronald F. Shuff
John M. Cone	Christine Leatherberry	Steven E. Smathers
Joseph M. Cox	Michael Louis	Kaleisha N. Stuart
Michael Crafton	Jay J. Madrid	Harry W. Sullivan, Jr.
James Creedon	Ernest Martin, Jr.	Daniel Syed
Jason M. Daniel	Megan Mason	E. Don Tittle
William Dawkins	Samantha Mathews	Kay Van Wey
James A. Deekon	Mike McCollum	Gabe Vazquez
Steve P. Doyle	David L. McCombs	Kevin Vela
Dennis B. Drapkin	Luke F. McLeroy	John Vernon
William Drexel	Patsy Yung Micale	Brandi Wade
Andrew S. Ehmke	Jared A. Miller	Timothy L. Watson
Jonathon Elifson	B. Tyler Milton	Glenn D. West
Sander L. Esserman	Gregory Mitchell	Randall Wilhite
C. W. (Peter) Flynn	Scott Montopoli	Chris Willis
David C. Gair	Marisa J. Miller	Stephen B. Yeager
Rebecca M. Halpern	Charles S. North	Christopher Young
		Joshua Yun

General Information

Programs and Instruction

Juris Doctor Degree

The Juris Doctor is the first law degree normally obtained in three years of study. The primary purpose of the J.D. program is preparation for the practice of law, private or public. The curriculum combines training in the science and method of law, knowledge of the substance and procedure of law, understanding of the role of law in society and practical experience in handling professional problems. It also explores the responsibility of lawyers and their relations to other segments of society. Detailed discussions of the J.D. program and the variety of courses offered are found in this catalog under The Juris Doctor Program and The Curriculum.

Most courses are national or international in scope, although emphasis on Texas law is available for those who plan to practice in Texas. In addition to traditional academic study, the school has a vibrant clinical program that provides students with an opportunity to earn academic credit while engaging in the actual practice of law. For this work, the school provides administrative assistants and offices conveniently located on the Dedman School of Law campus. All clinical programs are under the supervision of an Associate Dean who is a full-time faculty member and a combination of full-time and part-time faculty, all of whom are practicing attorneys. The clinics serve clients from the Dallas area in the areas of civil law, consumer advocacy, criminal law, family law, victims of crimes against women, federal taxation, small business and trademark, patent law and First Amendment issues. The clinics also work with the Dallas County Public Defender's office to battle against wrongful convictions. Students interview clients, prepare pleadings and present cases in court with the assistance of the clinic faculty. Clinic students also advocate on behalf of clients outside of the courtroom, and work with courts and community groups to solve problems and promote meaningful access to justice. All clinics include classes that provide student opportunities to develop practical legal and professional skills related to the practice of law. This work is open to upper-division students. Individual descriptions and requirements for each clinic are found in this catalog under The Curriculum.

SMU Dedman School of Law also has three academic centers, providing an interdisciplinary platform for educational programming, to facilitate academic research, and to provide educational opportunities that engage students and the academic and business/legal communities. The Tsai Center for Law, Science and Innovation explores how law and policy affect scientific research and discovery as well as the development and commercialization for new technologies and vice versa. The Deason Criminal Justice Reform Center's overarching goal is to promote the fair, ethical, and compassionate treatment of people involved in every stage of the criminal justice process through its independent research and its development of education opportunities. The Robert B. Rowling Center for Business Law & Leadership focuses on developing leaders at the intersection of business and law, and influences national conversations surrounding business and corporate law.

Many graduates choose to practice in the Southwest, but more than 12,000 SMU Dedman School of Law graduates are found in all 50 states and the District of Columbia and in more than 77 foreign countries. Similarly, although most students come from the Southwest, students are enrolled from all parts of the country.

Juris Doctor/Master of Business Administration Program

The Dedman School of Law and the Graduate Division of the SMU Cox School of Business offer a joint program leading to the J.D. and the M.B.A. in four years of full-time study. For students with certain qualifications, a fast-track option may be available. Students must be admitted to both programs as joint J.D./M.B.A. students. The joint program is designed to prepare students for law practice with a business emphasis or for business careers with a legal emphasis. A detailed description is found in this catalog under Joint Degrees.

Juris Doctor/Master of Arts in Economics Program

This program allows for joint study in law and economics following the first year of required legal study. Students must be admitted to both programs separately. A detailed description is found in this catalog under Joint Degrees.

Advanced Degrees

The Master of Laws (taxation) and general LL.M. degrees for U.S.-trained law graduates, the LL.M. degree for foreign law school graduates and the Doctor of the Science of Law advanced research degree for both U.S. and foreign law school graduates are described in this catalog under Graduate Legal Studies. With the approval of the

Assistant Dean for Graduate and International Programs, foreign law school graduates may enroll in The Master of Laws (Taxation) and general LL.M. based upon their educational and professional credentials and background.

Nondegree Enrollment and Auditing

Attorneys holding valid U.S. law licenses or graduates from American Bar Association-approved law schools may enroll in or audit courses offered at the Dedman School of Law on a space available basis. Additional information is found in this catalog under The Juris Doctor Program in the Nondegree Enrollment and Auditors section.

The Law School Quadrangle

The Law School Quadrangle, a four-building complex, occupies 6 acres on the northwest corner of the SMU campus. Storey Hall houses administrative, faculty, law review and student organization offices and a clinical facility. Florence Hall contains class and seminar rooms and a state-of-the-art trial courtroom. Carr P. Collins, Jr. Hall contains a dining facility, career services offices, admissions offices, public service and academic support offices, student lounges and seminar rooms. Underwood Law Library contains open stacks for its collection, computer facilities, additional law review offices, and carrels and comfortable seating for students. Two large lecture halls, including one that serves as a magnificent grand appellate courtroom, are also located on the main floor of Underwood. Consistent with the entire SMU campus, the buildings are modified Georgian architecture. The Law School Quadrangle is served by a wireless network.

The Underwood Law Library

Familiarity with the materials and services of a law library is essential to effective performance as a law student and as an attorney.

Underwood Law Library's collections are the largest of any private academic law library west of the Mississippi River. Its collections include more than 667,000 law-related volumes and equivalents, ranking the library among the top 20% of law libraries in the United States. The library's building is the fifth largest law school library in the country. The library's collection of antiquarian law books, including the McKnight Antiquarian Book Collection, is one of the leading collection of its kind in the Western Hemisphere, with volumes printed as early as 1473. The library has more than 800 seats and 14 group study rooms.

Student Conduct

Students are expected to conduct themselves as prospective members of the legal profession. A copy of the Student Code of Professional Responsibility is provided in this catalog. The code currently in effect was drafted by a student/faculty committee, approved by the faculty and ratified by the student body. By enrolling in the school, students are deemed to have notice of the code's contents and therefore should familiarize themselves with its standards and disciplinary procedures. In addition, students are expected to comply with the policies and procedures established by the administrative offices at the Dedman School of Law and the University. Matriculation in the University constitutes a declaration of compliance with all University rules and regulations.

The Dedman School of Law strongly discourages full-time students, especially those in the first year, from working more than 20 hours a week.

Students are not permitted, without the written consent of the dean, either individually or collectively to use the name of the University or of the Dedman School of Law in any activity outside the regular work of the school.

Policy on Nondiscrimination

Southern Methodist University's notice of nondiscrimination is found in this catalog under Catalog Policy and Legal Statement. This nondiscrimination policy applies to the activities of the Dedman School of Law in admission, placement, housing, facilities, scholarships, grants and all other academic and nonacademic opportunities, including those that are honorary. Further, the Office of Career Services is available only to employers who sign a statement of compliance with nondiscriminatory practices in hiring as defined by the Association of American Law Schools.

Scholarly Publications

Students have the opportunity to participate in the publication of four law reviews – *the SMU Law Review*, the *Journal of Air Law and Commerce*, *The International Lawyer* and the *SMU Science and Technology Law Review*.

The *SMU Law Review* and the *Journal of Air Law and Commerce* are published by the SMU Law Review Association, which also publishes two additional journals, the *SMU Annual Texas Survey* and the *SMU Law Review Forum*, an online only companion to the Association's flagship journal. *The International Lawyer* is published by the International Law Review Association of SMU. The law reviews select their editorial staffs on the basis of academic performance and a writing competition. The writing competition is open to students who have completed all first-year required courses (found in this catalog under The Curriculum) and generally is held during the summer.

The operation and management of each publication is vested in an elected board of editors. The board is selected from those students who have served at least one year on the staff of the law review and who have exhibited a strong ability in legal research and writing. The work of students on the school's publications has produced periodicals of permanent value to the legal profession.

The *SMU Law Review*, formerly the *Southwestern Law Journal*, is published four times each year and reaches law schools, attorneys and judges throughout the United States and abroad. Each issue includes articles by prominent legal scholars and practitioners dealing with significant questions of local, national and international law. In addition, articles by students analyze recent cases, statutes and developments in the law. All editing is done by student members of the board of editors and the staff.

The *SMU Law Review* also sponsors the annual SMU Corporate Counsel Symposium on current developments in corporate law. Selected papers from the symposium may be published in one of its issues. The symposium attracts corporate practitioners from throughout the United States.

The *Journal of Air Law and Commerce*, a quarterly publication of the Dedman School of Law, was founded at Northwestern University in 1930 and moved to SMU in 1961. The oldest scholarly periodical in the English language devoted primarily to the legal and economic issues affecting aviation and space, it has a worldwide circulation of more than 2,300 subscribers in some 54 countries. Articles by distinguished lawyers, economists, government officials and scholars deal with domestic and international problems of the airline industry, private aviation and outer space, as well as general legal topics that have a significant impact on the area of aviation. Also included are student commentaries on a variety of topical issues, case notes on recent decisions, book reviews and editorial comments. The *Journal of Air Law and Commerce* sponsors an annual symposium on selected problems in aviation law and publishes selected papers from that symposium in one of its issues. More than 300 aviation lawyers and industry representatives annually attend.

The International Lawyer is the official triannual publication of the American Bar Association's Section of International Law. Prior to 2013, it was a quarterly publication that included a special Year in Review issue, which is now a separate annual publication known as *The Year in Review*. The ABA published the inaugural issue of *The International Lawyer* in 1966, and SMU has been the proud home of this prestigious journal since 1986.

Since then, *The International Lawyer* has grown to become the most widely distributed U.S. international law review in the world, enjoying subscriptions of approximately 11,000 readers in more than 100 countries. In an effort to satisfy its worldwide readership, this publication focuses primarily on practical issues of international law, including trade, licensing, direct investment, finance, taxation, litigation, and dispute resolution.

The Year in Review, previously included as an issue of *The International Lawyer*, is now its own annual publication of the American Bar Association's Section of International Law. It has had a place as a prestigious ABA publication since 1966 and has called SMU Dedman School of Law its home since 1986.

The Year in Review, as its name suggests, is an annual survey of the law from around the world. On average, thirty to forty Committees of the ABA/SIL contribute to the publication and capture the germane legal developments, key pieces of legislation, and landmark decisions that help to shape the legal tapestry of their respective countries and areas of interest. Catering to the ABA/SIL membership and others, *The Year in Review* shares in the same readership as *The International Lawyer*.

The **SMU Science and Technology Law Review** is published two to four times a year. Students from the Dedman School of Law serve as the editorial board and staff members. The journal focuses on national and international science and technology-based legal issues, including the legal use and limits of hardware and software, social media

law, data privacy and security, environmental law, the impact of science on law and vice versa, and intellectual property law.

Student Activities and Organizations

Students are encouraged to involve themselves in the life of the Dedman School of Law community through participation in activities and organizations. The following activities and organizations are currently active:

SMU Student Bar Association. The SBA is composed of all students in the Dedman School of Law. Officers and upper-division class representatives are elected in the spring term of each academic year. Class representatives for first-year students are elected approximately one month after the fall term has commenced. The primary function of the SBA is to represent the concerns and interests of the school's student body. The SBA sponsors a variety of extracurricular events. All students are urged to serve on one or more of the SBA committees.

Barristers. The Barristers is a general service organization of 15 law students elected on the basis of scholarship, leadership, achievement and personality.

Board of Advocates. The SMU Board of Advocates is the umbrella student organization that oversees advocacy programs at the Dedman School of Law. It also coordinates, with faculty supervision, SMU's participation in national and international advocacy competitions. The board's administrative committee promotes development of the school's advocacy programs and publicizes and coordinates the various intraschool competitions. Its Interscholastic Competition Board has coordinated participation in a number of mock trial and moot court competitions in which SMU law students compete against students from other law schools across the country.

Inns of Court Program. The Inns of Court sponsored by Haynes Boone, LLP is an interdisciplinary approach to the first-year experience at SMU Dedman School of Law. With over 200 first-year students, the law school recognized a need for smaller, more personalized groups to provide students with a source of relationships and support. Through the Inns, students connect with fellow classmates, faculty, student leaders, career advises, and alumni for a community experience that extends throughout their time at the law school and beyond graduation. All first-year students are assigned to an Inn during orientation and typically meet weekly with their Inns at the same time and place. In addition to first-year and international LL.M. students, each Inn has two faculty advisers, one Career Services counselor, three alumni Community Fellows and six upper-class students–three Student Bar Association Mentors and three Academic Success Mentors. Inns also provide valuable programming specifically designed to help students become more successful and develop as professionals.

Mac Taylor Inn of Court. The William "Mac" Taylor American Inn of Court is a chapter of the American Inns of Court, in which federal and state judges, senior and junior lawyers, and law students participate. Members of the inn meet monthly for dinner and an educational program dealing with an issue of practice and professional responsibility. Several other Inns of Court in the Dallas-Fort Worth area, including some that specialize in Bankruptcy, Family Law and Intellectual Property, also accept SMU Dedman School of Law student members.

Legal Fraternities. The school has two legal fraternities - Phi Alpha Delta and the Monteith Inn of Phi Delta Phi. Legal fraternities are open to men and women.

Moot Court Board. This student organization administers a program to instruct first-year students in oral advocacy. The board, which is sponsored by Lynn Pinker Hurst & Schwegmann, LLP, organizes a moot court competition that is mandatory for all first-year students.

Other Student Organizations. In addition to those listed above, the following law student organizations are currently active on the SMU campus: Aggie Mustang Law Society, American Constitution Society, Asian Pacific American Law Students Association, Association of International Petroleum Negotiators – Student Chapter, Association for Public Interest Law, Association of Law and Politics, Baylor Law Student Association, Black Law Students Association, Christian Legal Society, Corporate Law Association, Criminal Law Society, Disability Law Association, Energy Law Association, Environmental Law Society, Family Law Association, Federalist Society, First Generation Law Student Association, Health Law Association, Hispanic American Law Students Association, Horned Frog Legal Society, If/When/How: Lawyering for Reproductive Justice, Intellectual Property Organization, International Law Review Association, International Law Society, J. Reuben Clark Society, Jewish Law Students Association, JD/MBA Society, Labor and Employment Law Students Association, Law Students for Life, Longhorn

Bar Association, Muslim Law Students Association, SMU Dedman OutLaw (Lesbian and Gay Law Students), Non-Traditional Law Students Association, Science and Technology Law Review, Real Estate Law Association, Red Raider LawSociety, Second Amendment Foundation, SMU Law Review Association, SMU Law Running and Walking Club, SMU Veterans Law Association, Student Animal Legal Defense Fund, Sports and Entertainment Law Association, Tax Law Society, and Women in Law.

Office of Career Services

The mission of the Office of Career Services (OCS) is to provide the education, resources and professional environment to enable students to identify and achieve their career goals. The OCS assists students in their self-directed career searches by educating and advising them about career options and job search strategies and creating opportunities for them to connect with legal employers. OCS staff provides individual career advising and coaching, assistance with résumés and cover letters, interview and job search training, mock interviews and resources online through the OCS website. The office hosts numerous career-related programs throughout the year, including on-campus interviews and off-campus job fairs and other recruiting opportunities, seminars, panel discussions and workshops designed to allow students to learn about different career paths and to network with employers. OCS also works with a wide variety of employers in all legal sectors to provide students access and exposure to a broad range of employment opportunities.

The OCS is located on the third floor of Carr Collins, Jr. Hall on the east side of the Law Quadrangle. Interview rooms within the OCS are available for legal employers interviewing on campus and for students interviewing virtually.

Staff

The OCS staff includes seven experienced career professionals and an administrative coordinator/assistant. The assistant dean oversees the management of day-to-day operations, creates and implements innovative programs for students and employers and conducts outreach to promote the Dedman School of Law and students to legal employers. The assistant dean and all directors share JD counseling duties and work together to generate semester, summer and post-graduate job opportunities in the private sector with large, mid-size, boutique and small-firms and corporations. OCS has one adviser dedicated to working with the judiciary to develop internships and post-graduate judicial clerkships. The associate director manages all arrangements with employers and students relating to on-campus and off-campus interview programs and oversees all job fairs, special events and programs. The administrative coordinator/assistant works closely with the associate director to coordinate recruiting events and programs and maintains technology services and databases, such as the OCS website and the OCS career management software. OCS has a special career advisor dedicated to working with alumni and advising International, General and Tax LL.M., and SJD candidates. All members of the OCS staff develop and present programs and opportunities to nurture and enhance the professional development of all students.

Career Advising

Career advising is available to all students by appointment throughout the calendar year. Each student is assigned a career advisor who advises and coaches the student throughout their entire law school career. An individual career advising session might include a discussion of the student's career goals, how to align experiences with goals, how to build a resume utilizing one of the school's fifteen experiential clinic or externship opportunities, planning an individualized job search strategy, reviewing and revising a résumé or cover letter, a direct referral to an employer and/or tips on successful interviewing, or a mock interview. Advisers are always available on an informal basis to answer questions and guide students through the job search process.

Career Resources

The OCS maintains a library of career resources digitally on the Career Services website. The Career Services website contains a wide variety of publications on career and job search information, legal specialties and judicial clerkships. Students have access to directories for courts, government agencies, nonprofit and public interest organizations, and corporations throughout the country. The office subscribes to a database that students use to manage recruiting programs, from the application process to scheduling interviews. Students also use the database to conduct research on legal employers and access the online job bank for job opportunities posted by the OCS.

Programming

SMU Dedman School of Law is committed to helping our students develop as polished professionals. In furthering that goal, all first-year students are required to take the Professional Identity and Development course during their first semester, which is co-taught by the Assistant Dean of OCS and focuses on career foundations and professionalism. Through this course and Inns of Court seminars, first-year students are exposed to the information

and skills required to be a competitive candidate in today's job market and a valuable contributor to the legal profession, covering topics such as job search strategies, professionalism, networking, résumé and cover letter writing, interviewing skills and the business of practicing law. For all students throughout the academic year, the OCS conducts an extensive range of career-related programs and presentations. To educate students about the many different career paths available to them, including opportunities in private practice, government, and public interest, OCS invites attorneys to campus to share their experiences, conduct informational sessions, and network with students. Also, OCS actively works with student organizations to facilitate and promote their career-related programs. Most of the programs are recorded and posted on the website for students who are unable to attend.

Recruiting Programs, the Job Bank and Job Fairs

The OCS hosts both on-campus and off-campus interview programs for employers. Each year, more than 150 employers visit the campus for fall and spring interview programs. At any time during the year, employers may solicit résumés from students and graduates, including lateral attorneys, by posting a position on the online job bank or contacting OCS directly. More than 1,500 job opportunities (part-time, full-time, semester, summer, and graduate) are posted each year for law students and graduates.

Dedman School of Law also participates in a number of job fairs during the year, providing students access to local, statewide and national opportunities. The OCS works with the Office of Public Service to promote public sector job opportunities, including the public interest job fair, Public Advocate Day (PAD). PAD is where representatives from government agencies and public service employers come to campus to discuss with students their work and the many employment opportunities in the public interest and government sectors. The OCS also facilitates the application process for internships with six local county courts, as well as for the Federal Judicial Externship course offered each term. Law students and alumni also participate in the following off-campus annual career fairs:

Bay Area Diversity Career Fair – Virtual
Boston Lawyers Group, Law Students of Color – Virtual
Diverse Attorney Pipeline Program (DAPP) Direct Job Placement Fair – Virtual
Equal Justice Works Conference & Career Fair – Virtual
Heartland Diversity Legal Job Fair – Kansas City, MO
IndyBar Diversity Career Fair – Virtual
International LL.M. Student Interview Program – Virtual
Lavender Law Career Fair – Washington, DC
Loyola Patent Law Interview Program – Virtual
NACC Child Welfare Law Career Fair – Salt Lake City, UT
National Black Prosecutors Conference and Career Fair – Boston, MA
Southeastern Intellectual Property Job Fair (SIPJF) – Virtual
Southeastern Law School Consortium (SELSC, formerly SEMJF) – Virtual
Sunbelt Recruitment Program – Dallas, TX
Texas Public Service Career Fair – Austin, TX/hybrid

As participants in all of the recruiting programs, students have the opportunity to demonstrate their interest in employment with a wide range of employers that have identified Dedman School of Law as a top school from which to recruit. To emphasize the importance of professionalism in the interview process and in order to participate in the interview programs, students must sign the Agreement Regarding Professionalism in Recruiting and Employment acknowledging their agreement to adhere to the ethical and procedural guidelines by which the interview programs operate. Students are expected to attend the interviews they are granted and to uphold their commitments to employers. The legal profession is built upon the highest ethical and professional standards, and cultivating these standards begins the day a student enters law school.

Office of Public Service

The Office of Public Service oversees the school's pro bono efforts while also providing students with the education and support to enable them to identify, pursue, and achieve their public sector career goals. The office works to build relationships with the various nonprofit and government legal programs in the area, to develop new public service placement opportunities for the students, and to maintain a clear understanding of the particular and changing unmet needs in the community. Additionally, the office actively promotes the value of public service to the students, through such efforts as soliciting public service scholarship, stipend, and fellowship opportunities, hosting Public Advocate Day, an annual public interest career fair, and advising students interested in seeking a legal career in the public sector. The Office of Public Service is dedicated to developing and maintaining a diverse list of public service placements in the community so the students can find an opportunity to complete their public service graduation requirement in an area of law that interests them. Finally, the Office of Public Service provides students with individualized public sector career advising and coaching, assistance with résumés and cover letters, and hosts numerous public sector career-related programs throughout the year.

The Office of Public Service is located on the third floor of Carr Collins, Jr. Hall on the east side of the Law Quadrangle.

Staff

The Office of Public Service is directed by the Assistant Dean for Public Interest and Pro Bono and assisted by an Administrative Assistant. The assistant dean oversees the management of day-to-day operations, creates and produces public sector programming for students and employers, counsels and advises students, and conducts outreach to promote the Dedman School of Law and students to public sector legal employers. The administrative assistant works closely with the assistant dean to coordinate recruiting events and programs and maintains the database tracking completion of the Public Service Graduation Requirement for each JD student at SMU Dedman School of Law.

Career Advising, Resources, and Programming

The Office of Public Service works closely with the Office of Career Services with programming and recruiting programs to ensure that students seeking careers in the public sector have carefully curated advice and direction to successfully navigate the public sector legal market.

Academic Programs

The Juris Doctor Program
Juris Doctor, J.D.
Admission
Dates of Admission
Beginning J.D. students are admitted only for the fall term.

Application for Admission
Applications should be submitted using the Law School Admission Council application service. Applications must be submitted by April 1st and will be considered on a rolling basis beginning in September. The applicant must file transcripts from all undergraduate institutions attended with LSAC's Credential Assembly Service (CAS).

Admission Test
Applicants for admission to the J.D. program must take the Law School Admission Test or the Graduate Record Exam. Applicants are urged to take an entrance exam no later than the September testing date preceding the fall term in which they seek admission.

Prelaw Studies
Although exceptions may be made in special circumstances, an entering student is required to have received a bachelor's degree from an accredited college or university prior to enrollment in the Dedman School of Law. Admitted students must provide the school with an official transcript showing receipt of a bachelor's degree before enrollment. The copy of the transcript supplied to the school by the CAS report is adequate for preliminary determination of admission but is not an official transcript.

Dedman School of Law does not prescribe a fixed course of prelegal study, but does examine the record of each applicant to determine whether the undergraduate courses taken reflect adequate preparation for the study of law. The student should pursue a well-rounded course of study, with particular attention devoted to the development of analytical skills and facility and style in the use of the English language.

Admission by Selection
The purpose of the J.D. program is to train students for competent and ethical practice of law on behalf of both private and public clients and for intelligent use of law in business, government and other pursuits. The course of study requires reading and analysis of difficult legal materials, training in effective advocacy of positions in both oral and written form and the acquisition of other legal skills, such as the drafting of instruments, the counseling of clients and the negotiation of disputes. Only those applicants who have the capacity to acquire these skills will be admitted. In deciding whether an applicant has this capacity, Dedman School of Law relies heavily upon test scores and undergraduate grades. The school also considers the types of courses taken, the schools attended, letters of recommendation, the amount of time applicants have been required to work during their undergraduate career, and extracurricular activities and other maturing experiences.

Each year the number of applicants with the requisite capacity far exceeds the number of places in the entering class. In choosing among these applicants, the admissions committee looks for those whose performance at Dedman School of Law will be outstanding; those who, because of their backgrounds, will bring to the school different and unusual perspectives; and those whose homes are in areas of the country underrepresented in the student body. Applications from members of historically marginalized groups are encouraged.

Admission Deposit and Medical History
Admitted applicants must make their deposit(s) with the Dedman School of Law as set forth in their admissions packet. The due date for any deposit is not earlier than April 1. The deposit is credited toward tuition charged upon enrollment. It will be forfeited if the student fails to enroll that fall.

All students must have a Report of Medical History on file at the Dr. Bob Smith Health Center prior to their enrollment at SMU. In order to comply with state law, all students must provide proof of certain immunizations.

Admission with Advanced Standing (Transfers From Other Law Schools)

Students Eligible

A student who has successfully completed the traditional first-year curriculum (usually 27–30 hours) at another law school that was at the time of the student's study a member of the Association of American Law Schools or approved by the Section on Legal Education of the American Bar Association may apply for admission with advanced standing. On a limited basis, a student who has successfully completed at least 20 hours in a part-time program at another law school that was at the time of the student's study a member of the Association of American Law Schools or approved by the Section on Legal Education of the American Bar Association may apply for admission with advanced standing. Admission is selective. A student who has been excluded from or who is on probation at another school will not be admitted.

Dates of Admission

A transfer applicant may be admitted in any term or session.

Application

Application for admission with advanced standing must be made using the LSAC's online application. It must be supported by a CAS report including transcripts from all colleges and law schools previously attended. Good standing in the law school last attended must be established by a letter from the administration of that school. The application must be supported by two letters of recommendation. The committee cannot consider any application until all law school grades have been received.

Advanced Credit

The amount of advanced credit given for work completed in another law school will be determined by the assistant dean for student affairs in consultation with the registrar. Credit for work completed at another law school transfers as pass/fail credit. In no event can a transfer student receive more than 29 hours of transfer credit. Credit will be given only for coursework completed at an ABA-accredited law school.

Minimum Hours Requirement

A student admitted with advanced standing may not qualify for a degree from Southern Methodist University until the student satisfactorily completes at least 58 credit hours at the Dedman School of Law.

Waiver of First-Year Minimum Hour Requirement

A limited number of qualified applicants who show good cause why they are unable to take the standard number of full-time credit hours required in the first year may obtain a waiver of this requirement. Except as permitted by the assistant dean for student affairs, students permitted to take a reduced course load will take seven to eleven hours per term (excluding the summer) until they have completed all first-year required courses (found in this catalog under The Curriculum). These students must meet all other requirements of the J.D. program. Applicants interested in the reduced load option should contact the Office of Admissions for additional information.

The admission procedure for applicants seeking a waiver of the first-year minimum credit-hour requirement is the same as that for the J.D. program except that applicants should submit a written statement explaining why they are unable to satisfy the standard course load requirement.

Graduate Legal Studies

Objectives of Graduate Legal Studies

SMU’s School of Law established graduate degree programs more than 50 years ago to enhance careers in the private practice of law, in teaching and in public service by providing the opportunity for graduate level education and training. The programs are designed to increase the student’s understanding of legal theory and policies, broaden the student’s legal horizons and encourage the development of legal research and writing skills.

The Master of Laws degree programs are open to lawyers who are graduates of approved law schools and whose academic and professional records indicate a likelihood of successful graduate legal study.

Graduate Degrees Offered

Among Dedman School of Law's graduate degree programs, the main focus is on its Master of Laws in taxation degree for those holding a J.D. degree and on its Master of Laws degree for foreign law school graduates. However, the school also offers a general Master of Laws degree and a Doctor of the Science of Law degree.

Comparative and International Law, LL.M. (the Masters of Law for International Lawyers)

The graduate program for foreign law school graduates is rooted in the efforts of SMU's School of Law in the early 1950s to make the school a leading international legal center. More than 2000 international graduates of the school from more than 80 countries now occupy prominent positions in government, legal practice, business, the judiciary and legal education around the world.

The primary goal of the program is to enhance the international student's legal skills so that they may become a more effective lawyer and member of society. In this respect, the program seeks to develop

- An appreciation of the role of law in national and international development.
- The ability to identify, through comparative and international studies, policy considerations of various legal rules.
- An appreciation of the role of the lawyer in social and economic change.
- Legal analysis and problem-solving abilities to enable the student to meet the complex needs of the modern world.
- A basic understanding of the U.S. legal system, as studied from a comparative perspective.
- A frame of reference for dealing with business and legal interests in a transnational setting.

This LL.M. degree can also qualify a person to take the bar examination in Texas, New York and California, if the student meets certain curricular requirements and otherwise complies with the regulations of such states.

Admission Criteria

An applicant for admission to this LL.M. degree program must be a graduate of a recognized foreign law school. The applicant's undergraduate record must demonstrate scholarly legal aptitude. An applicant for whom English is a second language must present evidence of a TOEFL English language proficiency test, with an Internet-based score of 90 or written score of 575 or IELTS band score of 6. U.S.-trained law students may not apply to this degree program. Students who do not meet these requirements can apply for conditional admission, subject to completion of an approved English as a Second Language program, or a waiver for good cause.

Application Procedure

An applicant must include with the application: a short curriculum vitae; evidence of proficiency in English (normally a TOEFL English language proficiency test score of 90 on the Internet-based test or 575 on the written test); a certified transcript in English of grades received in law school; letters of recommendation in English (or translated into English); evidence of financial ability to pay tuition, fees and all other expenses during the applicant's stay in the United States; and a recent head-and-shoulders photograph of the applicant.

Financial Aid

The Robert G. Storey Memorial Fund provides scholarship support to an outstanding foreign graduate law student who undertakes an intensive course of study in comparative and international law. The Sohmen Endowed Scholarship Fund and Sohmen Chinese Scholars Program Endowment provide full tuition and fees and a monthly living stipend for up to four students from China. The Celis Law Group Scholarship provides full tuition along with fees for up to three outstanding students from Mexican Law Schools. Additional scholarships are available for qualified students and are awarded at the time of admission.

International applicants should note that the Dedman School of Law has no funds to grant for travel expenses, either to or from the United States or within the United States, nor does it have any administrative influence through which governmental or private agencies can be persuaded to assist in travel.

Additional Information

LL.M. students enroll in many classes offered to the JD students in the rich law school curriculum, with a few exceptions. Students desiring to qualify for the Texas or New York or other state bar exams enroll in some courses that are tested on relevant bar exams, in accordance with such state's bar exam requirements. Formal concentrations are offered in some areas of law. Students interested in concentrations should consult with the Assistant Dean for Graduate and International Programs.

Degree Requirements

1. Students in this program may begin their studies in the fall or spring terms. In addition, they must participate in an extensive orientation program held at the Dedman School of Law in mid-August or early January before the start of classes.
2. Students pursuing the LL.M. degree for foreign law school graduates must complete 24 hours of credit from courses or seminars selected in consultation with the student's faculty adviser, who is assigned during orientation. Faculty members advising candidates for this degree will make every effort to tailor a student's study plan to their specific graduate objectives. However, all students are required to take LAW 7293 - Perspectives of the American Legal System. In addition, many students take LAW 6394 - Business Associations for LLMs and/or LAW 7315 - International Business and Financial Transactions. Students whose degree plan includes externships for practical skills are required to take LAW 9100 - Legal Practical Training Internship and LAW 6110 - Legal Practical Training II. Students desiring to take LAW 6216 - Corporate Counsel Externship must elect the Business Track and comply with its requirements if they are studying under a student visa.

The Dedman School of Law awards the LL.M. degree to those students who complete their coursework with an average grade in all courses equivalent to a grade of C- or 1.7. A student will not receive credit for a course or seminar in which their grade is below D or 1.0. Students for whom English is a second language are allowed additional time to complete written final examinations.

Admission to the Juris Doctor Program

The J.D. is the basic law degree for U.S. law students. In a limited number of instances, international students who have graduated with distinction in the LL.M. program of the Dedman School of Law and who can demonstrate legitimate graduate study objectives for furthering their careers may be considered for admission to the J.D. program without being required to take the Law School Admission Test or Graduate Record Exam. Admission under such conditions to the J.D. program and the award of advanced credit, if any, is solely within the discretion of the admissions committee (taking into consideration any recommendations of the graduate committee). Advanced credit, if any, will be based upon an evaluation of the student's grades in J.D. equivalent courses in the LL.M. program and the student's record in the home country law degree, and will normally range from zero credit hours to 24 credit hours.

Taxation, LL.M.

Dedman School of Law has a long tradition of strength in the area of federal taxation. The LL.M. (taxation) program, for full-time or part-time students, is a comprehensive, advanced-degree program designed for attorneys intending to specialize in tax practice. It focuses not only on technical mastery of the tax laws but also on wider issues of tax and fiscal policy. Most of the courses in the curriculum provide survey-level instruction in subjects typically not addressed in J.D.-level tax courses. In addition, advanced courses develop in-depth, practice-oriented expertise.

Courses are taught by Dedman School of Law faculty and by adjunct professors and lecturers who are experienced, practicing tax specialists in Dallas area law firms and corporate law departments.

Accelerated Tax LL.M. Option

Students enrolled in the JD Program have the option to earn both a J.D. and LL.M. (in Taxation) in only seven semesters of full-time study. This dual degree program does *not* change the requirements for either degree, but it *does* allow students to count a limited number of classes toward satisfying both degrees.

The existing LL.M. (in Taxation) degree requires 24 credit hours, taken after completion of the J.D. degree. The dual degree program allows students enrolled in the J.D. program at the *SMU Dedman School of Law*, either as a candidate for an SMU degree or as a visiting student from other ABA-accredited American law schools, to count up to 12 credits of specialized tax courses, taken at SMU while a candidate for the J.D. degree, toward the LL.M. (in Taxation) degree. Students participating in the J.D./LL.M. (in Taxation) Program must complete at least 12 credits of study as matriculated LL.M. students after completion of their J.D. degrees. Students interested in this program should meet with the Dean of Graduate and International Programs early in their academic career to be sure they are meeting the requirements of the dual degree.

Admission Criteria

Admission to this program is by selection. An applicant for admission to the LL.M. (taxation) degree program must hold a J.D. degree from an American Bar Association-accredited law school. Students with a law degree from a foreign country and a strong background in tax may also be considered for admission. Students may attend either full time or part time.

Application Procedure

Applicants must include with their applications a letter stating why they are interested in entering the graduate degree program, two letters of recommendation and official transcripts from both their undergraduate and law schools.

Applications for the fall term should be received by the Office of Graduate Legal Studies by April 15 of the year of intended enrollment and for the spring term by December 1 of the year preceding enrollment. The Law School makes admissions decisions on a rolling basis and will accept applications after these dates; however, it strongly encourages applicants to apply within these deadlines.

Financial Aid

The SMU Office of Financial Aid is available to assist U.S. students in obtaining student loans.

Specialized Courses

The following listing (abstracted from the full list of courses found in this catalog under The Curriculum) illustrates the diversity and depth of courses offered at the Dedman School of Law in taxation and related fields. Applicants should note, however that Dedman School of Law does not offer all of these courses and seminars each term or even each year. In addition, some courses have limited enrollments or prerequisites that a student may not satisfy. The school's Registrar's Office publishes a schedule of courses before the beginning of each term. Students must consult these schedules for actual course offerings. The credit hours for each course are given at the beginning of each course description included under The Curriculum in this catalog. Other related courses not listed may also be offered each year on a one-time-only basis.

- LAW 7204 - Advanced Corporate Taxation
- LAW 7243 - Business Law Boot Camp
- LAW 7235 - Corporate Finance and Acquisitions
- LAW 6232 - Corporate Planning
- LAW 6220 - Corporate Taxation
- LAW 7336 - Corporate Taxation
- LAW 6352 - Corporate and Transactional Legal Research
- LAW 6136 - Directed Research (topic: taxation)
- LAW 6236 - Directed Research (topic: taxation)
- LAW 6336 - Directed Research (topic: taxation)
- LAW 9201 - Employee Benefits and Erisa Litigation
- LAW 6343 - Estate Planning and Practice

- LAW 8252 - Estate, Gift, and Income Tax
- LAW 7207 - Federal Tax Procedure I
- LAW 8203 - Forming and Operating Closely Held Businesses
- LAW 7216 - International Tax I
- LAW 7302 - International Tax I
- LAW 7255 - International Tax II
- LAW 6225 - Mergers and Acquisitions
- LAW 6217 - Oil and Gas Taxation
- LAW 7392 - Partnership Taxation
- LAW 6267 - Principles of Accounting and Finance for Lawyers
- LAW 8208 - Private Equity and Hedge Fund Law and Related Finance
- LAW 6293 - State and Local Tax
- LAW 7227 - Tax Accounting
- LAW 7284 - Tax and Fiscal Policy
- LAW 7290 - Real Estate Taxation
- LAW 7291 - Taxation of Property Dispositions
- LAW 8395 - Trusts and Estates

Degree Requirements

To receive the LL.M. (taxation) degree the student must meet all of the following requirements:

A. Residence in the Dedman School of Law for no fewer than two terms if a full-time student and no fewer than three terms if a part-time student.
B. Completion of 24 credit hours in courses, seminars or research and writing. Of these 24 credit hours, 18 hours must be in the taxation area. Mandatory courses are LAW 7227 - Tax Accounting and LAW 7284 - Tax and Fiscal Policy.

   With prior approval of the Committee on Graduate Legal Studies, a student may take four of the required 24 credit hours in graduate programs of Dedman College (SMU's school of humanities and sciences), in Perkins School of Theology or in the Cox School of Business. The student will receive Dedman School of Law credit on completion of all work to the instructor's satisfaction, but the grades will not be computed into the student's Dedman School of Law average.

   The student may be permitted to undertake directed research for a one-hour to three-hour graded paper if they can obtain a faculty sponsor.

C. Students entering the program must have a GPA of *C* or 2.0 on all courses taken. The requisite GPA of *C* or 2.0 must be obtained in the first 24 credit hours. Students will not receive credit for a course or seminar in which their grade is below *D* or 1.0.
D. Completion of all requirements within 36 months from the date of initial enrollment as a graduate law student. However, a candidate continuously enrolled as a part-time student has 60 months to complete all requirements.

Laws (General), LL.M.

The general LL.M. program offers law graduates an opportunity to broaden their backgrounds in certain specialized areas of law by enrolling in advanced courses and seminars and by engaging in specialized research. Although the Dedman School of Law awards no specific subject-designated LL.M. degrees under this program, students seeking this degree may concentrate in areas such as corporate and commercial law, international law, legal practice and procedure, natural resources law or property law. Formal concentrations are offered in some areas of law. Students interested in concentrations should consult with the Assistant Dean for Graduate and International Programs. With the approval of the Graduate Committee, applicants who do not hold a J.D. degree may be admitted into the general LL.M. degree program if they possess an academic or professional background that demonstrates their ability to succeed in this program despite not holding a prior law degree. Advanced degrees in other disciplines (e.g., Masters or Ph.D.s) and relevant work or academic teaching experience are possible criteria that could qualify such a

candidate. To qualify, the academic background of the applicant must be such that they can be awarded six credit hours of advanced standing credit. Candidates admitted through this alternative process must complete at least an additional twenty-four credit hours to obtain their General LL.M. degree.

Admission Criteria

Admission to this program is by selection. An applicant for admission to the general LL.M. degree program must hold a J.D. degree from an American Bar Association-accredited law school. With approval of the Graduate Committee, lawyers holding law degrees from foreign law schools can be admitted.

Application Procedures

Applicants must include with their applications a letter setting out their interest in entering the graduate degree program, two letters of recommendation and certified transcripts from their undergraduate and law schools. Each applicant must have, in advance of acceptance, the commitment of a Dedman School of Law faculty member to serve as the applicant's academic adviser. The application, along with all supporting documentation, must be received in the Office of Graduate Legal Studies by April 15 of the year of intended enrollment or by December 1 for the following spring term. The law school makes decisions on a rolling basis and will accept applications after these dates.

Financial Aid

The SMU Office of Financial Aid is available to assist students in obtaining student loans.

Degree Requirements

To receive the general LL.M. degree, the student must meet all of the following requirements:

A. Residence in the Dedman School of Law for no fewer than two terms if a full-time student and no fewer than three terms if a part-time student.
B. Completion of 24 credit hours in courses, seminars or research and writing recommended by the student's academic adviser. A student entering the program must have a GPA of *C* or 2.0 on all courses taken. The requisite GPA of *C* or 2.0 must be obtained in the first 24 credit hours. Students will not receive credit for a course or seminar in which their grade is below *D* or 1.0.

   With prior approval of the Committee on Graduate Legal Studies, a student may take four of the required 24 credit hours in graduate programs in Dedman College of Humanities and Sciences, Perkins School of Theology or the Cox School of Business. The student will receive Dedman School of Law credit on completion of all work to the instructor's satisfaction, but the grades will not be computed into the student's law school average.

   The student may be permitted to undertake directed research for a one-hour to three-hour graded paper if the student can obtain a faculty sponsor.

   A student has the option of writing a master's thesis (for four to six credit hours). This thesis must be written under the direction of a professor at the Dedman School of Law and must be approved by both the professor and the Committee on Graduate Legal Studies. After the supervising professor approves the thesis, the student must submit four copies of the thesis to the Committee on Graduate Legal Studies at least 60 days before the date on which the student seeks to receive the degree. In writing the thesis, the student must comply with committee instructions. A thesis is either approved or disapproved; it is not graded.

C. Completion of all requirements within 36 months from the date of initial registration as a graduate law student. However, a candidate continuously enrolled as a part-time student has 60 months to complete all requirements.
D. Students shall prepare a memorandum discussing what they hope to accomplish in the General LL.M., which shall be given to their supervisor at the beginning of their studies. Students shall prepare a memorandum prior to graduation discussing how their degree program has fulfilled their goals and reflecting upon their experience in the program.

Law, S.J.D.

The degree of Doctor of Juridical Science is the highest postgraduate law degree offered by the Dedman School of Law. The S.J.D. primarily is a research and writing degree (as opposed to a course-oriented degree such as the LL.M. degree) during which the S.J.D. candidate conducts extensive postgraduate-level legal research with a view toward submitting an acceptable doctoral dissertation of publishable quality within a five-year period. Additional information is found in this section under Requirements for the Degree. During the first two semesters of the program, students must take eight credit hours each semester.

Nature of the Degree

The S.J.D. is not a professional degree, such as the Dedman School of Law's J.D. degree; it is intended to be an intense postgraduate, academic research experience.

Admission Requirements

The S.J.D. is a postgraduate degree. The following are criteria for admission:

1. Career goals. The S.J.D. is primarily intended for highly qualified candidates seeking a legal academic career or a high-level, policy-oriented governmental or intergovernmental position, and the candidate must demonstrate such a career goal.
2. Academic achievement. An applicant must demonstrate outstanding achievement in previous academic programs.
3. Research and writing. An applicant must demonstrate the ability to conduct graduate-level legal research and writing in English. Preference is given to Dedman School of Law LL.M. students who have excelled in their LL.M. degree and have shown an ability to conduct graduate-level legal research and write in English as evidenced by a course paper or a directed research paper submitted as an LL.M. candidate at SMU. Applicants who hold an LL.M. degree or equivalent from another law school and who demonstrate excellent legal research and legal writing abilities in English may be considered for admission. Also, individuals who have an established academic, legal professional, governmental or intergovernmental career, who have suitable career objectives for pursuing the S.J.D. degree and who have demonstrated significant legal research and legal writing abilities in English may be considered for direct admission into the S.J.D. (with or without an LL.M. degree).
4. Primary supervisor. The applicant must obtain as a primary supervisor a faculty member of the SMU Dedman School of Law. The primary supervisor should have particular expertise in the S.J.D. candidate's general area of doctoral research. Additional information is found in this section under Role of Primary Supervisor.
5. Statement of subject of dissertation. The applicant, with the assistance of the primary supervisor, must submit a document of no more than 2,000–3,000 words explaining the research topic the applicant will undertake for the purpose of preparing the dissertation.

Admission to the S.J.D. Program

An applicant who is granted admission to the S.J.D. program initially is admitted in a probationary status. The S.J.D. candidate must demonstrate progress toward completion of the requirements for the degree to continue as an S.J.D. candidate. The S.J.D. candidate is matriculated as of the first day of the first term in which the S.J.D. candidate commences the S.J.D. program. The date of matriculation is relevant for purposes of the various time periods.

Probationary Status for First Two Years

The S.J.D. candidate must be in residence at the Dedman School of Law for not less than two academic years, during which time the S.J.D. candidate is in probationary status. During the first probationary year, the S.J.D. candidate (subject to the overall direction of the primary supervisor) will be concerned primarily with conducting extensive research for the purpose of identifying all relevant legal and other materials in the dissertation subject matter. In addition, the S.J.D. candidate will prepare and submit to the primary supervisor (in the following order): 1) a suitable research abstract indicating the thematic and analytical framework and proposition(s) to be proved, and the objectives to be achieved by the dissertation; 2) a detailed subject-matter outline for the dissertation; 3) an extensive working bibliography; and 4) an introductory draft chapter (or equivalent writing) that is at least 10,000 words and that indicates doctoral-level legal research and legal writing abilities.

During the first probationary year, the S.J.D. candidate may be required or advised by the primary supervisor to take selected Dedman School of Law or other University courses, classes, seminars, etc., that are directly related to enhancing the S.J.D. candidate's prospects for completion of the degree. As a general proposition, however, the S.J.D. candidate should be engaged in doctoral research and writing, not taking courses. If the S.J.D. candidate is pursuing other time-consuming objectives (such as, studying for a bar examination or for other professional qualifications) at the same time as pursuing the S.J.D., the S.J.D. candidate must advise the primary supervisor and the Committee on Graduate Legal Studies. The Committee on Graduate Legal Studies looks with disfavor on such activities, as they generally are detrimental to the S.J.D. candidate's prospects for completing the degree. In any case, an S.J.D. candidate cannot be pursuing two degree programs at the same time.

Annual Progress and Reports to Graduate Committee

An S.J.D. candidate must submit an annual report to the Committee on Graduate Legal Studies. The report must be submitted within two months after the anniversary date of matriculation as an S.J.D. candidate. The report is to inform the committee of the progress of the S.J.D. candidate and is to include a description of the research and writing completed during the reporting period. In addition, the primary supervisor will submit a report to the committee regarding the progress of the S.J.D. candidate toward completion of the degree.

In order for the S.J.D. candidate to continue in probationary status for the second year, the committee must be satisfied that the S.J.D. candidate, during the first probationary year, has made substantial progress toward completion of the degree. If the committee determines that the S.J.D. candidate, during the first probationary year, has not made substantial progress toward completion of the degree, the status as an S.J.D. candidate is terminated and the person is withdrawn from the S.J.D. program.

By the end of the second probationary year, the S.J.D. candidate must complete a 30,000-word to 40,000-word work product comprising at least two chapters (or equivalent) of the dissertation. This work product must be of "publishable" quality, and the Committee on Graduate Legal Studies will look with favor on the S.J.D. candidate's publishing in an acceptable medium at least a portion of this work product. In order for the S.J.D. candidate to complete the two-year probationary status (and be admitted unconditionally to the S.J.D. program), the S.J.D. candidate must demonstrate by the end of the second probationary year that there is a substantial likelihood the candidate will successfully complete the degree requirements within the required five-year period. In making this determination, the graduate committee will consider, among other relevant information, the candidate's annual report for the second year and the primary supervisor's report for the second year. If the necessary substantial likelihood is not shown, the status as an S.J.D. candidate is terminated and the person is withdrawn from the S.J.D. program.

Supervisory Committee

After an S.J.D. candidate has completed the two-year probationary period, the Committee on Graduate Legal Studies shall appoint other people to comprise a supervisory committee for the S.J.D. candidate. The committee shall be composed of at least three members, including the primary supervisor, another member of the Dedman School of Law faculty appointed by the committee and a senior "external" person qualified in the area of research and appointed by the committee. The primary supervisor has principal responsibility for nurturing and supervising the S.J.D. candidate. The supervisory committee is to read and critique the dissertation submitted by the S.J.D. candidate and to advise the Committee on Graduate Legal Studies as to whether the S.J.D. candidate has produced a satisfactory dissertation.

After the Probationary Period

After successful completion of the two-year probationary period, an S.J.D. candidate has up to three additional years to satisfy all requirements for the S.J.D. degree. The S.J.D. candidate need not be in residence at SMU during this period. During the post-probationary period, the S.J.D. candidate will have general continuing access to the primary supervisor, but on a less intense and less frequent basis than during the first two years of probationary status.

Requirements for Degree

Within a five-year period from first matriculation as an S.J.D. candidate, the S.J.D. candidate must satisfy the following requirements:

a. Completion of the two-year probationary period.

b. Submission of a doctoral dissertation of at least 80,000 words but no more than 100,000 words (including footnotes, but excluding bibliography, front pages, table of contents, and any annexes or appendices) on a coherent, analytical and focused theme of a substantially legal nature or submission of an equivalent doctoral dissertation in the form of a series of interrelated articles/chapters on a more general topic, but which collectively comprises a topically coherent volume.
c. The dissertation must constitute the original work product of the S.J.D. candidate.
d. The dissertation must represent and show evidence of substantial doctoral-level research work.
e. The dissertation must display significant legal analyses on a doctoral-level subject.
f. The dissertation must be of a publishable quality according to acceptable U.S. law review standards.
g. The dissertation must make a substantial contribution to the advancement of the understanding of the relevant research subject matter.
h. It is within the discretion of a S.J.D. candidate's supervisory committee to require a *viva voce* (oral examination), at which the S.J.D. candidate will be asked "to defend" orally his/her dissertation in the presence of the members of the supervisory committee.
i. The dissertation must be approved by each member of the supervisory committee.

The award of the S.J.D. requires approvals of the Committee on Graduate Legal Studies, the law faculty and University. Such decisions cannot be appealed, except as provided. If the S.J.D. candidate's doctoral dissertation is not approved, the graduate committee will provide the S.J.D. candidate with an explanation of the reasons why it was disapproved, and the S.J.D. candidate then will be given one further 12-month period within which to endeavor to satisfy such comments and to resubmit a revised dissertation. If the S.J.D. candidate then does not, within the 12-month period, satisfy all doctoral requirements, the person is withdrawn from the S.J.D. program.

Role of Primary Supervisor

The primary supervisor will serve as the S.J.D. candidate's academic adviser and will provide the S.J.D. candidate with general and specific guidance on the S.J.D. candidate's research and written work product. The supervisor is not to serve as an editor of the S.J.D. candidate's work product. While the supervisor will make general comments on the submitted work product and may make selective specific comments or otherwise may help arrange for the S.J.D. candidate to take advantage of available University/Dedman School of Law postgraduate legal writing resources, the burden is on the S.J.D. candidate to make any needed editorial arrangements at the candidate's own expense (such as a qualified J.D. student who may be willing to assist in the editorial process). During the required two-year residency period, the supervisor will meet on a periodic basis with the S.J.D. candidate. However, it is to be understood that the S.J.D. degree is a research degree requiring extensive independent legal research by the S.J.D. candidate in the area of the dissertation.

Termination of Status as Candidate

The status of an S.J.D. candidate may be terminated, and the person withdrawn from the S.J.D. program, for any of the following reasons:

1. Failure to satisfy the requirements of the first probationary year.
2. Failure to satisfy the requirements of the second probationary year.
3. Failure to submit a dissertation within the prescribed five-year period.
4. If a dissertation is submitted in a timely manner, failure to satisfy all requirements and standards for the dissertation.
5. Failure to pay in a timely manner any required fees.

An S.J.D. candidate whose status is terminated may make a formal appeal in writing to the Committee on Graduate Legal Studies. This appeal must set forth all relevant and/or extenuating circumstances and reasons why the committee should reconsider the termination. It is within the sole discretion of the committee whether to reconsider or not, and, if it chooses to reconsider, then any decision of the committee is final. If the committee does reconsider, it may impose any general and/or specific conditions/requirements as it wishes.

Fees

For the first two years of the program, S.J.D. candidates will be charged the equivalent of full-time tuition and fees applicable to LL.M. students. Thereafter, S.J.D. candidates will be assessed a special fee for each fall and spring term until approval of the final dissertation. This fee will be set at the beginning of each term. The fees each year can be found in the Bursar's Financial Information Bulletin.

There are no Dedman School of Law scholarships or research/teaching assistantships available for the S.J.D. degree. On an individual basis, an S.J.D. candidate may apply to be the research assistant of a particular faculty member, but any such arrangement must be made individually with the faculty member, who reserves full discretion in such a matter.

Tuition and Fees

Detailed information about tuition and fees is found in this catalog in the Financial Information section and in the current catalog supplement *Bursar's Financial Information Bulletin*.

Application and Information

To obtain further information and applications for admission, students should contact the Office of Graduate Legal Studies, Dedman School of Law, Southern Methodist University, PO Box 750111, Dallas TX 75275-0111; 214-768-2658.

Dual Degrees

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

Nature of the Programs

The Dedman School of Law and the SMU Cox School of Business offer two joint-degree programs: the combined J.D./M.B.A. program (4-year) and the combined J.D./M.B.A. fast track program (3-year). The programs are designed for law practice with a strong business background and for business careers with a strong legal background. Through the J.D./M.B.A. programs, the combined degrees may be obtained in three or four academic years instead of the five academic years required, if pursued separately.

These programs have been established so that individuals may integrate their educational experience in law and business. Since management, personnel and corporate attorneys have their individual considerations and goals, by taking law and business courses simultaneously, the student may achieve an understanding of commercial affairs from two different points of view.

Structure of the Programs - J.D. /M.B.A.

For the combined 4-year J.D./M.B.A. students must satisfactorily complete 75 hours credit for the law portion and 52 hours credit for the MBA portion.

Under the structure of J.D./M.B.A. program, the Dedman School of Law will award 12 hours of academic credit toward the J.D. degree (87 hours) for satisfactory completion of the academic requirements of the M.B.A. program. Similarly, the Cox School of Business will award up to 12 hours of academic credit toward the M.B.A. degree for satisfactory completion of the academic requirements of the J.D. program.

Structure of the Program – Fast Track J.D./M.B.A.

The 3-year joint J.D./M.B.A. degree program is made possible by the Fast Track MBA Program at the Cox School of Business. The 113 credit hour program is comprised of 75 credit hours of Dedman Law classes and 52 credit hours of Cox Business classes, with 16 of these credit hours being satisfied by choosing any combination of pre-approved business-related law school courses.

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

While students could begin the program with the intensive summer term at the Cox School of Business, most students will begin the program with the full-time first-year law courses, and then take the intensive Cox School summer courses, which consist of MBA core classes taken by students in the existing one-year MBA program. In the second and third years, students will take a combination of law and business classes.

This highly selective dual-degree program is designed for:

- Candidates with a Business, Economics, or quantitative undergraduate degree
- Candidates seeking a law profession only
- Candidates not seeking a concentration within the business curriculum

Other Requirements

Except as modified by the above, a student in either program must meet all the requirements of both schools for admission, performance, graduation, etc. Students enrolled in either joint degree program also must complete all noncredit-bearing requirements of the programs.

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

Law School applications should be submitted using the LSAC Application Service. **M.B.A. applications** should be submitted through the Cox School of Business Admission's website.

Juris Doctor/Economics, J.D./M.A.

Nature of the Program

The combined J.D./M.A. in economics, law and economics track program, is offered jointly by the Dedman School of Law and the SMU Department of Economics in Dedman College. The program is designed for law students who have some prior background in economics and who wish to develop further their abilities to deal with complex economic issues. Through the program, the combined degrees can be obtained in four academic years or even in as little as three years and one additional term if classes are taken during at least one summer term.

Structure of the Program

The M.A. in economics, law and economics track, is a 30-hour nonthesis program that can be completed in part-time evening study. For students in the combined J.D./M.A. program, the Economics Department will accept up to nine hours of law school credit toward the M.A. degree. Dedman School of Law will accept up to six hours of graduate economics credits toward the 87 hours required for the J.D. degree. Thus, the student in the combined J.D./M.A. program will be able to receive both degrees with a total of 102 hours of credit.

The first year of the program consists entirely of law school courses, and students may apply for the joint degree plan at any time during their first year of law school. The economics curriculum consists of five required courses (15 credits), of which one may be the Dedman School of Law course LAW 6423 - Economic Analysis of Law; three elective courses (nine credits), of which one must be a 6000-level course; and up to three additional law school courses (nine credits). These economics courses will be taken along with law school courses during the remainder of the student's period of residency after the first year. Many of the economics classes are taught in the evening or during the summer term, and generally are small classes (fewer than 20 students).

The M.A. program also is available to those who have received the J.D. degree. Credit from law courses, however, cannot be counted toward the M.A. degree once the J.D. degree has been conferred. Likewise, a student who has completed the M.A. degree or the joint B.A./M.A. degree cannot receive credit toward the J.D. degree for any courses prior to entering the Dedman School of Law.

Required Economics Courses

The required economics courses and the available electives are

- LAW 6423 - Economic Analysis of Law
- ECO 6352 - Applied Econometric Analysis
- ECO 6372 - Econometrics I
- ECO 6381 - Economic Analysis I
- ECO 6383 - New Approaches to Managerial Economics

Other Requirements

Except as modified by the above, a student must meet all the requirements of both schools for admission, performance, graduation, etc. In particular, the student must satisfy the law requirements outlined in this catalog in the Juris Doctor Program section, and the student must earn a grade of C or better, with an overall *B* cumulative average maintained in the degree program. Students enrolled in the joint degree program also must complete all noncredit-bearing requirements of the program.

Students must be admitted separately into the Dedman School of Law and the M.A. in economics program.

Additional information may be obtained from the Dedman School of Law: Office of Admissions, SMU Dedman School of Law, PO Box 750110, Dallas TX 75275-0110, 214-768-2550. Applications should be submitted via LSAC.org.

Applications and additional information may be obtained from the Economics Department: Director of Graduate Studies, Department of Economics, Southern Methodist University, Dallas TX 75275-0496, 214-768-4335.

The Curriculum

Course Offerings

J.D. program required courses are offered at least once each academic year. Courses that have been offered in the past several years are listed below. Other courses may be offered. The school's Registrar's Office publishes a schedule of courses before the beginning of each term. Students must consult these schedules for actual course offerings and for any prerequisites or co-requisites for those courses. It is the responsibility of each student to verify that they have taken the prerequisites, or will be taking concurrently any required co requisites, at the time they register for a class. Students with any questions concerning these issues should contact the assistant dean for student affairs.

The Juris Doctor Program

1. First-Year Required Courses
    - Civil Procedure (LAW 6405)
    - Constitutional Law I (LAW 6366)
    - Contracts (LAW 6406)
    - Criminal Law (LAW 8341)
    - Legal Research, Writing, and Advocacy I and II (LAW 8375, LAW 8376)
    - Legislation and Regulation (LAW 6365)
    - Professional Identity and Development (LAW 7108)
    - Property (LAW 6404)
    - Torts (LAW 6403)

2. Upper-Year Requirements
    - Professional Responsibility (LAW 7350)
    - Constitutional Law II (LAW 8311)
    - Interviewing, Counseling, and Negotiation (LAW 7109)

Edited Writing Seminar (3 hours) - Requires the student to participate in an intensive, scholarly expository writing project that may take the form of a single paper of at least 30 pages, or several shorter papers, as the professor may direct. Includes review and criticism of the student's writing by the professor. Varied subject matter are at the discretion of the professor. Enrollment limited to 20 students.

Experiential Learning Requirement - A student must complete one or more experiential course(s) totaling at least 6 credit hours. Legal Research, Writing and Advocacy II (Law 8376) satisfies 3 of the required 6 credit hours. Other courses that satisfy this requirement will be designated "(EL)" on the upper-level course list during registration.

Professional Writing Course (2 or more hours) - Requires the student to draft documents such as statutes, rules, regulations, ordinances, contracts, bylaws, corporate documents, other transactional documents, wills, trusts, pleadings, interrogatories, injunctions, stipulations, or other litigation documents. There will be multiple writing assignments, and the professor will review and provide prompt feedback on each assignment. The cumulative amount of writing should be at least 20 pages. Enrollment in each course is limited to 20 students. International LLMs must gain prior approval before enrolling in any professional writing course. A course may satisfy both the professional writing requirement and the experiential learning requirement.

Students matriculating before Fall 2020 also have a General Writing Requirement and should refer to the catalog they matriculated under for details.

There are other non-coursework requirements to obtain the J.D. degree listed in the catalog under "Degree Requirements."

Elective Courses

Except with special permission of the assistant dean for student affairs, J.D. students may enroll for elective courses only after they have completed all required first-year courses. Other prerequisites for courses are listed; however, the instructor of a course may add or waive prerequisites for the course.

The faculty recommends that each student enroll in courses in each of the following areas: business organizations, administrative law, commercial law, procedural and evidence law, taxation and legal history or the philosophy of law or the study of legal systems.

Concentrations

Juris Doctor students can qualify for a Concentration in Business Law by completing at least 25 credits in the following categories: 1) Basic Required Courses (Business Enterprises and Securities Law), 2) Required Courses in Key Business Areas, 3) Elective Courses, 4) Business Law Topic Writing Requirement, and 5) Business Law Experiential Learning. Typically, students should provide notice of intent to complete the Concentration in Business Law no later than the beginning of their second year.

Maximum Number of Elective Course Hours Taken on Credit/No-credit Basis

A student may not apply more than six hours of upper-level elective courses taken on a credit/no-credit basis toward the 87 hours required for graduation. This six-hour restriction does not include any hours obtained from externship hours or hours in which, with the consent of the instructor and the assistant dean for student affairs, the student was allowed to receive credit for a course in lieu of a grade due to extraordinary circumstances involving the general award of credits for the particular course and/or to the particular student.

Courses Outside Law School

Graduate-level courses that are offered in other graduate or professional schools of the University and are relevant to the student's program may be taken with prior approval of the assistant dean for student affairs, who shall also determine the Dedman School of Law credit equivalents to be awarded for such study. Except for students in joint degree programs, no more than six hours may be awarded toward Dedman School of Law hours required for graduation. For more information, students should contact the school's Registrar's Office.

Courses at Other Law Schools

Detailed information on transfer of courses from other law schools is found in this catalog under "The Juris Doctor Program" in the "Admission With Advanced Standing: Students Eligible" section. After entry in the Dedman School of Law, summer courses in other accredited law schools may be taken for transfer of credits with prior approval of the assistant dean for student affairs. Transfer credits may be earned in regular terms only in extraordinary circumstances of demonstrated special need. Detailed information is found under "The Juris Doctor Program" in the "Classroom Work, Attendance and Examinations: Credit for Work Completed at Other Schools" section. For more information, students should contact the school's Registrar's Office.

Course Descriptions

LAW 6050 - Visiting Scholar
Credits: 0
For visiting students who are not receiving credit for classes and who are not seeking a degree.

LAW 6100 - SMU Law Review Association
Credits: 1
Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6108 - Patent Clinic Deputy
Credits: 1
Includes assisting in preparing and supervising clinic students in client representation Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6218 Patent Clinic.

LAW 6109 - Crimes Against Women Clinic Deputy
Credits: 1
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6110 - Legal Practical Training II
Credits: 1
Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6111 - Family Law Clinic Deputy
Credits: 1
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6112 - Small-Business Clinic Deputy
Credits: 1
Assisting in preparing and supervising clinic students in client representation, including fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 8202 Small-Business Clinic.

LAW 6113 - Small Business and Trademark Clinic
Credits: 1
Student lawyers advise clients of the Small Business Clinic on the start-up of their businesses and assist in preparing necessary legal documents. The student lawyers will also research and provide advice to non-profit organizations and get experience working with transactional business law issues for clients. The Trademark Clinic is part of the Small Business Clinic and a member of the USPTO Law School Clinic program. Student lawyers gain specific experience in advising clients about basic trademark matters as well as drafting, filing and handling trademark applications with the USPTO. Prerequisites: LAW 6420 and LAW 8203. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 6114 - Legal Practical Training III
Credits: 1
Offers practical training and experience in a law firm, corporate law department, government agency, or other law-

related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6115 - Legal Practical Training IV
Credits: 1
Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6117 - Government and Public Interest Externship Program
Credits: 1
The Government and Public Interest Externship Program is an academic program that combines a weekly public sector law class with hands-on fieldwork in nonprofit and government legal departments. Students who pass both the class and externship components receive one credit for the classroom component and 2-3 hours credit for their field work (depending on the hours worked at the placement).

LAW 6118 - Actual Innocence Clinic Deputy
Credits: 1
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6230 or LAW 7401.

LAW 6119 - Legal Practical Training V
Credits: 1
Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 6126 - Argumentation in Ethical Debates
Credits: 1
Students are familiarized with the basics of informal logic: deductive arguments, inductive arguments, arguing by analogy, and common argumentative fallacies. Students reinforce their skills in ethical reasoning to discern good from problematic arguments, to build better oral arguments, and to write better argumentative essays.

LAW 6130 - International Law Review
Credits: 1
Maximum of 5 credit hours. Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer," "NAFTA: Law and Business Review of the Americas," and "Yearbook of International Financial and Economic Law." Students must be selected for participation before they may enroll. Available only for J.D. students.

LAW 6136 - Directed Research
Credits: 1
Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6157 - Child Advocacy Clinic Deputy
Credits: 1
Assisting in preparing and supervising clinic students in client representation, including fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors. Students may not enroll before being selected.

LAW 6160 - Advanced Legal Writing and Editing
Credits: 1
Designed for students who wish to improve their editorial and writing skills. Targets students who are already competent writers, but it requires no in-depth knowledge of grammar or rhetoric. Covers issue framing, readability, and writing efficiently.

LAW 6162 - Across the Finish Line: Sentence Reductions for Federal Commutees
Credits: 1
Teaches students how to use effective post-conviction strategies, including mitigation investigation, negotiation, and motion practice, in the context of federal criminal defense. Students interview clients, family members, and brainstorm negotiation tactics. Students then assist counsel in writing judicial motions for formerly life-sentenced drug offenders who received term commutations from President Obama, but whose sentences were not completely excised. Lawyers for the Decarceration Collective have final responsibility for filing client motions in court.

LAW 6177 - Moot Court Board
Credits: 1
Satisfactory work as a member of the Moot Court Board. Maximum of 1 credit hour. Students who are selected to draft the Jackson Walker moot court problem and briefs may be eligible for an additional 1 credit hour, which will count toward the general writing requirement. Students must be selected for participation before they may enroll.

LAW 6180 - Moot Court Competition
Credits: 1
Participation as a member of an appellate advocacy team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 6183 - Mock Trial Competition
Credits: 1
Participation as a member of a mock trial team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 6200 - SMU Law Review Association
Credits: 2
Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6202 - Internet Law
Credits: 2
Introduces students to the many areas of law on which the Internet has had a particularly acute effect: jurisdiction, free speech, privacy, crime, intellectual property, and competition. Focuses on who regulates the Internet, how the various parties (e.g., users, companies, and government) are affected, and on continuities and discontinuities from earlier times and technologies. Course evaluations are based on participation and a written final exam.

LAW 6204 - Advanced Legal Research
Credits: 2
An experiential learning course that builds on the legal research systems and methods covered in the first-year legal research course. Through a series of assignments and in-class research simulations, students will develop proficiency in locating and evaluating statutes, case law, secondary authority, administrative regulations and decisions, legislative history, court rules, and local law. Emphasizes advanced research strategies and processes to build research skills in a variety of legal practice areas.

LAW 6205 - Law, Literature, and Medicine
Credits: 2
Seminar for law students and medical students that provides an opportunity to read and discuss novels, poems, plays, and short stories concerning the two professions, including ethical dilemmas encountered in legal and medical practice and a variety of client and patient experiences. Readings also focus on the professional and academic aspects of the humanities in law and medicine. Students have joint assignments and projects throughout the term and are required to complete a research paper or comparable final project.

LAW 6206 - Aviation Law
Credits: 2
Introduces aviation law covering regulation of domestic and international aviation; deregulation of domestic aviation; the legal regime of the airspace, aircraft, and users of the airspace; the liability of the insurance for the airman, manufacturer, services, airline, and U.S.; aviation litigation fundamentals and focused issues; criminal law specific to aviation; and legal issues governing aviation transactions, aviation labor, and the law of space.

LAW 6207 - Administrative Law
Credits: 2
A focus on legislative authority and administrative agencies, with special emphasis on administrative process and judicial review.

LAW 6208 - Advanced Legal Reasoning
Credits: 2
This course provides a basic understanding of the contents of the bar exam, strategies for exam success, and development of exam skills. Students have the opportunity to practice answering exam questions in selected subjects tested on the bar exam. The course is intended to supplement but not replace participation in a commercial bar review course; students are strongly encouraged to take a commercial bar preparation course to enhance their chances of passing the bar exam. Limited to students in their last year before graduation.

LAW 6209 - Due Diligence in Business Transactions
Credits: 2
Introduces basic due diligence principles and standards, and covers the relevant diligence-related case law. The primary goal is to expose students (through practical skills exercises) to the various components of effective due diligence in real-world transactional settings similar to those they are likely to encounter after entering the practice. Topics include the definition of due diligence; effective due diligence leadership and staffing; the constituents of reasonable due diligence as defined by the Securities and Exchange Commission and the courts; the importance of tools such as forms-driven processes and written memoranda; the significance of red flags in the diligence process; and the responsibilities of buyers, sellers, underwriters, issuers, and their respective diligence team members, including legal counsel.

LAW 6210 - Legal Research and Writing for International LL.M. Students
Credits: 2
Introduction to the general principles of U.S. law research, legal analysis, and objective writing. Successful completion of this course enables students to 1) recognize and distinguish primary and secondary levels of authority; 2) locate, read, and understand rules of law available in constitutions, judicial opinions, and statutes; 3) demonstrate the ability to update all types of legal authority, including the process of Shepardizing; 4) demonstrate the ability to recognize and use acceptable citation forms for legal authority; and 5) complete legal research/writing assignments to explain the law pertaining to a legal question.

LAW 6211 - Education Law
Credits: 2
Emphasizes constitutional issues in public education law and includes case law and law review articles that discuss current controversies. Depending on the enrollment, students may be asked to make in-class presentations based on the assigned material.

LAW 6212 - Intellectual Property Licensing
Credits: 2
Focuses on intellectual property licensing, with a particular emphasis on the generation and identification of licensable rights, traditional and online licensing structures, underlying legal principles, international considerations, licensing in a standards body, and the terms of specific license agreements and their negotiation. Students explore licensing concepts and trends through current case law, relevant statutes, and selected articles. Includes discussion of licensing copyrights, trademarks, patents, technology, multimedia, software, and general online content.

LAW 6213 - M&A Contract Drafting
Credits: 2
Limited enrollment, practice skills seminar designed to build upon the lessons learned in first-year contracts (LAW 8290) and first-year torts (LAW 7391) and to apply those lessons to the world of transactional lawyering. Students study real-world agreements (e.g., LOIs, IOIs, term sheets, NDAs, and side letters) entered into at the early stages of an M&A transaction in order to comment upon, draft, and negotiate examples of some of those agreements in class. While the course is geared toward the M&A world, the contract drafting skills covered are applicable in any transactional practice. Students prepare initial drafts of transactional agreements, review agreements in which errors or lack of clarity in contract drafting gave rise to disputes requiring judicial determination, and read current and classic cases to analyze the "contort" common law that forms the basis for interpreting and enforcing each contractual agreement draft. Class attendance, preparation, and participation are critical to a student's learning experience and to that of his or her classmates, as well. Grades are based on a combination of class performance and/or classroom exercises, and either a short paper or a few short memos prepared about specific drafting issues.

LAW 6214 - Construction Law
Credits: 2
Addresses the legal aspects of the construction process. Focuses on commercial construction. Emphasis is placed on discussion of the liability facing design professionals, contractors, subcontractors, and owners and the liability that arises out of the relationships between these parties during the construction process. Topics include project participants, project delivery systems, standard of care, contract completion, liens, bonds, safety, changes, defective construction, default, termination, delays, and damages.

LAW 6215 - Professional Responsibility for International LL.M. Students
Credits: 2
An analysis of principles and rules governing the conduct of lawyers. Topics include the client-lawyer relationship, competence, confidentiality, loyalty, the roles of lawyers as counselors and advocates, public service, advertising, admission to practice, and professional discipline.

LAW 6216 - Corporate Counsel Externship Program
Credits: 2
Integrates a weekly corporate counsel class with hands-on experience in corporate legal departments. Provides a broad yet comprehensive overview of substantive areas encountered in an in-house legal department and the ethical responsibilities of in-house counsel, as well as professional skills such as working with outside counsel, managing conflicts, drafting contracts, and conducting internal investigations. Chief legal officers, general counsels, and senior managing attorneys guest lecture in certain classes. In addition to the class component, students are assigned to corporate legal departments where they work approximately 10 hours per week, for a minimum of 120 hours for the term. Student activities vary depending on the corporation but may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting. The externship component is pass/fail, and the class component is graded; students must pass both to receive credit (total of 4 credit hours for this class plus 2 credit hours for the externship, which is a separate registration). Students may not enroll in this program and another externship or clinical program

during the same term. Admission is competitive, and an application does not guarantee admission. Prerequisites: LAW 6420 Business Enterprise and GPA of 2.7 or higher.

LAW 6217 - Oil and Gas Taxation
Credits: 2
Focuses on U.S. federal income taxation of domestic oil and gas transactions, and references and contrasts certain international tax aspects of the oil and gas business. Examines taxation associated with the operational life cycle of oil and gas operations, including exploration, development, production, and abandonment. Students study transactions involving oil and gas interests to analyze acquisition, disposition, structuring, and investment. They also study the historical context and development of oil and gas provisions in U.S. tax law as a basis for understanding the applicable laws and regulations that apply today. Current tax legislative proposals and/or final legislation affecting the oil and gas industry are addressed, as warranted.

LAW 6218 - Patent Clinic
Credits: 2
Students provide pro bono legal services to individual and small-business clients seeking to protect their inventions using the patent system. This work may involve counseling clients regarding patent-related matters, conducting inventor interviews, conducting patentability searches, preparing patentability opinions, drafting and filing patent applications, and drafting and filing responses to office actions received from the U.S. Patent and Trademark Office.

LAW 6219 - Labor Law
Credits: 2
Law regulating the employment relationship studied in connection with various forms of group conflict and organizational activity. The course covers rights and duties of individuals and institutions in the labor-relations context; concerted activity, including strikes, picketing, and boycotts; negotiation and enforcement of collective agreements; employee-union relations; and problems of jurisdiction and accommodation among courts, boards, and arbitrators. The course emphasis is on the substantive and procedural law of the Labor-Management Relations (Taft-Hartley) Act.

LAW 6220 - Corporate Taxation
Credits: 2
The formation of corporations, corporate capital structure, earnings and profits, dividends, distributions, redemptions, partial liquidations and complete liquidations, and Subchapter S corporations.

LAW 6221 - Banking Law
Credits: 2
Introduces the federal laws governing commercial banking activities, with primary emphasis on the regulation (and deregulation) of U.S. banks and related policy considerations. Lecture topics vary from year to year but generally include key domestic, regional, and international issues with respect to banking, the banking industry, and the overall financial services industry. Uses interdisciplinary subject matter in economics, finance, and business, and may use comparisons to regulation of other financial institutions such as broker-dealers, investment banks, and financial technology companies.

LAW 6222 - Constitutional Law I
Credits: 2
Examines methods of constitutional interpretation, the role of judicial review, federal power, separation of powers, federalism, and justiciability.

LAW 6223 - Representing the Entrepreneurial Client
Credits: 2
An introduction to the legal problems encountered in an entrepreneurial setting, either as lawyers for the enterprise or as owners of an equity position in the enterprise. Interactive discussions provide tools for future attorneys to guide entrepreneurial clients through the challenges of economic pressures, legal liability, technological change, and globalization in the 21st century.

LAW 6224 - International Protection of Human Rights
Credits: 2
Selected topics, including the protection of individuals and groups against violations by governments and private institutions of their internationally guaranteed rights, and the promotion of these rights. May require the presentation and discussion of student papers.

LAW 6225 - Mergers and Acquisitions
Credits: 2
Introduces the fundamentals of and critical topics in mergers and acquisitions law, as well as the key financial and transactional issues they present, with a focus on the documentation and negotiation of acquisitions of privately held businesses. Also, the key drivers of M&A activity and the business incentives of the parties to the transactions. Touches on securities, tax, antitrust, and regulatory issues. Students review and analyze case law and deal documents (or portions of such documents) and learn how an acquisition agreement's core provisions are negotiated to create value for and allocate risks among the parties. Prerequisite or corequisite: LAW 6420 Business Enterprise.

LAW 6226 - International Intellectual Property
Credits: 2
When intangible property crosses imagined borders, it becomes subject to competing cultural concerns, economic interests, and protective regimes. This seminar focuses upon the international regulation of intellectual property and the resolution of disputes through institutions such as the World Intellectual Property Organization and the World Trade Organization, multinational and regional treaty agreements, and national responses. Policy issues include the perspectives of developing and industrialized countries, problems generated by emerging biotechnologies and the growth of cyberspace, and future trends in harmonization of IP protection.

LAW 6227 - International Commercial Arbitration
Credits: 2
Provides reasonably in-depth coverage of the basic concepts and issues of international commercial arbitration. Students review the arbitration rules of the primary institutions and the arbitration laws of the primary arbitration sites, and draft basic arbitration clauses. The course does not cover international litigation.

LAW 6228 - Oil and Gas Contracts
Credits: 2
A survey of basic oil and gas contracts used in exploration and production operations in the United States and internationally. Includes support agreements, farmout agreements, operating agreements, gas contracts, gas balancing agreements, division orders, concessions, production sharing, participation agreements, and technical agreements, with a focus on fundamental principles and current issues. Drafting solutions and alternatives are explored.

LAW 6229 - Government Procurement
Credits: 2
Explores the basic elements of the $500 billion federal procurement market and the state and local markets estimated to be of roughly equal size. Public contracting presents unique and highly challenging legal issues spanning acquisition planning, bidding, contract performance, administrative law, fraud, litigation, corporate compliance, and complex transactions. Students gain a practical understanding of the Federal Acquisition Regulation, competitive solicitation requirements, sole source awards, and bid protests for application to real-world practice environments. Draws upon Texas and potentially other state procurement laws for comparative purposes. Examines the relationships between private contractors and various government customers, with emphasis on the defense industry and conflict of interest concerns.

LAW 6230 - Actual Innocence Clinic
Credits: 2
The investigation or litigation of actual innocence claims by persons convicted of serious crimes involves unique and highly challenging legal issues. Students assist in a wide range of postconviction case investigation activities, including any or all of the following: locating and reviewing original trial records, searching for any identifying remaining evidence, analyzing cases for viability, submitting evidence for additional testing, interviewing potential

witnesses, communicating with clients, meeting face-to-face at least once with clients in the county jail or the assigned prison unit, interacting with assigned personnel from the District Attorney's Office, and identifying and communicating with potential experts. Also, drafting briefs, motions, and proposed findings of fact and conclusions of law.

LAW 6231 - International Oil and Gas Negotiations
Credits: 2
Covers transactional law and negotiations in an international oil and gas context through lectures and discussions on negotiation topics. Provides hands-on, practical negotiation experience through participation in a series of simulated negotiations where the student role-plays a lawyer representing a client on one side of an acquisition of oil and gas exploration rights in a foreign country.

LAW 6232 - Corporate Planning
Credits: 2
Planning and problem course in corporate, tax, securities, accounting, and related fields. Students draft instruments and supporting memoranda in solution of a variety of questions in corporate organization, financing, operation, acquisition, and reorganization - a fairly typical sequence of high-tech company growth and development. Student solutions and simulated negotiations are presented for class critique, and in most instances, for comparison with actual solutions to similar problems.

LAW 6233 - The Expert Witness in Civil Litigation
Credits: 2
Addresses the role of the expert witness in civil litigation, with emphasis on the development of practical skill in the selection, designation, discovery, direct examination, and cross-examination of experts. Considers examples from trial practice in state and federal courts, as well as expert testimony in the context of tort and commercial litigation. Students participate in drafting Daubert/Robinson motions and in mock examination of experts. Prerequisite: LAW 8355 or LAW 8455 Evidence.

LAW 6234 - Corporate Compliance
Credits: 2
The field of ethics and compliance has emerged as a new legal focus area with significant opportunities for legal practitioners, and the discipline has taken on an international aspect because of global enforcement and the growing convergence of standards. Regulators have stepped up enforcement of guidelines in key areas such as anticorruption, export, and trade sanctions. It is imperative that U.S. corporations comply with the United States Sentencing Commission's guidelines for organizations and establish risk management programs and processes to demonstrate their compliance. Using the framework of an overarching hypothetical, this course provides hands-on experience in identifying and reviewing key compliance issues and developing workable tools and solutions to address them, with a focus on the expected components of an effective corporate compliance program, drawing from important statutes, case law, and international treaties.

LAW 6235 - Securities Regulation
Credits: 2
A study of the securities laws (primarily federal but also state, especially Texas) and the activities and industry they govern, with emphasis on the regulation of issuance, sale, resale, and purchase of securities. Also, disclosure requirements generated by registration, reporting, proxy, tender, and antifraud provisions. Includes civil liability (express and implied), government enforcement, exemptions from registration (especially private placements), insider trading, the meaning of "security," and the functions of the SEC and state securities administrators. May cover broker-dealer and market regulation if time permits.

LAW 6236 - Directed Research
Credits: 2
Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office,

written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6237 - Wildlife Law
Credits: 2
Explores the complex body of federal and state laws that protect and regulate wildlife, including those that protect ecosystems and habitats. Wildlife law is centuries old and the course covers its interesting history from English common law to the statutes, policies, and regulations that predominate today. Includes cases, statutory laws, and regulations and addresses enforcement of the laws and the constitutional and tribal issues that arise in wildlife cases.

LAW 6238 - Data Privacy and Cybersecurity
Credits: 2
Introduces key concepts associated with information privacy and security law and covers how these concepts apply to corporate organizations. Information security and its attendant privacy implications have dominated recent headlines in the wake of electronic intrusions at some of the country's largest and most respected institutions. Broadly reviews the origins and evolution of U.S. information privacy and security law, from constitutional law to common law tort and contract principles as well as modern-day legislative and regulatory privacy and security frameworks. Addresses the latter in the context of recent controversies such as retail data breaches, social media, and domestic surveillance.

LAW 6239 - Civil Rights Practicum: Police Misconduct Litigation
Credits: 2
The mission of the Civil Rights practicum is to engage students in contemporary civil rights litigation and advocacy from a practice standpoint. Students analyze current civil rights cases highlighted in the national media such as those recently involving George Floyd; Breonna Taylor; the cities of Ferguson, Baltimore, Chicago; and the Waco biker shootout. Students analyze videos of police actions to determine whether there was an abuse of force. Sometimes the videos tell the whole story but other times not. The course offers a unique opportunity for students to learn substantive law about civil rights cases in combination with the advocacy skills that are necessary to win them. Students gain a working knowledge of the civil rights issues involved in police misconduct cases, prisoners' rights litigation, and other related constitutional violations. Students also learn how to evaluate the merits of such cases and develop advocacy strategies that can apply to any litigation.

LAW 6240 - Copyright
Credits: 2
A detailed study of the 1976 Copyright Act as well as other means of obtaining legal protection for literary, musical, and artistic works, including unfair competition, tort, and implied contract.

LAW 6241 - Election Law
Credits: 2
Examines the laws that govern the political process in the United States. Topics include the right to vote, political representation, election administration, political parties, ballot initiatives, and campaign finance, with some coverage of tax issues, administrative and judicial enforcement, and ethics law. The goal of the course is to provide students with a solid foundation in the basic principles of election law in this country.

LAW 6242 - Consumer Law
Credits: 2
A study of state and federal regulation of credit and noncredit consumer transactions. Special attention will be paid to state and federal legislation regarding unfair and deceptive trade practices embodied in the Federal Trade Commission Act and the Texas Deceptive Trade Practices Act. Other areas of study include the federal Truth-in-Lending, Fair Credit Reporting, Equal Credit Opportunity, and Fair Debt Collection Acts, state and federal warranty law, as well as contractual and procedural devices designed to facilitate collection. Includes study of traditional private and public remedies and the means of achieving them as well as special problems and issues arising in connection with resolving consumer disputes in the world of e-commerce.

LAW 6243 - Trademarks
Credits: 2
This course teaches the essentials of U.S. trademark law including what constitutes a protectable trademark, trade dress marks and issues of distinctiveness and functionality, how trademark rights are acquired, how they are enforced in both infringement and dilution actions, and the remedies that are available, both legal and equitable. In addition, the course will cover the federal trademark registration process and the essential steps for filing an application and obtaining a registration.

LAW 6244 - Trade Secrets and Business Torts
Credits: 2
Are these "secrets," and if so, whose are they? What separates aggressive free enterprise from unfair competition? We explore in detail the use and protection of "ideas and information" in 21st-century business, particularly the law of trade secrets and confidential information. We also explore the boundary between fair and unfair competition (such as actions for tortious interference, defamation and commercial disparagement, false advertising, common law misappropriation, and conspiracy), and practice under the most prominent trade regulation statutes (such as Section 43(a) of the Lanham Act, the Computer Fraud and Abuse Act and other "Cybertort" statutes, RICO, the Anti-SLAPP Act, civil theft and commercial bribery acts, the Foreign Corrupt Practices Act, and the Federal Trade Commission Act). Issues related to data use, contests, cause-related marketing, hidden endorsements, techniques for ethical investigations, and remedies may be included. No technical background is required.

LAW 6245 - Patent Clinic Deputy
Credits: 2
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6218 or LAW 6337.

LAW 6246 - Crimes Against Women Clinic Deputy
Credits: 2
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6247 - Family Law Clinic Deputy
Credits: 2
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6249 - Immigration Practice and Advocacy
Credits: 2
Focuses on the "nuts and bolts" of the immigration litigation process, including proper courtroom practices, strategy, and case presentation. Taught with an emphasis on participation, development of advocacy skills in the immigration hearing process, and on obtaining a working knowledge of the procedural rules governing the immigration litigation process as well as relevant ethical standards. Immigration Law is not a prerequisite, but completion or concurrent enrollment in Immigration Law is recommended.

LAW 6250 - Advanced Criminal Law
Credits: 2
Examines hot topics in the criminal justice system such as excessive force and police misconduct, mental health, mass incarceration, and inadequate funding for defense counsel. Topics vary by term and may include recent and recurrent questions in criminal law and criminal procedure. Students write reflection papers on the readings and work in teams to develop concrete solutions to pressing criminal justice problems.

LAW 6251 - LGBT Rights and the Law
Credits: 2
Covers the main legal and public policy issues affecting lesbian, gay, bisexual, and transgender people in the U.S., including the history of the nation's treatment of LGBT people. Addresses the criminalization and decriminalization

of same-sex sexual intimacy, the military's treatment of LGBT people, public and private employment discrimination, discrimination in public accommodations and housing, religious exemptions from LGBT antidiscrimination law, rights of speech and association for those supporting or opposing LGBT-rights initiatives, parenting by LGBT people, and the controversy over same-sex marriage. Readings include important statutory and constitutional decisions affecting LGBT rights, scholarly writing about LGBT issues, and theoretical discussions of sexuality and sexual identity. Considers a variety of perspectives, including the views of those supporting LGBT rights and those with religious and natural law views that are more traditional. Also addresses the intracommunity debate among LGBT rights supporters on matters like same-sex marriage and the need for antidiscrimination laws. Prerequisites: LAW 6366 - Constitutional Law I, LAW 8311 - Constitutional Law II.

LAW 6252 - Estate Planning and Practice
Credits: 2
Functional examination of the integration of the federal estate and gift taxes; marital deduction planning and drafting; drafting the bypass trust; desirability of making lifetime interspousal transfers; gifts to minors and other dependents (including the grantor trust rules); techniques of income deflection and estate shrinkage for tax reasons; transferring ownership of life insurance, with emphasis on irrevocable life insurance trusts; and introduction to the generation-skipping tax. Recommended, previously or concurrently: LAW 8395 Wills and Trusts or LAW 6460/LAW 8360 Income Taxation.

LAW 6253 - Family Immigration Detention Clinic
Credits: 2
Students travel to the Karnes Family Detention Center over spring break to provide legal support to detained immigrant women and children. Students are accepted into the course on a first-come, first-served basis, however, preference is given to students with fluency in Spanish. All students are eligible to participate; eligibility for or possession of a student bar card is not required. While at the Karnes Family Detention Center, students have regular interaction with the women and children who are detained there. They conduct intakes with newly arrived families. Students work with the women and children to prepare for credible fear interviews, wherein officers from the U.S. Citizenship and Immigration Services (USCIS) make a threshold determination of whether a significant possibility exists that the detainee could establish before an Immigration Court that she is eligible for asylum in the United States. If USCIS makes a negative credible fear determination, students work with the women and children to prepare declarations for an Immigration Judge's review of the decision and support CARA attorneys representing the clients before the Immigration Court. Lastly, students assist CARA attorneys with pre-release orientations.

LAW 6254 - Insurance
Credits: 2
Principles governing the nature of insurance law; the principle of indemnity, including insurable interest, measure of recovery, and multiple claims for indemnity (subrogation and other insurance); persons and interests protected; risks transferred, including nature of loss and its causes, warranties, representations, and concealment; limits and duration of coverage; rights at variance with policy provisions; claims processes; and insurance institutions.

LAW 6256 - Eminent Domain and Condemnation Litigation in Texas
Credits: 2
Explores the history, procedures, issues, and central legal precedents of eminent domain litigation in Texas; namely, the conflicts that arise between condemnors who are trying to spend as little as possible to acquire private property, while still satisfying the Constitutional requirement to pay just compensation and conversely, the landowners who are trying to maximize their recoveries and obtain what they feel is fair compensation for their loss of private property.

LAW 6257 - Child Advocacy Clinic Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected.

LAW 6258 - Intellectual Property
Credits: 2
An overview of intellectual property law for students with a general interest in the area and for students who are pursuing specialized fields with IP. Includes an analysis of the competing theories underlying IP law and outlines the basic principles of patent, copyright, trademark, and trade secret protection. Also, current issues in software protection, biotechnology, and competition policy.

LAW 6259 - Depositions - Questions Answered and Skills Learned
Credits: 2
This experiential short course on depositions is designed for students who plan to practice litigation, though it will also benefit the transactional lawyer by providing insight into the litigation discovery process. Focuses on the practical aspects of taking, defending, and preparing witnesses for depositions, including depositions of corporate representatives and expert witnesses. Students prepare for, take, and defend depositions using simulated cases. Students also review and comment on depositions of people in well-known cases.

LAW 6260 - Actual Innocence Clinic Deputy
Credits: 2
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 6230 or LAW 7401.

LAW 6261 - Disability Law
Credits: 2
Covers the dynamic and pervasive statutory and regulatory system that touches every business and a growing number of individuals. Provides a broad overview of the widely varied laws concerning disability to help lawyers identify the challenges their clients may face, and to know where to look for more detailed information about those challenges.

LAW 6262 - Across the Finish Line: Sentence Reductions for Federal Commutees
Credits: 2
Teaches students how to use effective post-conviction strategies, including mitigation investigation, negotiation, and motion practice, in the context of federal criminal defense. Students interview clients, family members, and brainstorm negotiation tactics. Students then assist counsel in writing judicial motions for formerly life-sentenced drug offenders who received term commutations from President Obama, but whose sentences were not completely excised. Lawyers for the Decarceration Collective have final responsibility for filing client motions in court.

LAW 6264 - Contracts II
Credits: 2
The history and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 6265 - Energy Finance
Credits: 2
Immerses students in practical business and legal concepts inherent in financing oil and gas and alternative energy development. Students learn the fundamental terms of financing documents and the legal and business issues behind the provisions. In addition, the course provides an historical context for the development of present day financing structures such as lending to oil and gas companies or wind and solar developers in order to develop an understanding of how and why these structures are used. A portion of each class is dedicated to industry-specific knowledge, such as how oil and gas reserve reports are used for financing oil projects, or how tax credits are used to finance wind and solar projects. Guest lecturers include industry experts who discuss specific topics relevant to the course materials.

LAW 6266 - Extraterritorial Jurisdiction
Credits: 2
The proliferation of legal regimes purporting to govern the same activities presents opportunities and conundrums for lawyers dealing with a wide variety of cutting-edge U.S. and/or international law issues that span civil and criminal divides (e.g., free speech on the Internet and intellectual property rights; the geographic reach of antitrust and securities laws; and laws designed to combat terrorism, child sex tourism, piracy, and international human rights violations like torture and genocide). Requires students to write a substantial research paper of publishable quality. The first part of the seminar explores recent cases and scholarship related to extraterritorial jurisdiction in order to raise the students' awareness of the theoretical and doctrinal issues involved and to develop the students' ability to evaluate and critique legal scholarship. In the second part of the seminar, students discuss their research proposals and works-in-progress in light of substantive and methodological insights gained from the first part of the seminar.

LAW 6267 - Principles of Accounting and Finance for Lawyers
Credits: 2
Introduces key accounting and financial principles needed to effectively counsel and represent clients. Students learn to read, understand, and discuss basic accounting statements and basic financial asset valuation principles and methodologies. Also, basic financial instruments and their normal use in major capital markets.

LAW 6271 - Payment Systems
Credits: 2
Introduces students to commercial paper and concentrates on legal problems that arise with negotiable instruments. Includes some coverage of consumer credit cards, bank-based electronic funds transfers (including debit and ACH), e-payments (such as Paypal), and commercial payments (wire transfers and letters of credit), but not in great detail. Teaches students to recognize and research payment problems as they arise.

LAW 6275 - Franchising and Distribution Law
Credits: 2
There is a growing recognition and respect for franchising and product distribution domestically and around the world. Franchising had its start in the U.S. around the time of the Civil War, but its growth has been explosive during the last 10 years. Franchising no longer concerns only restaurants and lodging but has expanded to areas such as telecom and automotive. The course provides an overview of the law of franchising and product distribution, both domestically and internationally.

LAW 6276 - International Environmental Law
Credits: 2
A study of the transnational law concerning environmental protection and the application of such laws to issues facing governments and businesses worldwide. Includes study of major international agreements addressing environmental issues utilizing a problem-oriented approach.

LAW 6278 - Employment Law
Credits: 2
Legal regulation of work and the workplace in a nonunion environment. The course covers the expansion of employee rights against unjust dismissal; invasion of privacy and defamation; and government regulation of the workplace in areas of health and safety, wages, hours, and benefits. Also, briefly surveys employment discrimination law.

LAW 6279 - Products Liability
Credits: 2
Covers the concept of recovery for injuries caused by products, the problems associated with hazard identification, and the process of evaluation of risk. Surveys civil actions for harm resulting from defective and dangerous products. Also, government regulation on dangerous and defective products, and current and pending legislation dealing with injuries and remedies in specific areas.

LAW 6280 - Patent Law
Credits: 2
Introduces patent and trade secret law for the protection of inventions, technical know-how, and other proprietary intellectual property. Includes procedures and approaches to protecting high technology such as computer software, integrated circuitry, and genetic engineering. Also, the law and procedure of developing the rights, as well as licensing and litigation aspects. Trademark law is briefly covered. A technical background is not a prerequisite for the course.

LAW 6284 - Patent Prosecution
Credits: 2
Substantive and procedural aspects of patent prosecution before the U.S. Patent and Trademark Office. Practical exercises in prosecution practice, such as claim drafting, preparation of amendments, and other prosecution proceedings. Additional prosecution subjects, including dealing with inventors, developing invention disclosures, and preparing patent applications. Prerequisite: LAW 6280/LAW 6383 Patent Law.

LAW 6288 - Regulation of Securities and Commodities Markets
Credits: 2
A study of the securities laws as they relate to the securities industry itself. Focuses on the roles of broker-dealers, investment advisers, and stock exchanges within the scheme of self-regulation under federal law, and on activities of underwriters and specialists. Problems addressed include broker-dealer duties and liabilities to customers, market manipulation, price stabilization, margin regulations, and competition in the industry. Paper or examination. Prerequisite: LAW 6420 Business Enterprise.

LAW 6293 - State and Local Tax
Credits: 2
Selected problems in state and local taxation of individuals and corporations, with particular reference to property, sales, and income taxes. Problems of constitutional authority, intergovernmental conflict and cooperation, economic impact, and administrative review processes.

LAW 6295 - Texas Matrimonial Property
Credits: 2
The Texas law of marital property; its characterization as separate or community property; its management and liability; and its division on dissolution of marriage by annulment, divorce, or death of a spouse, with special attention to the family home and other exempt property.

LAW 6299 - Federal Taxpayers Clinic Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7443 Federal Taxpayers Clinic.

LAW 6300 - SMU Law Review Association
Credits: 3
Maximum of 5 credit hours. Preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of the "SMU Law Review" and the "Journal of Air Law and Commerce." Students must be selected for participation before they may enroll.

LAW 6304 - Administrative Law
Credits: 3
A focus on legislative authority and administrative agencies with special emphasis on administrative process and judicial review.

LAW 6305 - Election Law
Credits: 3
Examines the laws that govern the political process in the United States. Topics include the right to vote, political representation, election administration, political parties, ballot initiatives, and campaign finance, with some coverage of tax issues, administrative and judicial enforcement, and ethics law. The goal of the course is to provide students with a solid foundation in the basic principles of election law in this country.

LAW 6307 - International Humanitarian Law/Law of Armed Conflict
Credits: 3
The essential concepts of international humanitarian law (also known as the law of armed conflict) as derived from international treaty law, customary law, and the experience of history, with a focus on the law applicable to today's conflicts, whether internal, transnational, or international or whether involving armed opposition groups or the armed forces of nation-states. Students explore the law of armed conflict by surveying its history and sources and by examining its principles and application. The course covers specific areas of interest such as the obligations and protections afforded combatants and noncombatants, permissible means and methods of warfare, the law of occupation and neutrality, the definition and prosecution of war crimes, and the implementation of the law of war in U.S. domestic law and policy.

LAW 6308 - Advanced Family Law Seminar
Credits: 3
Edited writing seminar that covers selected family law topics in greater depth. The topics may vary by term and may include international and comparative family law, adoption, assisted reproduction technology, and domestic violence. Students are required to write a paper on a family law topic within the covered material. Prerequisite: LAW 6347 Family Law, LAW 6495 Trusts and Estates, or LAW 8302 Children and the Law.

LAW 6309 - Constitutional Criminal Procedure: Investigation
Credits: 3
Examines constitutional issues (e.g., search and seizure, interrogation, identification, the exclusionary rule, and the fruit of the poisonous tree doctrine) that may arise in the pretrial stage of a criminal case. Students taking this course may not take LAW 6320 Constitutional Criminal Procedure: Survey.

LAW 6310 - Transnational Law
Credits: 3
An introduction to the international legal order as it presents itself to the legal practitioner at the beginning of the 21st century. Drawing on elements of public international law, private international law, and comparative law, the course lays the foundation for more specialized courses in these traditional disciplines.

LAW 6311 - Alternative Dispute Resolution
Credits: 3
An examination and analysis of materials and skills used in dispute resolution other than litigation. Emphasizes the theory and practice of negotiation, mediation, arbitration, and mini-trials, with examples and problem simulations drawn from various fields of law.

LAW 6313 - International Petroleum Transactions
Credits: 3
A survey of basic principles and contracts used internationally in petroleum exploration and production operations. Topics include concessions, production-sharing contracts, participation agreements, and technical agreements such as study and bidding agreements, confidentiality agreements, and dispute resolution agreements. Focuses on fundamental principles and current issues, and explores drafting solutions and alternative structures.

LAW 6315 - Advanced Criminal Law
Credits: 3
An edited writing seminar that covers selected criminal law topics in greater depth. Topics vary by term and student interest, and may include recent and recurrent questions in comparative criminal law, professional responsibility in

criminal law practice, and evidence in criminal law practice. Students write up to four papers on the same or different topics to fulfill the edited writing requirement. Prerequisite: LAW 8341 Criminal Law.

LAW 6316 - Disability Law
Credits: 3
Covers the dynamic and pervasive statutory and regulatory system that touches every business and a growing number of individuals. Provides a broad overview of the widely varied laws concerning disability to help lawyers identify the challenges their clients may face, and to know where to look for more detailed information about those challenges.

LAW 6318 - Banking Law and Regulation: Domestic and International
Credits: 3
Often conducted as a writing seminar. Introduces the federal laws governing commercial banking activities, with primary emphasis on the regulation (and deregulation) of national banks and related policy considerations. Lecture topics vary from year to year but generally include key domestic, regional, and international issues with respect to banking, the banking industry, and the overall financial services industry. Uses interdisciplinary subject matter in economics, finance, and business, and may use comparisons to regulation of other financial institutions. When taught as a regular course, assessment may be by examination and/or paper or series of papers satisfying the writing unit requirement. When taught as a third-year writing seminar, course structure and assessment are consistent with other LAW courses described as writing seminars.

LAW 6319 - Public Health Law and Ethics
Credits: 3
Discusses questions of legal structure, legitimacy, design, and implementation of policies to promote public health and reduce the social burden of disease and injury. Topics include public health issues in the news: mass shootings; drug overdoses; new disease epidemics; school BMI "report cards"; data mining to evaluate health care quality and cost; religious objections to immunizations; access to contraceptives; drunk driving; contaminated food, water and drugs; electronic cigarette regulation; mental health treatment; and hospital patient injuries.

LAW 6320 - Constitutional Criminal Procedure: Survey
Credits: 3
A survey of criminal procedure, including topics such as investigation, right to counsel, bail, discovery, trial procedure, sentencing, double jeopardy, and postconviction challenges. Intended for the nonspecialist. Students taking this course may not take LAW 6309 Constitutional Criminal Procedure: Investigation or LAW 6390 Constitutional Criminal Procedure: Adjudication.

LAW 6321 - Admiralty
Credits: 3
Addresses some or all of the following topics: jurisdiction of maritime cases, practice in admiralty cases, maritime property, chartering, cargo, personal injury and death, marine insurance, and limitation of liability.

LAW 6322 - LGBT Rights and the Law
Credits: 3
Covers the main legal and public policy issues affecting lesbian, gay, bisexual, and transgender people in the U.S., including the history of the nation's treatment of LGBT people. Addresses the criminalization and decriminalization of same-sex sexual intimacy, the military's treatment of LGBT people, public and private employment discrimination, discrimination in public accommodations and housing, religious exemptions from LGBT antidiscrimination law, rights of speech and association for those supporting or opposing LGBT-rights initiatives, parenting by LGBT people, and the controversy over same-sex marriage. Readings include important statutory and constitutional decisions affecting LGBT rights, scholarly writing about LGBT issues, and theoretical discussions of sexuality and sexual identity. Considers a variety of perspectives, including the views of those supporting LGBT rights and those with religious and natural law views that are more traditional. Also addresses the intracommunity debate among LGBT rights supporters on matters like same-sex marriage and the need for antidiscrimination laws. Prerequisites: LAW 6222, LAW 8311 Constitutional Law I, II.

LAW 6324 - International Protection of Human Rights
Credits: 3
Selected topics, including the protection of individuals and groups against violations by governments and private institutions of their internationally guaranteed rights, and the promotion of these rights. Presentation and discussion of student papers may be required.

LAW 6325 - Intellectual Property and Business Organizations
Credits: 3
Students examine the role of intellectual property as a business asset by studying the critical events in a hypothetical business as it progresses from startup to a terminating event such as bankruptcy, merger, or acquisition. Includes identifying intellectual property at the startup phase, protecting intellectual property interests in the employment relationship, and managing an intellectual property portfolio. Also, trade secrets, licensing, antitrust issues, and intellectual property at the termination of a business. Evaluation is by exam, and possibly with problem sets. Recommended: LAW 6356 Intellectual Property or two other intellectual property courses. Prerequisites or corequisites: LAW 6420 Business Enterprise and LAW 6356 Intellectual Property, or instructor permission. These requirements may be waived, with the instructor's permission, in unusual circumstances when a student brings extensive business experience involving practice with intellectual property issues.

LAW 6327 - International Commercial Arbitration
Credits: 3
Provides reasonably in-depth coverage of the basic concepts and issues of international commercial arbitration. Students review the arbitration rules of the primary institutions and the arbitration laws of the primary arbitration sites, and draft basic arbitration clauses. The course does not cover international litigation.

LAW 6329 - Consumer Law
Credits: 3
A study of state and federal regulation of credit and noncredit consumer transactions. Special attention is paid to state and federal legislation regarding unfair and deceptive trade practices embodied in the Federal Trade Commission Act and the Texas Deceptive Trade Practices Act. Includes the federal Truth-in-Lending, Fair Credit Reporting, Equal Credit Opportunity, and Fair Debt Collection acts. Also, state and federal warranty law, contractual and procedural devices designed to facilitate collection, traditional private and public remedies and the means of achieving them, and special problems and issues arising in connection with resolving consumer disputes in the world of e-commerce.

LAW 6330 - Conflict of Laws
Credits: 3
An analysis of transactions that have elements in more than one state. Covers the choice of the law applicable to the issues in the case, the enforcement of judgments rendered outside the forum state, and jurisdiction over the out-of-state party. Focuses on relationships among American states but also includes choices between state and national law (the Erie doctrine).

LAW 6331 - Pretrial Practice and Advocacy
Credits: 3
Covers pretrial civil litigation procedure, practice, and strategy. Emphasizes participating, developing advocacy skills in the pretrial process, and obtaining a working knowledge of procedural rules governing the pretrial process. A skills course that focuses on the practical application of the civil rules, decision-making, and judgment.

LAW 6333 - Creditors' Rights
Credits: 3
Introduces federal and state law governing the debtor-creditor relationship: enforcement of judgments; attachment, garnishment, and sequestration; fraudulent conveyances; and bankruptcy as affecting secured and unsecured creditors under the Bankruptcy Code.

LAW 6334 - Law and Behavioral Economics
Credits: 3
Economic analysis of law is an increasingly important mode of legal analysis involving the application of microeconomic tools (and assumptions) to the study of legal rules, legal institutions, and legal compliance. The field of behavioral economics employs theoretical and empirical insights from psychology (and other fields) in an effort to critically evaluate and build upon economic models. Students learn the basic microeconomic toolset used in traditional law and economics analyses, and a handful of psychological findings that challenge and refine the economic assumption of "rationality."

LAW 6335 - Aging and the Law Practicum
Credits: 3
Introduces the physiological, psychological, sociological, and legal realities that shape the experience of aging in society today. This experiential course focuses on ways lawyers act collaboratively to solve problems, including contextualizing and expanding basic doctrinal analysis of applicable law and how it can be used to constrain or facilitate human action. Includes solving problems, using law as a tool of advocacy, collaborating with firm members, developing fact-based expertise, using cognitive capacity assessment tools, and exploring varied paradigms of legal thinking. Students work with federal and state laws and judicial processes that impact aging individuals. Special projects and exercises, including collaborative work in small firms and fieldwork in the Dallas area, exposes students to the legal systems addressing competency and independence, such as consumer protection and guardianship, aging in place, and the array of income and health benefits programs. Provides a foundation to pursue a legal practice incorporating the special concerns of the aging.

LAW 6336 - Directed Research
Credits: 3
Maximum of 3 credit hours. Research on legal problems in any field of law may be carried on with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, the student must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 6337 - Patent Clinic
Credits: 3
Students provide pro bono legal services to individual and small-business clients seeking to protect their inventions using the patent system. This work may involve counseling clients regarding patent-related matters, conducting inventor interviews, conducting patentability searches, preparing patentability opinions, drafting and filing patent applications, and drafting and filing responses to office actions received from the U.S. Patent and Trademark Office.

LAW 6338 - Small Business and Trademark Clinic
Credits: 3
The Small Business and Trademark Clinic provides free legal services to individuals, small businesses, and non-profit organizations that generally cannot afford to pay legal fees, while providing law students (associate members of the State Bar of Texas) with training and experience in transactional law and trademark law. Clinic students advise clients on the formation of business and non-profit entities and assist in preparing necessary legal documents to form these entities. Students in the Small Business Clinic experience the transactional practice of law with real clients who have real issues in the business world, such as contract drafting and revising. Clinic students also work on trademarks matters in the Trademark Clinic, which is member of the USPTO Law School Clinic program. Clinic students gain specific experience in advising clients about basic trademark matters as well as drafting, filing, and prosecuting trademark applications with the USPTO. Clinic students accepted for the Small Business and Trademark Clinic should expect to handle both business and trademark matters. Prerequisites: LAW 6420 Business Enterprise, completion of all first year courses, and good academic standing.

LAW 6339 - Appellate Advocacy
Credits: 3
An advanced skills course designed to build upon the first-year persuasive writing experience, to explore issues

common to appellate advocacy (including preservation of error, assessment of the trial record, appellate jurisdiction, and standards of review), and to practice and refine advocacy skills through writing persuasive briefs and making oral arguments.

LAW 6340 - Employment Law
Credits: 3
Legal regulation of work and the workplace in a nonunion environment. Covers the expansion of employee rights against unjust dismissal, invasion of privacy, and defamation. Also, government regulation of the workplace in the areas of health and safety, wages, hours, and benefits. Briefly surveys employment discrimination law.

LAW 6341 - Advanced Legal Research
Credits: 3
An experiential learning course that builds on the legal research systems and methods covered in the first-year legal research course. Through a series of assignments and in-class research simulations, students will develop proficiency in locating and evaluating statutes, case law, secondary authority, administrative regulations and decisions, legislative history, court rules, and local law. Emphasizes advanced research strategies and processes to build research skills in a variety of legal practice areas.

LAW 6342 - Issues in Contracts Used in International and Domestic Petroleum Transactions
Credits: 3
Focuses on legal issues that arise in the oil and gas industry in exploring, developing, and marketing petroleum. Specific topics will include issues that arise from so-called "granting instruments" (leases, concessions, production-sharing agreements, and service contracts), "intra-industry contracts" (such as confidentiality agreements, study and bid contracts, assignments and farmouts, operating agreements, purchase and sale agreements, and contracts for the sale of production), as well as from the transfer of mineral rights and royalty rights.

LAW 6343 - Estate Planning and Practice
Credits: 3
Functional examination of the integration of the federal estate and gift taxes; marital deduction planning and drafting; drafting the bypass trust; desirability of making lifetime interspousal transfers; gifts to minors and other dependents (including the grantor trust rules); techniques of income deflection and estate shrinkage for tax reasons; transferring ownership of life insurance, with emphasis on irrevocable life insurance trusts; and introduction to the generation-skipping tax. Recommended, previously or concurrently: LAW 8395 Wills and Trusts or LAW 6460/LAW 8360 Income Taxation.

LAW 6344 - Environmental Law
Credits: 3
A survey that introduces basic elements of federal environmental law. Includes analysis of environmental regulatory policy; statutory control of air, water, and hazardous waste pollution; and allocation of the costs of cleaning environmental contamination.

LAW 6345 - IP and the Creative Entrepreneur
Credits: 3
In this hands-on experiential course, students will have the opportunity to develop knowledge and skills needed to represent entrepreneurs whose businesses include intellectual property rights. Topics include entity formation, trademark and copyright applications, launching the business, employment contracts, company IP policies, dispute resolution, and exit strategies. Students will negotiate and draft a number of key documents and work on case studies involving graphic design firms, film production companies, and performing arts groups.

LAW 6347 - Family Law
Credits: 3
The legal problems of the family, including marriage, annulment, divorce, legitimacy, custody, support of family members, adoption, and related matters. Students may not take this course and LAW 6447 Family Law.

LAW 6349 - Federal Courts
Credits: 3
Congressional control of the distribution of judicial power among federal and state courts. Also, practice and procedure in the federal district courts, including choice of law, federal question and diversity jurisdiction, and state-federal conflicts.

LAW 6350 - Crimes Against Women Clinic Deputy
Credits: 3
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7642

LAW 6351 - Family Law Clinic Deputy
Credits: 3
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: LAW 7643 Family Law Clinic.

LAW 6352 - Corporate and Transactional Legal Research
Credits: 3
Designed for students who are interested in practicing corporate and transactional law, this course helps develop advanced proficiency in case law and statutory research and knowledge of regulatory materials, secondary sources, and other fundamental research concepts utilized in a corporate law practice. Focuses on locating and evaluating primary and secondary sources that can be used to research issues involving business transactions, securities offerings, corporate governance, and a number of related topics. Assignments and in-class exercises simulate activities frequently performed by transactional attorneys.

LAW 6353 - Immigration Law
Credits: 3
An analysis of the Immigration and Nationality Act and relevant regulations with respect to the immigration of aliens, the substantive and procedural aspects of deportation, and exclusion proceedings. A review of nationality law with respect to citizenship and expatriation. Special problems of refugees in the U.S. may be considered.

LAW 6354 - Insurance
Credits: 3
Principles governing the nature of insurance law; the principle of indemnity, including insurable interest, measure of recovery, and multiple claims for indemnity (subrogation and other insurance); persons and interests protected; risks transferred, including nature of loss and its causes, warranties, representations, and concealment; limits and duration of coverage; rights at variance with policy provisions; claims processes; and insurance institutions.

LAW 6355 - International Law
Credits: 3
The basic course in public international law includes (with varying emphasis depending on teacher preference) such topics as nature, history, and sources of international law; customary international law; law of treaties; the relationship between municipal law (especially of the U.S.) and international law; recognition and subjects of international law; law of the sea; air, and space law; environmental law; human rights; jurisdiction; state responsibility; state succession; dispute settlement; and regulation of state use of force.

LAW 6356 - Intellectual Property
Credits: 3
An overview of intellectual property law for students with a general interest in the area and for students who are pursuing specialized fields with IP. Includes an analysis of the competing theories underlying IP law and outlines the basic principles of patent, copyright, trademark, and trade secret protection. Also, current issues in software protection, biotechnology, and competition policy.

LAW 6357 - Child Advocacy Clinic Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected..

LAW 6358 - Selected Issues in Sports Law
Credits: 3
Explores various important and topical case law and transactional issues in the area of sports law, such as free speech issues for athletes, sports gambling and daily fantasy sports, the Commissioners' authority to discipline in professional sports, and the viability of the NCAA's amateurism model. Students will be expected to delve deeply into a sports law related topic by researching and writing a substantial research paper which will meet our edited writing requirements.

LAW 6359 - Criminal Plea Negotiations
Credits: 3
Explains the history and rise of plea negotiations within the American judicial system. Analyzes the two major theories of punishment, the Utilitarian Theory and the Retributive Theory. Students evaluate what they believe about the basis and possible purposes of punishment. Describes the roles and legal and ethical duties of a prosecutor and defense attorney. Explores the various levels and types of offenses contained within the Texas Penal Code. Students then use that knowledge to effectively negotiate a plea agreement as both a prosecutor and a defense attorney on both the misdemeanor level and felony level of case prosecution, specifically focusing on Texas law. Prerequisite: LAW 8341.

LAW 6360 - Labor Law
Credits: 3
Provides a detailed study of the National Labor Relations Act and its interpretation by the National Labor Relations Board and federal courts. Covers the rights and duties of individuals and institutions in the labor-relations context, as well as concerted activity, including strikes, boycotts, and picketing.

LAW 6361 - Technology, Innovation, and Law - Designing Legal Apps
Credits: 3
Exposes students to the varied uses of computer technologies in the practice of law. Familiarizes students with various innovative software platforms that are being adopted in law practice to enhance access to justice, capture legal expertise, interface with clients, manage litigation and transactional processes, and increase the efficiency and quality of legal services. Introduces students to justice/social justice issues through readings and guest speakers. Students learn teamwork, an understanding of the relationship among the rules and doctrines that apply within a particular legal regime, and visual literacy skills. Students work in small teams for a law school clinical program or a legal service organization to develop a platform, application, or automated system that increases access to justice and/or improves the effectiveness of legal representation. Culminates in an app design competition, which is judged by outside experts in the field. The goal is that, by the end of the semester, each team will have built a functional app that is adopted by the legal clinic or legal service organization and put into use for the organization or its clients.

LAW 6362 - Selected Topics in Gender Law
Credits: 3
Edited writing seminar that covers selected topics in gender law. Topics may vary by term and may include women and violence, reproductive rights, workplace equality, intersectionality, educational equity, and women in the justice system.

LAW 6363 - Land Use
Credits: 3
Planning, zoning, subdivision, takings, zoning and discrimination, and administrative process in public land use planning.

LAW 6364 - Legal Research and Writing for International LL.M. Students
Credits: 3
Introduction to the general principles of U.S. law research, legal analysis, and objective writing. Successful completion of this course enables students to recognize and distinguish primary and secondary levels of authority; locate, read, and understand rules of law available in constitutions, judicial opinions, and statutes; demonstrate the ability to update all types of legal authority, including the process of Shepardizing; demonstrate the ability to recognize and use acceptable citation forms for legal authority; and complete legal research/writing assignments to explain the law pertaining to a legal question.

LAW 6365 - Legislation and Regulation
Credits: 3
Examines the lawmaking function of legislatures and agencies, as well as their interaction with the courts. Drawing on examples from a variety of substantive areas, the course covers the legislative process, statutory interpretation, administrative processes, various forms of agency action, and judicial review of agency decisions.

LAW 6366 - Constitutional Law I
Credits: 3
Examines methods of constitutional interpretation, the role of judicial review, federal power, separation of powers, federalism, and justiciability.

LAW 6367 - Contracts I
Credits: 3
History and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 6371 - Civil Procedure I
Credits: 3
Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 6378 - Oil and Gas
Credits: 3
Ownership in oil and gas, correlative rights and duties in a common reservoir, instruments conveying mineral interests, partition, and pooling and unitization. Special emphasis on the rights and duties of the oil and gas lessee and lessor in leasing transactions.

LAW 6379 - Products Liability
Credits: 3
Covers the concept of recovery for injuries caused by products, the problems associated with hazard identification, and the process of evaluation of risk. Surveys civil actions for harm resulting from defective and dangerous products. Also, government regulation on dangerous and defective products, and current and pending legislation dealing with injuries and remedies in specific areas.

LAW 6380 - Texas Land Titles
Credits: 3
Law of Texas land titles, with a title examination practice skills component. Also, recording acts, bona fide purchaser, conveyancing, title standards, land descriptions, adverse possession, and title insurance.

LAW 6381 - Property II
Credits: 3
Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 6382 - Animal Law
Credits: 3
Introduces the field of animal law, a dynamic and emerging area of the law. Not an animal rights course. Surveys the historical origins of the legal status of animals and examines the common law and statutory foundations upon which it operates. Also, traditional legal disciplines such as constitutional law, contracts, and torts through the lens of animal interests. Explores the often-controversial moral, ethical, and public policy considerations faced when balancing the legal interests of humans and nonhumans. Covers current laws affecting animals at the local, state, and federal levels.

LAW 6383 - Patent Law
Credits: 3
An introduction to patent law. Analyzes the goals and costs of the patent law system. Studies substantive and procedural aspects of obtaining patents from the U.S. Patent and Trademark Office and enforcing patents through licensing and litigation. Covers patentability, validity, enforceability, claim construction, infringement, and remedies. Does not require a technical background as a prerequisite for the course.

LAW 6384 - Energy and Natural Resources Law
Credits: 3
This introduction to energy law surveys the legal and policy issues raised by the major sources of energy, while emphasizing environmental and natural resources issues. Significant attention is devoted to hot topics in energy law, including BP's 2010 Gulf of Mexico oil spill, the natural gas drilling boom, nuclear energy concerns following the March 2011 earthquake in Japan, and climate change issues.

LAW 6389 - Sale of Goods Transaction
Credits: 3
An introductory survey of the law of sales under the Uniform Commercial Code, with particular emphasis on Article 2. Also, contract formation, parol evidence rule, statute of frauds, risk of loss, receipt and inspection, acceptance, revocation, warranties, remedies of buyer and seller, remedy disclaimers and limitations, documentary transactions, and consumer protection.

LAW 6390 - Constitutional Criminal Procedure: Adjudication
Credits: 3
Examines constitutional issues (e.g., custody and release pending trial, preliminary hearings, the grand jury, joinder and severance, discovery, plea bargaining, trial procedures, double jeopardy, sentencing, and postconviction remedies) that may arise during the postinvestigation stage of a criminal case. Students taking this course may not take LAW 6320 Constitutional Criminal Procedure: Survey.

LAW 6392 - Patent Law and Institutional Choice
Credits: 3
Explores the institutional structure of the U.S. patent system and the roles of the different institutions: the U.S. Patent and Trademark Office; federal district courts and juries; the U.S. Court of Appeals for the Federal Circuit; and the U.S. Supreme Court. Covers critiques of this structure and these institutions, with a particular emphasis on critiques of the Federal Circuit. Compares and contrasts the U.S. institutional structure with the structure of the patent systems of other countries and regions of the world. Corequisite: LAW 7262 Patent Litigation or LAW 6284 Patent Prosecution or professor's permission.

LAW 6394 - Business Enterprise for LLMs
Credits: 3
A survey of American business laws for international graduate students. Selected topics may be drawn, from year to year, from the laws of agency, partnership, corporation, securities, antitrust, bankruptcy, and business taxation. Taught from the perspective of assisting non-U.S. trained lawyers to draw comparative and practical lessons. Enrollment is limited to international graduate students not trained in U.S. law. Students cannot take this course if they have already taken LAW 6420 Business Enterprise.

LAW 6395 - Texas Matrimonial Property
Credits: 3
The Texas law of marital property; its characterization as separate or community property; its management and liability; and its division on dissolution of marriage by annulment, divorce, or death of a spouse, with special attention to the family home and other exempt property.

LAW 6396 - Energy Transport and Trade
Credits: 3
Focuses on complex and emerging issues in energy trade and transport law. Explores the physical and legal forces that shape energy transport markets in oil, coal, natural gas, and other electricity. Examines how energy transport projects, such as oil and gas pipelines, liquefied natural gas facilities, export terminals, and power lines, are authorized by regulators and given the power of eminent domain. Scrutinizes supply chain standards for energy projects that favor energy sources based on how they were produced in other jurisdictions, favoring fuels designated as clean or renewable. Also examines legal limits on energy trade restrictions between states and between countries. Students analyze and discuss important recent energy transport legal decisions and scholarship. Students are expected to submit comments and questions on each week's scholarship, occasionally present to the class, and engage in class discussion.

LAW 6397 - Trademark and Business Torts
Credits: 3
An examination into common law and statutory remedies for a variety of trade practices denominated "unfair," including misappropriation, the right of publicity, and trade secret protection; trademarks; copyrights; deceptive advertising; and issues of federal preemption. Also, the role of the Federal Trade Commission with respect to unfair and deceptive practices, with emphasis on its regulation of advertising.

LAW 6399 - Federal Taxpayers Clinic Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7443 Federal Taxpayers Clinic.

LAW 6401 - Introduction to the Uniform Commercial Code
Credits: 4
An introduction to the U.C.C. with an emphasis on its general principles, sales, commercial paper, and bank collections. The course concludes with a brief introduction about how these three areas interact with secured transactions. Students enrolled in the course may enroll in LAW 6271 Payment Systems, LAW 6389 Sale of Goods Transaction, and LAW 7325 Secured Transactions and are encouraged to take this course before LAW 7325 Secured Transactions.

LAW 6402 - Small Business and Trademark Clinic
Credits: 4
The Small Business Clinic provides free legal services to new and existing small businesses and nonprofit organizations that cannot afford to pay legal fees. The clinic provides students real-word training and experience in the transactional practice of law. Student lawyers advise clients in the startup phase of their businesses, form and advise nonprofit organizations, assist in preparing necessary legal documents, and learn ways to assist clients involved in transactional business law. In the Trademark Clinic, which is part of the Small Business Clinic and a

member of the USPTO Law School Clinic program, student lawyers gain specific experience in advising clients about basic trademark matters as well as experience in drafting, filing, and handling trademark applications with the USPTO. Prerequisites: LAW 6420 - Business Enterprise. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 6403 - Torts
Credits: 4
Civil liability arising from breach of common law and statutory duties as distinguished from duties created by contract, including coverage of intentional wrongs, negligence, and product liability. Discusses the methods and process of the American legal system, with attention paid to legislation and the common law.

LAW 6404 - Property
Credits: 4
Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 6405 - Civil Procedure
Credits: 4
Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 6406 - Contracts
Credits: 4
The history and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 6420 - Business Enterprise
Credits: 4
Basic business law course that begins with an emphasis on the closely held business, including 1) general principles of the law of agency and 2) general and limited partnerships: formation, control, liabilities, property, dissolution, and disposition of business, as well as internal and external relations of partners. Also, limited liability companies and corporations: formation, control, and allocation concerns; duties, liabilities, and rights of management and shareholders or members; dispute resolution devices; and fundamentals of capitalization and financing (including basic securities financing and securities law concerns, particularly respecting the private exempt offering). The second portion of the course emphasizes the widely owned business, including general corporate governance and capitalization problems such as preferred stock and debt securities structuring, corporate distributions and repurchases, and fundamental corporate changes. Also, analysis of mergers and acquisitions. Depending on available time, may focus on the impact of federal securities laws on the corporate governance structure, including discussion of ongoing public disclosure requirements, proxy regulations, and insider trading restrictions and liabilities. This transaction-oriented course stresses planning and problem-solving and includes interdisciplinary use of basic notions of taxation, accounting, and finance. Special attention is given to modern statutory trends. Students may not take this course and LAW 6394 Business Associations for LLMs.

LAW 6423 - Economic Analysis of Law
Credits: 4
Introduces the economic analysis of legal rules and institutions. Examines the efficiency paradigm in some detail, and then analyzes basic common law and criminal law doctrines from an economic perspective. Seeks to develop a facility in the application of economic reasoning to legal questions, and to impart a sense of the limitations of the economic approach. Does not presuppose extensive familiarity with economics but some background is essential

(i.e., at least an introductory course in microeconomics and preferably also some exposure to intermediate-level microeconomics or price theory).

LAW 6430 - Constitutional Criminal Procedure
Credits: 4
A survey of criminal procedure, including topics such as investigation, right to counsel, bail, discovery, trial procedure, sentencing, double jeopardy, and postconviction challenges. This course is intended for the nonspecialist. Students taking this course may not take LAW 6309 Constitutional Criminal Procedure: Investigation or LAW 6390 Constitutional Criminal Procedure: Adjudication.

LAW 6447 - Family Law
Credits: 4
Covers legal issues related to family formation and dissolution, including cohabitation, marriage, annulment, divorce, parentage, custody, child support, adoption, and child welfare. Students may not take this course and LAW 6347 Family Law.

LAW 6460 - Income Taxation
Credits: 4
Introduction to the federal income tax system; analysis of Internal Revenue Code, Treasury Regulations, rulings, and case law; and consideration of income, deductions, credits, assignment of income, and accounting periods and methods.

LAW 6495 - Trusts and Estates
Credits: 4
A general survey of the law relating to family wealth transmission, taking into account transfers within the probate system - wills and intestate succession - and transfers outside it, with special attention to trusts. Topics include the legal definition of family relationships; formalities required for execution and revocation of wills and other donative documents; mental capacity and volition; drafting pitfalls, postexecution events, and difficulties of interpretation; legal protections offered to a decedent's spouse and children; will substitutes such as life insurance, pension plans, and rights of survivorship; planning for incapacity and other changes in circumstances; obligations and powers of fiduciaries; rights of creditors and beneficiaries; trust creation, supervision, modification, duration, and termination; charitable purposes; and the impact of tax policy on estate planning.

LAW 7100 - Advanced Legal Research: Texas
Credits: 1
Expands on research skills and materials explored in the first-year legal research course, with a focus on Texas specific resources. Topics for the class include sources for Texas case law, statutory, and regulatory research; secondary sources and practitioners' materials specific to Texas; understanding and using Texas legislative histories; local law including local court rules and municipal law; and locating non-legal information relevant to the practice of law, e.g. statistical data. Prerequisites: LAW 8375 - Legal Analysis, Writing, and Research I and LAW 8376 - Legal Research, Writing, and Advocacy II.

LAW 7101 - Energy Finance
Credits: 1
Immerses students in practical business and legal concepts inherent in financing oil and gas and alternative energy development. Students learn the fundamental terms of financing documents and the legal and business issues behind the provisions. In addition, the course provides an historical context for the development of present day financing structures such as lending to oil and gas companies or wind and solar developers in order to develop an understanding of how and why these structures are used. A portion of each class is dedicated to industry-specific knowledge, such as how oil and gas reserve reports are used for financing oil projects, or how tax credits are used to finance wind and solar projects. Guest lecturers include industry experts who discuss specific topics relevant to the course materials.

LAW 7102 - Presidential Impeachment
Credits: 1
This paper course investigates the legal and political issues relating to Presidential impeachment and removal from office. During the first half of the semester students meet weekly in a seminar-style format to discuss several assigned books relating to impeachment issues. Students then choose an impeachment-related topic of appropriate scope and research and write a 15-20 page paper. At least one draft of this paper is submitted to the instructor for comments and suggested revisions prior to submission of the final paper.

LAW 7103 - Mid-Size and Small Law Firm Externship
Credits: 1
The midsize and small firm externship program combines a weekly classroom component with hands-on experience in a mid-size or small law firm. Students develop practical skills within the classroom which are enhanced through observational and/or participatory experiences at a law firm. Students apply substantive knowledge in a variety of matters and develop a range of skills and aptitudes necessary for successful lawyering in smaller firm environments. The class addresses time keeping; professionalism and ethics; the client relationship; presentation, transactional, litigation, and negotiation skills; the importance of both internal and external relationships; and the importance of asking for and responding to feedback on work.

LAW 7104 - Small Business and Trademark Clinic
Credits: 1
The Small Business Clinic provides free legal services to new and existing small businesses and nonprofit organizations that cannot afford to pay legal fees. The clinic provides students real-word training and experience in the transactional practice of law. Student lawyers advise clients in the startup phase of their businesses, form and advise nonprofit organizations, assist in preparing necessary legal documents, and learn ways to assist clients involved in transactional business law. In the Trademark Clinic, which is part of the Small Business Clinic and a member of the USPTO Law School Clinic program, student lawyers gain specific experience in advising clients about basic trademark matters as well as experience in drafting, filing, and handling trademark applications with the USPTO. Prerequisites: LAW 6420 Business Enterprise. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 7105 - Business Law Boot Camp
Credits: 1
Introduces vocabulary, concepts, and skills needed to effectively understand how business works so students are able to communicate with and advise business clients (including as regulatory and litigation counsel). The course is not designed to go in-depth, but moves quickly over key business concepts and terminology. Students learn from expert SMU faculty (including from the Cox School of Business) and from industry experts, both lawyers and business professionals. A background in finance, accounting, or business is neither required nor expected.

LAW 7106 - Dallas, Systemic Racism, and the Law
Credits: 1
A one credit, pass/fail, team-taught seminar, intended to introduce our students to the ways systemic racism permeates so many of our institutions, particularly in the city where they are studying law. Whenever possible, the course uses Dallas as a concrete lens to examine these different issues.

LAW 7107 - How and Why Law Firms Do Pro Bono Work
Credits: 1
Introduces students to the financial structure of major law firms and how these economics impact the firms' pro bono programs and commitment. Explores the role that pro bono plays in the greater legal community and in the delivery of legal services to the poor. Examines the role of legal aid organizations, in-house legal departments, law schools and bar associations on law firm pro bono.

LAW 7108 - Professional Identity and Development
Credits: 1
Introduces the concept of Professional Identity, which includes, but is not limited to, the knowledge, skills, values and morals, goals, and personality traits considered foundational to successful legal practice. Students learn about

professional competencies critical to a satisfying and successful career. Covers the development of a personal brand, what it means to be a professional in the legal industry, professional correspondence and communication, exercising sound judgment, and other skills necessary to achieve professional success. Helps students identify legal areas of interests and individual strengths. The course also touches on wellness and resilience. Students learn how to prepare effective resumes, cover letters, and other professional correspondence; strategic interviewing skills; networking; and job search strategies.

LAW 7109 - Interviewing, Counseling, and Negotiation
Credits: 1
Most lawyers interview clients and witnesses, counsel clients, and negotiate on their clients' behalf. In this intensive course, students learn these interrelated skills primarily through simulation, where they participate in a series of exercises with prompt feedback. This one-credit, intensive course focuses on skills development and self-reflection to improve those skills.

LAW 7110 - Advocacy Competition Team
Credits: 1
Students are selected as a member of an advocacy competition team representing the School of Law in one of several inter-school competitions in which the School of Law participates each year. One hour for each competition up to a maximum of 4 hours can be earned.

LAW 7122 - Comparative Law II
Credits: 1
Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcripted as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7136 - Directed Research
Credits: 1
Students may choose to undertake a research project on a legal problem in any field of law with the consent of the instructor involved. A comprehensive, analytical, and critical paper must be prepared to the instructor's satisfaction. Open to students who have completed more than one-third of the credit hours required for graduation. Before enrollment for directed research, students must obtain, on a form supplied by the Registrar's Office, written approval of the instructor for the research project. Students may not receive more than a total of 3 credit hours of directed research during law school.

LAW 7141 - Criminal Litigation Clinic
Credits: 1

LAW 7142 - Anatomy of a Deal
Credits: 1
Discusses how the various legal doctrines students learn in different courses impact a business transaction, and how a business transaction requires teamwork and project management from its early stages through closing and integration of the business. Explores these and other related questions through a series of readings and a review of actual transactions, and culminates in an exercise where students are broken into teams to draft and negotiate agreements addressing specific fact situations.

LAW 7157 - Civil Clinic Deputy
Credits: 1
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are

selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7180 - Moot Court Competition
Credits: 1
Participation as a member of an appellate advocacy team representing the Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 7183 - Mock Trial Competition
Credits: 1
Participation as a member of a mock trial team representing Dedman School of Law in one of several interschool competitions in which the school participates each year. Allows 1 credit hour for each competition, up to a maximum of 2 credit hours. Students must be selected for participation on a competition team by the faculty coach before they can register for credit.

LAW 7201 - Entertainment Law
Credits: 2
An overview of the entertainment business and its fundamental legal and financial issues. Includes the role of attorneys and agents, personal and intellectual property rights, motion picture production and distribution, television rights and procedures, literary publishing, and music publishing and sound recordings. Particular emphasis is placed on technological developments and contract negotiation.

LAW 7203 - Criminal Procedure in the Digital Age
Credits: 2
Examines how law enforcement officers use new technology in combating crime and how the law regulates the use of such technology. Can constitutional language that pre-dates the discovery of electricity and the invention of the telephone, the computer, and the internet adequately address questions raised by big data policing, mass surveillance, and cross-border cyber-investigations? How can longstanding legal doctrines be adapted to meet the challenges of the digital age? How should the law balance individual interests in privacy and dignity against interests in security and efficiency? Should such matters be regulated through legislation or through case law?

LAW 7204 - Advanced Corporate Taxation
Credits: 2
Taxation of corporate reorganizations and carry-over of tax attributes.

LAW 7205 - White-Collar Crime
Credits: 2
Advanced criminal law course that covers the substantive law of federal white-collar crime, including conspiracy, mail fraud, RICO, public corruption, money laundering, financial institution fraud, tax fraud, and environmental crime. Also, issues of corporate and executive criminal liability and parallel civil and criminal proceedings.

LAW 7206 - Trials at the Patent Office
Credits: 2
Provides an advanced look into the adversarial proceedings conducted before the Patent Trial and Appeal Board (PTAB) at the U.S. Patent and Trademark Office. Focuses on the practical aspects of inter partes review (IPR), post-grant review (PGR), and covered business method (CBM) review, and examines the strategies and interplay of these proceedings with patent litigation in federal courts. Students conduct a case study of an actual IPR from initial filing to the Federal Circuit, review PTAB rules and orders, draft pleadings, conduct mock oral hearings, and analyze the groundbreaking (and often contradictory) rulings in this relatively new area of law.

LAW 7207 - Federal Tax Procedure I
Credits: 2
Preparation and trial of tax cases in the federal courts, representation of a taxpayer before the Internal Revenue Service, administrative powers and procedures of the Internal Revenue Service, criminal violations of the Internal Revenue Code, and accumulations of supporting evidence for a tax plan.

LAW 7208 - Drafting Energy Contracts
Credits: 2
Drafting effective and clear oil and gas contracts; reviewing basic components and building blocks of contracts; translating the business deal into an oil and gas contract; proposing solutions for problems encountered by counsel in the oil and gas industry. Prerequisites or corequisites: LAW 6378 Oil and Gas Law, LAW 6228/LAW 7369 Oil and Gas Contracts, or LAW 6313 International Petroleum Transactions.

LAW 7209 - Employment Law: Addressing Social Change in the Work Place
Credits: 2
Examines different strategies lawyers use to effectuate social change in the workplace. Students learn strategies that are used in challenging and advancing employment law, including advocating for or against legislation; individual and class litigation; and changes to private company work policies. Specific strategies used in combating historical workplace discrimination (e.g. race, gender, sexual orientation) are put in a social context. In addition to studying strategies used in the past, this course critically assesses contemporary workplace issues and how best to address them. Topics will include sexual harassment and the "me too" movement, salary and criminal history questions, employee drug testing in light of the changing landscape of marijuana laws, family leave, organized labor, and more.

LAW 7210 - Advanced Legal Research: Texas
Credits: 2
Expands on research skills and materials explored in the first-year legal research course, with a focus on Texas specific resources. Topics for the class include sources for Texas case law, statutory, and regulatory research; secondary sources and practitioners' materials specific to Texas; understanding and using Texas legislative histories; local law including local court rules and municipal law; and locating non-legal information relevant to the practice of law, e.g. statistical data. Prerequisites: Law 8375 Legal Research and Writing I and LAW 8376 Legal Research and Writing II.

LAW 7211 - Entertainment Law II
Credits: 2
An experiential learning course with a heavy writing component. Students identify the fundamental interests in entertainment deals, analyze customary contract provisions, and negotiate and draft agreements. Prerequisite: LAW 7201 Entertainment Law I.

LAW 7212 - Selected Topics in Labor Law
Credits: 2
This course is for students interested in acquiring a more in-depth understanding of labor law in the United States. Addresses advanced labor issues from the perspectives of management, labor organizations, individual employees, and the government. Examines labor issues arising in the non-union workplace; tools of economic pressure, including strikes and lockouts; and advanced remedial rights. Explores current hot topics including the use of social media in the workplace; labor rights in the gig economy; the interplay between labor rights and immigration law; and the impact of politics on labor policy. The course is interactive and includes writing, discussion, and practical and "real world" exercises.

LAW 7214 - Evidentiary Mechanics
Credits: 2
Based on authentic transcripts, exhibits and caselaw from famous trials, this course teaches students the 4-step process that governs the admissibility of every type of evidence in criminal trial. Students learn the practical application of the rules of evidence that are most likely to confront them in practice and how to arrange an entire body of evidence in a persuasive and legally compliant manner. The skills taught in this course are easily transferrable to civil and patent litigation. Students must have already taken an introductory evidence course. The

course qualifies for experiential credit because the students have multiple performance opportunities roleplaying as practitioners in the process of admitting evidence in a hypothetical courtroom setting. Prerequisite: LAW 8455 Evidence.

LAW 7215 - Fashion Law
Credits: 2
Covers the core legal issues faced by fashion and apparel companies, including wholesale, retail, and direct-to-consumer operations. Topics covered include: the role of copyright, trademark, and patent protection in fashion; licensing and supply chain legal issues; legal issues in marketing and advertising, data privacy, sustainability; the method of policing counterfeit goods; labor and employment matters.

LAW 7216 - International Tax I
Credits: 2
A basic course for U.S. and international students focusing on foreign citizens, residents, and business entities conducting business or investment in the United States - so-called inbound transactions.

LAW 7217 - The RICO Act: Civil and Criminal Liability
Credits: 2
Explores the fundamental elements of civil and criminal causes of action under the Racketeer Influenced and Corrupt Organizations (RICO) Act, 18 U.S.C. § 1961, et seq., and the policies and cultural dynamics that caused Congress to pass RICO in 1970 and that have led to its expansive use in federal and state courts today. The course relies heavily on contemporary RICO prosecutions and RICO scenarios presented in popular movies and television shows, such as The Godfather, Breaking Bad, and Better Call Saul. This course provides students with unique knowledge about a complex and expanding area of the law that will be valuable in any public or private litigation practice.

LAW 7218 - Race and Intellectual Property
Credits: 2
Explores the relationship between race and intellectual property case law, principles, and policy. This relational exploration includes analyzing constitutional law principles, statutory histories, and legal interpretations. Students analyze the impact of this intersection on socioeconomic status, wealth, and education as well as on intellectual property case law and policy. Applies a critical race theory lens to intellectual property. This course is reading intensive, and explores how and in what ways racial and other forms of inequality are built into intellectual property law, policy, and practice. Students are expected to complete the readings, lead one session, and write a research paper to be turned in and presented to the class.

LAW 7219 - Circumstantial Evidence in Murder Trials
Credits: 2
Examines the techniques of properly analyzing circumstantial evidence in the context of a murder trial. From the crime scene to the courthouse, students learn the role of and the technical process of presenting circumstantial evidence. The class is based on crime scene evidence and trial transcripts from several famous Dallas murders including Jack Ruby (the assassination of Lee Harvey Oswald), Charles Tex Watson (the Manson Family Killings), Charles Albright (The Eyeball Killer), and the Trinity River Massacre. It is recommended that students have either taken or are enrolled in Evidence.

LAW 7220 - Law and Statistics
Credits: 2
Introduces students to the role of statistics in litigation and legal policy. In particular, after introducing basic concepts in statistics (with a focus on concepts rather than techniques), it examines, first, how scholars and legal decision-makers use data and statistics to inform policy regarding major areas of the law, such as torts, property, and criminal law, and, second, how statistics is and can be used in the courts to prove claims and improve legal outcomes. Addresses questions such as what does it mean to have accuracy in the law? How can methods of estimation in the sciences be applied to attain better legal outcomes? And how can scholars, courts, and policy makers use data to analyze and improve the law?

LAW 7221 - Mid-Size and Small Law Firm Externship
Credits: 2
The midsize and small firm externship program combines a weekly classroom component with hands-on experience in a mid-size or small law firm. Students develop practical skills within the classroom which are enhanced through observational and/or participatory experiences at a law firm. Students apply substantive knowledge in a variety of matters and develop a range of skills and aptitudes necessary for successful lawyering in smaller firm environments. The class addresses time keeping, marketing, networking and its relation to social media, professionalism and ethics, presentation skills, drafting skills, deposition skills, the importance of both internal and external relationships, and the importance of asking for and responding to feedback on work.

LAW 7222 - Comparative Law II
Credits: 2
Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcripted as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7223 - Texas Pre-Trial Procedure
Credits: 2
Texas civil procedure prior to trial, including establishing the attorney-client relationship, the pre-litigation aspects of civil controversies, jurisdiction, service of process, pleading, joinder of parties and claims, venue, res judicata and related principles, discovery, summary judgment practice, and settlement.

LAW 7224 - Commercial Real Estate Seminar
Credits: 2
A practice-oriented study of documentation of and due diligence in the transfer, leasing, and finance of commercial real estate. Includes exercises in negotiation; title review; and drafting of documents, letters, and memoranda.

LAW 7225 - Art Crimes
Credits: 2
Introduces students to laws, regulations, policies, and international conventions that govern criminal activities related to works of art, antiquity, and cultural heritage. Includes readings and discussions of statutory laws and regulations, case opinions, ethical codes, scholarly articles, and news reports. Topics include theft, forgery, fraud, graffiti, looting, grave-robbing, crimes during military conflict, illicit trafficking, illegal import and export, and violations of laws and policies targeting national and indigenous objects of cultural heritage. Discussions and debates involving legal and ethical issues enable students to explore differing viewpoints and assumptions about the rights and obligations of various stakeholders and interested parties who interact with objects of art and culture.

LAW 7226 - Reflections of Global Privacy in Black Mirror
Credits: 2
Uses viewings and discussion of the Netflix series Black Mirror as an entry point for comparison of current global privacy law and how the legal, technological, and ethical choices of today shape our future. Students develop conceptual and practical understandings of privacy law.

LAW 7227 - Tax Accounting
Credits: 2
Timing of income and deductions for federal income tax purposes, including accounting periods, the cash receipts and disbursements and accrual methods, installment sales, interest income and deductions, time value of money provisions, depreciation, and recapture. Prerequisite: LAW 6460/LAW 8360 Income Taxation. Required for LL.M. (taxation) candidates.

LAW 7228 - Small Business and Trademark Clinic
Credits: 2
The Small Business Clinic provides free legal services to new and existing small businesses and nonprofit organizations that cannot afford to pay legal fees. The clinic provides students real-word training and experience in the transactional practice of law. Student lawyers advise clients in the startup phase of their businesses, form and advise nonprofit organizations, assist in preparing necessary legal documents, and learn ways to assist clients involved in transactional business law. In the Trademark Clinic, which is part of the Small Business Clinic and a member of the USPTO Law School Clinic program, student lawyers gain specific experience in advising clients about basic trademark matters as well as experience in drafting, filing, and handling trademark applications with the USPTO. Prerequisites: LAW 6420 Business Enterprise. Students must be in good academic standing and have completed 50 percent of all course requirements.

LAW 7229 - Presidential Impeachment
Credits: 2
Investigates the legal and political issues relating to Presidential impeachment and removal from office, focusing primarily but not exclusively on the current President. During the first ten weeks of the semester the class meets twice each week in a seminar-style format to discuss several assigned books and other current topical materials relating to various legal or political impeachment issues, including related criminal indictment and 25th Amendment issues. By the end of the tenth week, students are asked to choose an impeachment-related topic of appropriate scope, and research and write a 25-30 page law journal-style paper. During the last four weeks of the semester students are asked to briefly present their paper ideas and outlines or preliminary paper drafts for general class discussion and suggestions. The course satisfies the School of Law general writing requirement.

LAW 7230 - Nonprofit Organizations: Private Foundations
Credits: 2
Provides an introductory overview of the laws governing nonprofit organizations with a primary focus on private foundations. Whether setting up or managing a private foundation for a family, corporation, or other entity, this course provides students with a working knowledge of organizing and understanding the strategic concerns of a private foundation.

LAW 7231 - International Franchising Law
Credits: 2
Addresses topics to consider in internationalizing a franchise, both economically and legally. Each class period is an in-depth look at a step in the internationalization process or at a major area of consideration before going global. Special attention is paid to the European Union and major emerging markets such as Eastern Europe, the Middle East, China, South America, India, and Asia. Includes structuring the franchise, tax, trade, intellectual property, mergers and acquisitions, and dispute resolution. Recommended course for those considering franchise law or international business as international franchising is the next big wave in the global economy, and a trend that will continue well past the foreseeable future.

LAW 7233 - Law and Medicine: Malpractice
Credits: 2
An examination of the legal and economic aspects of medical malpractice, including elements of the prima facie case, defenses, and problems of proof. From time to time, the course also focuses on the potential liability of the individual practitioner and of health care institutions; tort reform legislation; the structure of insurance markets; negligent nondisclosure risks and treatment alternatives; forensic medicine and the use of medical and scientific evidence in the courtroom; and legal and ethical aspects of the professional-patient relationship.

LAW 7234 - Introduction to Venture Transactions
Credits: 2
Prepares students to counsel early-stage companies and investors through a myriad of startup related transactions and situations. Begins with a brief history of venture to understand the foundation of the practice, and then explores, in detail, aspects of structuring a venture backed company, raising capital, interacting with investors, and typical commercial agreements. Students are expected to read, interpret, and draft common venture financing documents and identify and provide counsel on typical founder and early-stage company issues.

LAW 7235 - Corporate Finance and Acquisitions
Credits: 2
Provides a basis for resolving the typical valuation questions that arise in the corporate acquisition context. Critically assesses the basic concepts of financial theory, including discounting, diversification, portfolio theory, the capital asset pricing model, and the Black-Scholes option pricing model. Examines certain issues arising in the corporate acquisition context that involve valuation questions, including the scope of application of the de facto merger and successor liability doctrines, appraisal rights, and the fairness of freeze-out transactions. Does not consider issues arising under federal securities law. A background in economics or finance is strongly recommended. Prerequisite: LAW 6420 Business Enterprise.

LAW 7236 - Constitutional Criminal Procedure: Adjudication
Credits: 2
Examines constitutional issues (e.g., custody and release pending trial, preliminary hearings, the grand jury, joinder and severance, discovery, plea bargaining, trial procedures, double jeopardy, sentencing, and postconviction remedies) that may arise during the postinvestigation stage of a criminal case. Students taking this course may not take LAW 6320 Constitutional Criminal Procedure: Survey.

LAW 7237 - Selected Issues in Sports Law
Credits: 2
Explores various important and topical issues in the context of sports law, such as the frequently intersecting and synergistic relationship between and among legal norms for sports, media, gaming and entertainment. Also addresses free speech issues for athletes and regulatory and disciplinary authority in professional and amateur sports. Topics are explored via contemporary legal perspectives and mechanisms along with making reference to various traditional legal disciplines, such as contracts, torts, copyright, trademark, antitrust, and secured transactions. Students are expected to delve deeply into a course-related topic by researching and writing a substantial research project with the guidance of the instructor.

LAW 7239 - Texas Criminal Procedure
Credits: 2
A study of the Texas Code of Criminal Procedure and its implementation in the Texas courts from the point of arrest through the appellate stage of the proceedings.

LAW 7240 - Second Amendment and Weapons Regulation
Credits: 2
Explores the right to keep and bear arms as a matter of law, as well as how society regulates and enforces access to personal weapons. Examines how gun rights and regulation intersect with lawful self-defense. Covers the foundational Second Amendment case, District of Columbia v. Heller; key lower court opinions; and the broader historical, political, and theoretical debates in which they are embedded. While the dominant focus is on the U.S., the seminar also draws comparisons with the regulatory approaches in other countries.

LAW 7241 - Criminal Litigation Clinic
Credits: 2

LAW 7242 - Lawyering Skills (MPT)
Credits: 2
The Multistate Performance Test is 20% of the Texas Bar Exam and closely mimics the practice of law. During the MPT, students use basic lawyering skills in a real-life simulation to complete an activity that a new lawyer would be assigned (e.g. memo, brief, or client letter). Using the MPT as our foundation, this course focuses on developing critical lawyering skills, including separating relevant and irrelevant information; extracting relevant legal principles from cases, statutes, and other authorities; applying legal principles to facts to solve a client's problem; and explaining the law and its application in a clear and well-organized document. The course is a combination of lecture, class participation, hands-on drills, and peer editing. Students receive specific feedback on the documents they submit, and are able to meet with the professor one-on-one to continue improving their skills. This course is by invitation only.

LAW 7243 - Business Law Boot Camp
Credits: 2
Introduces vocabulary, concepts, and skills needed to effectively understand how business works so students are able to communicate with and advise business clients (including as regulatory and litigation counsel). The course is not designed to go in-depth, but moves quickly over key business concepts and terminology. Students learn from expert SMU faculty (including from the Cox School of Business) and from industry experts, both lawyers and business professionals. A background in finance, accounting, or business is neither required nor expected.

LAW 7244 - Income and Wealth Inequality
Credits: 2
Analyzes the causes and consequences of the growing inequality of income and wealth in the United States over the past 40 years. Considers the "top 1% v. lower 99%" economic and social inequalities, as well as the "meritocracy"-based inequalities between the "upper middle class," as that phrase is commonly understood, and everyone who falls below this social and economic level. Substantial and focused attention is also paid to racial income and wealth inequalities. Explores the substantial and under-appreciated impacts that the last 50 years of conservative Supreme Court jurisprudence have had with regard to increasing economic inequality. Examines and assesses various tax reform proposals and other legal measures and broader social approaches that could and perhaps should be implemented to reverse or at least address the problems caused by these growing inequalities. May also briefly consider international differences in economic inequality, both within and between countries, time permitting. Students are required to attend class regularly, to participate in the class discussions, to read a substantial number of books and book excerpts and articles, and to periodically certify that they have done all of the assigned readings. There is no course final examination, nor a final end-of-the-semester paper requirement. The course grade is based upon a series of four or five relatively short papers submitted during the semester, reflecting upon various readings and class discussions, as well as to some extent upon attendance, class participation, and completion of the assigned readings.

LAW 7245 - Regulation of Hazardous Substances
Credits: 2
Discusses issues relating to regulation of the use and disposal of hazardous substances. Deals largely with federal regulation of the disposal of hazardous wastes under the Resource Conservation and Recovery Act and the remediation of hazardous substances under the Comprehensive Environmental Response Compensation and Liability Act. Includes analysis of the impact of these statutes on business decisions relating to property transactions, corporate structure, bankruptcy, and insurance. Also, addresses basic science and/or policy issues relating to the control of substances with uncertain effects on human health and the environment.

LAW 7246 - First Amendment Clinic Deputy
Credits: 2
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: Law 7404 First Amendment Clinic.

LAW 7247 - Energy Finance
Credits: 2
Immerses students in practical business and legal concepts inherent in financing oil and gas and alternative energy development. Students learn the fundamental terms of financing documents and the legal and business issues behind the provisions. In addition, the course provides an historical context for the development of present day financing structures such as lending to oil and gas companies or wind and solar developers in order to develop an understanding of how and why these structures are used. A portion of each class is dedicated to industry-specific knowledge, such as how oil and gas reserve reports are used for financing oil projects, or how tax credits are used to finance wind and solar projects. Guest lecturers include industry experts who discuss specific topics relevant to the course materials.

LAW 7248 - Legal Writing for the Non-Lawyer Audience
Credits: 2
Designed for students who wish to improve their ability to write for non-lawyer readers (clients, potential clients, and the general public). Targets students who are already competent writers but requires no in-depth knowledge of

grammar or rhetoric. Covers engaging the reader, explaining legal concepts clearly, issue framing, readability, and writing efficiently.

LAW 7249 - Civil Right Seminar: Critical Race Theory
Credits: 2
Examines the theoretical and case law analyses made by scholars of critical race theory. Topics include the emergence of critical race theory as an area of legal scholarship; the relationships among critical race theory, feminist legal theory, and critical legal studies; colorblind constitutional theory and affirmative action doctrine; discriminatory intent and antidiscrimination jurisprudence; race and criminal justice; race and education policy; the intersection of racism and other sources of oppression such as sexism and heterosexism; and the role of law as a means of eradicating racial inequality.

LAW 7250 - Internal Investigations
Credits: 2
Explores why internal investigations are initiated, how they are conducted, and what actions may follow from their results. Discusses practical considerations that impact internal investigations and the legal parameters controlling them. Specific topics include: identifying the circumstances that trigger internal investigations; developing strategies for planning and conducting internal investigations; determining the proper scope of an investigation; resolving issues regarding the identity of the client and attorney-client privilege; conducting witness interviews; gathering and analyzing documents and data; preparing internal investigation reports; determining the proper course of action with various interested parties; and understanding unique situations relating to the regulatory consequences of investigations, including issues regarding voluntary disclosure.

LAW 7251 - Civil Rights Litigation
Credits: 2
A survey of federal legislations protecting individuals against governmental interference with constitutional and statutory rights, which may include those pertaining to life, property, and liberty interests, among others. Focuses on legal vehicles available to civil rights litigators in federal courts, such as Section 1983, the Administrative Procedure Act, Bivens action, and habeas corpus. Also introduces common defenses in civil rights litigation, such as governmental immunity, justiciability, exhaustion of administrative remedies, and standings. Analysis of the U.S. Supreme Court's general jurisprudence in civil rights issues is also covered in this course.

LAW 7252 - Environmental Law
Credits: 2
A survey that introduces basic elements of federal environmental law. Includes analysis of environmental regulatory policy; statutory control of air, water, and hazardous waste pollution; and allocation of the costs of cleaning environmental contamination.

LAW 7253 - Anatomy of a Series A Venture Transaction
Credits: 2
Examines every angle of a Series A venture capital transaction, from the term sheet through the financing documents to the closing binder and securities filings. Discusses and explores considerations and dynamics from each side of the table – company and investor, and prepares students to advise both sets of clients. Prerequisite: LAW 7234.

LAW 7254 - Sentencing and the Death Penalty
Credits: 2
An examination of the role of sentencing in the criminal justice system, including a study of the purposes of punishment and sentencing, and the history, philosophy, and administration of the criminal sentencing process. Includes exploration of judicial decision-making; the use of sentencing guidelines; the role of discretionary decisions by prosecutors; the effects of credit for acceptance of responsibility; and alternatives to incarceration in light of criminal justice philosophies, scarce resources, and political support. Also includes examination of the death penalty from historical and contemporary perspectives; justifications for it; evolution of constitutional standards for its imposition; review of empirical data on deterrent effect; and demographic distribution of death sentences.

LAW 7255 - International Tax II
Credits: 2
A basic course for U.S. and international students focusing on U.S. citizens, residents, and business entities conducting business or investment outside the United States - so-called outbound transactions.

LAW 7256 - International Trade Regulation
Credits: 2
Examines the law and policy of international trade in goods and services. Begins with an overview of the economics and politics of economic integration and international cooperation on trade as well as the basics of how trade works in practice. Students study the essential international and multilateral obligations that countries have within the international trading regime. Addresses tariff and non-tariff barriers, discrimination against importers, regional trade agreements, anti-dumping, countervailing duties, and safeguards measures. Discusses the negotiation, implementation, and enforcement of international trade agreements, with a particular interest in the relationship between free trade and other areas of international cooperation, such as environmental and labor standards. Explores current trade politics and pressures, including increased protectionism and trade wars and the role of the WTO as the forum for settling trade disputes. Finally, students view international trade law and regulation as it applies to multinational businesses and their contractual and regulatory obligations.

LAW 7257 - Civil Clinic Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7259 - Domestic Violence: Law, Policy, and Practice
Credits: 2
Provides a detailed examination of domestic violence (intimate partner violence) and the criminal/civil laws, policies, and practices governing response systems. Students examine the dynamics of abusive relationships; how cultural attitudes shape reactions; civil and criminal interventions; the United States' reliance on the criminal justice system to address the issue; and the methodologies employed to increase safety and raise awareness for victims, survivors, and the community at large. Students develop a framework for understanding and representing people from different races, cultures, economic backgrounds, and lived experiences. Additionally, students explore ethical representation of survivors/batterers and the defenses available to survivors who commit crimes to avoid abuse. Student learning consists of practical instruction and exercises to aid them in becoming informed, ethical, and engaged in advocacy throughout their professional careers.

LAW 7260 - Technology for Law Practice
Credits: 2
Provides students with an introductory survey of technology tools relevant to the practice of law. Topics for the class include advanced features for practice in Westlaw and Lexis, software for billing and/or knowledge management, metadata, privacy, social media for lawyers, Zoom, and other applications necessary for practice from Microsoft Office and Adobe products. Concepts of legal ethics and technology competence are discussed throughout the course.

LAW 7261 - Airline and Railroad Labor and Employment Law
Credits: 2
Explores both traditional labor law (Railway Labor Act and National Labor Relations Act) and employment law as it applies specifically to the airline and railroad industries. Discusses the concept of "systemwide" crafts and classes under the Railway Labor Act in comparison with appropriate bargaining units under the National Labor Relations Act. Examines the more limited statutory weapons available to both parties under the Railway Labor Act. Considers the fundamental differences between the National Labor Relations Act (which governs the majority of the private sector and the U.S. Postal Service) and the Railway Labor Act (which governs airlines and railroad as well as "derivative carriers"). Discusses the importance of arbitration in airline and railroad labor and employment law, including when claims under various employment laws may be preempted by the Railway Labor Act and thus need

to be arbitrated as "minor disputes." Explores topics unique to industry, including the effect of mergers in the airline industry and the role of various relevant agencies (for example, the National Mediation Board and the Department of Transportation).

LAW 7262 - Patent Litigation
Credits: 2
A study of issues related to enforcement and defense of patent rights in federal court. Focuses on strategies and best practices related to patent litigation. Covers selected topics related to jurisdiction and forum, complaints and answers, local patent rules, infringement and invalidity contentions, fact and expert discovery, technology tutorials, claim construction briefs and presentations, summary judgment briefs and presentations, trial practice, and post-trial and appeal briefing and procedures. Prerequisite: LAW 6280/LAW 6383 Patent Law.

LAW 7264 - Toxic Tort Litigation in the Petroleum Industry
Credits: 2
A study of environmental law as it applies to the oil and gas extraction, processing, refining, and transportation segments of the energy industry, with emphasis on common law and solid waste.

LAW 7273 - Sports Law
Credits: 2
A study of the legal and business structure of professional and amateur sports, including an overview of the development of the professional sports industry and an examination of the basic agreements controlling professional sports. Also, representation of professional athletes, the role of labor unions in professional sports, sports league governance and decision-making, sports media issues, and amateur athletic associations. Consideration is given to the various constituencies within professional and amateur sports, the extent to which they have different interests, and the legal framework within which they seek to advance those interests.

LAW 7276 - Securities Litigation and Enforcement
Credits: 2
A comprehensive study of public and private actions under the Securities Act of 1933, the Securities Exchange Act of 1934, and the Investment Advisors Act of 1940. Special attention is paid to the implication of causes of action; the elements of each cause; vicarious liability; the liability of attorneys, accountants, and directors; and the peculiarities of civil procedure as applied to securities litigation and damages. Also examines nondamage actions, including SEC enforcement proceedings, criminal actions, contempt proceedings, and state actions. Papers required. Prerequisite: LAW 6420 Business Enterprise.

LAW 7277 - Business Enterprise for Master of Laws Students
Credits: 2
A survey of American business laws for international graduate students. Selected topics may be drawn, from year to year, from the laws of agency, partnership, corporation, securities, antitrust, bankruptcy, and business taxation. Taught from the perspective of assisting non-U.S. trained lawyers to draw comparative and practical lessons. Enrollment is limited to international graduate students not trained in U.S. law.

LAW 7284 - Tax and Fiscal Policy
Credits: 2
The interaction between budgetary demands and revenue policy; equity and fairness of taxation; the effect of taxation on business activity; and social, political, and economic implications of the tax structure. Prerequisites: LAW 6460, LAW 8360 Income Taxation. Required for LL.M. (taxation) candidates.

LAW 7285 - Negotiations
Credits: 2
Introduces legal negotiation theory and practice, and prepares students to engage as lawyers in the negotiation process. Covers all major areas of negotiation theory (e.g., interest-based, cooperative-competitive, aggressive-competitive). Uses practical skills exercises to explore the various contrasting approaches to negotiation, which allows the student to determine the style and approach that best fits his/her personality in the context of legal

conflicts likely to be encountered after law school. Provides the fundamental skills, knowledge, and actual experience in real negotiations so the future lawyer can further develop and hone negotiation skills through continuing practice and experience after conclusion of the course.

LAW 7290 - Real Estate Taxation
Credits: 2
A survey class that covers several fundamental areas relating to the income taxation of property transactions, with a specific focus on real estate investments and structures. Principle topics covered include the effect of liabilities on property, depreciation, like-kind exchanges, limitation on losses, characterization, leasing transactions, and other issues. Prerequisites: LAW 6460 or LAW 8360 Income Taxation.

LAW 7291 - Taxation of Property Dispositions
Credits: 2
A survey of property transaction taxation including realization events, amount realized, basis rules, nonrecognition exchanges, losses, characterization rules, debt and security transactions, and mortgaged property transactions.

LAW 7293 - Perspectives of the American Legal System
Credits: 2
Provides international graduate students with an introduction to the U.S. legal system, integrated with an optional tutorial component. Examines the nature of the U.S. judicial system, the common law system of case law development, and trial and appellate processes (in part through a study of selected tort cases). Presents a special segment on U.S. constitutional law issues, and explores the interrelationship of law and U.S. society. Attempts to develop basic U.S. legal writing, research, and exam-taking skills. Enrollment is limited to and required of international graduate students not trained in U.S. law, except with special permission of the Graduate Committee.

LAW 7294 - Tax Practice and Professional Responsibility
Credits: 2
Incorporates federal tax research and writing, as well as the parameters of professional responsibility, in the context of the three main aspects of federal tax practice: planning, reporting, and representation in controversies. Prerequisites: LAW 7350 Professional Responsibility. Limited J.D. enrollment. Required for LL.M. (taxation) candidates.

LAW 7301 - Civil Litigation: The Current Status of Jury Trial Practice
Credits: 3
Examines the background and the current status of jury trial practice in Texas courts including the judge-jury relationship and judicial review of verdict and judgments. Topics include the Constitutional right to jury trial in civil cases; the impact of the adoption and amendment of the Texas Rules of Civil Procedure on jury trial rights and practices; and the impact of alternative dispute resolution standards and practices on civil practice in Texas courts.

LAW 7302 - International Tax I
Credits: 3
A basic course for U.S. and international students focusing on foreign citizens, residents, and business entities conducting business or investment in the United States - so-called inbound transactions.

LAW 7303 - The European Convention on Human Rights
Credits: 3
Introduces students to the history, structure, and application of the European Convention on Human Rights. Particular attention is given to the role of the European Court of Human Rights and the right (unusual in international law) of individuals to petition the Court to remedy concrete violations of their rights by signatory states. Students are expected to write a substantial paper on either a subject-matter area of Convention law or the experience of one of the forty-seven signatory states subject to the Court's jurisdiction.

LAW 7304 - Remedies
Credits: 3
Considers the question of what plaintiffs are entitled to when they win a case and why. Covers damages, punitive damages, restitution, unjust enrichment, and injunctive relief. Considers public remedies in constitutional cases and focuses on remedies in private law civil actions.

LAW 7308 - Civil Rights Litigation
Credits: 3
A survey of federal legislation protecting the individual against governmental and private interference with constitutional and statutory rights, which may include those pertaining to employment, personal security, housing, and voting, among others.

LAW 7309 - Entrepreneurship, Race, and Inequality
Credits: 3
This seminar engages personhood and freedom of contract to explore social and economic equity, with a focus on Black entrepreneurship. This seminar uses legal realism, law and economics, and critical legal studies to interrogate and examine these issues. It also contemplates how the economic theory of social choice is impacted by American racial standards, and whether this influence impacts the ability to rely on social choice for the generation of economic policy.

LAW 7311 - Copyright
Credits: 3
A detailed study of the 1976 Copyright Act as well as other means of obtaining legal protection for literary, musical, and artistic works, including unfair competition, tort, and implied contract.

LAW 7319 - International Economic Law and Development
Credits: 3
Foundation course that enhances the understanding of financial, monetary, trade, and investment law and regulations. Also, related economic development theories and policies in their current global setting, particularly as they directly impact 80 percent of the world population (i.e., the developing world). Against the constantly changing background of economic policymaking, examines economic and legal interaction among industrialized states, developing countries, international economic institutions (e.g., U.N. economic functions, IMF, and World Bank Group) and regional economic institutions (e.g., in Latin America and Africa), and private actors (e.g., multinational corporations, international commercial financial institutions, and nongovernment organizations). Provides an overview of the legal and institutional foundations of the evolving global international economic order. Particular attention is given to the issues of sustainable economic development, stable financial systems, and alleviation of poverty in developing and emerging countries. May cover issues such as the basic legal principles and doctrines governing international economic organizations, official development assistance, the U.N. Millennium Goals, the Washington Consensus versus the Monterrey Consensus, the WTO Doha Agenda for developing countries, South-South and North-South regional economic integration efforts, sovereign debt reduction and rescheduling, privatization development programs, development of appropriate economic legal and judicial infrastructures for development, and post-conflict economic reconstruction. The course should be of particular importance for domestic and international students seeking an international legal practice with private firms, international and regional bodies, and domestic government and private bodies dealing with the international arena.

LAW 7320 - Law and Medicine: Health Care
Credits: 3

LAW 7321 - Comparative Law I
Credits: 3
The purposes and methods of comparative law and an introduction to legal systems other than the common law, including sources of law, structure of legal rules, substantive law, procedure, and courts and legal professions.

LAW 7322 - Comparative Law II
Credits: 3
Limited enrollment seminar course designed to accommodate specific seminar interests of faculty and visiting faculty in comparative law-related subject matter. May examine topics such as selected aspects of law and judicial processes or specific legal areas of selected foreign countries, regions, and economic markets; laws impacting foreign investment and dispute resolution; treaty law-making processes; or comparative corporate governance, business organization, commercial law, and accounting trends. Because topics vary from year to year, students may repeat the course for credit. Transcripted as CL-2 [specific seminar name]. No knowledge of a foreign language is required.

LAW 7324 - Race and American Law
Credits: 3
Explores the legal treatment of race in the United States. Central to this examination is: (1) the legal and social construction of race and the manifestation of racism; (2) the legal history of certain populations of racialized groups including: African Americans, Native Americans, Latinos/as, Asian Americans, Arabs and Middle Eastern Americans, and White Americans; (3) the relationship between race, language, and citizenship; (4) race and developing notions of equality; (5) residential segregation, education, and race; (6) race and crime; and (7) responses to racism. Discusses the legal history of and contemporary legal issues facing racialized populations in the United States; to critically examine race problems from diverse perspectives; and to envision alternative policies and legal remedies which would increase racial justice.

LAW 7325 - Secured Transactions
Credits: 3
An introductory survey of the law governing security interests in personal property, with particular emphasis on Article 9 of the Uniform Commercial Code and the Bankruptcy Code.

LAW 7326 - Real Estate Transactions
Credits: 3
Transfer, finance, and development of real property; the real estate sales contract; the duties and remedies of sellers, purchasers, and brokers; conveyancing; title protection, including recording laws, the mechanics of title search, clearing titles, and title insurance; real estate finance, including mortgages and federal programs; and condominiums, cooperatives, and shopping centers. Some emphasis on Texas law.

LAW 7328 - Property for LLMs
Credits: 3
Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 7329 - Jurisprudence I
Credits: 3
A survey of major theories of legal philosophy.

LAW 7330 - Law and Medicine: Bioethics
Credits: 3
Focuses on the interplay between bioethics and law in the context of topics such as human reproduction, death and dying, and human experimentation.

LAW 7331 - Second Amendment and Weapons Regulation
Credits: 3
Explores the right to keep and bear arms as a matter of law, as well as how society regulates and enforces access to personal weapons. Examines how gun rights and regulation intersect with lawful self-defense. Covers the foundational Second Amendment case, District of Columbia v. Heller; key lower court opinions; and the broader

historical, political, and theoretical debates in which they are embedded. While the dominant focus is on the U.S., the seminar also draws comparisons with the regulatory approaches in other countries.

LAW 7332 - Blockchain Technology, Law, and Policy
Credits: 3
Discusses the extent to which we allow regulation and government intervention to impact blockchain technology, balancing the maintenance of social norms against the need to let a nascent technology innovate. Considers the various legal and regulatory levers potentially applicable to these technologies and the design trade-offs inherent in adopting them as part of policy-making and governance.

LAW 7333 - First Amendment and Freedom of Speech
Credits: 3
Examines constitutional issues and interpretation under the First Amendment, with a focus on the freedom of speech and of the press, as well as the establishment and free exercise of religion.

LAW 7334 - Perspective on Counter Terrorism
Credits: 3
Takes an insistently interdisciplinary and occasionally comparative approach to explore legal issues in America's war on terror, including but not limited to following: Acts of terrorism committed against the state by non-state actors are not new, but from a lawyer's point of view, what is new about the states repertoire of responses to them? What are the constants and what are the variables that influence a state's recognition, definition, and reaction to real or perceived threats to the state's core responsibility for domestic security? By what standards should state action be assessed? What role should law and lawyers play during such extraordinary times? Readings are drawn from familiar legal sources and from works of history, the social sciences, and literature.

LAW 7335 - Commercial Real Estate Seminar
Credits: 3
A practice-oriented study of documentation of and due diligence in the transfer, leasing, and finance of commercial real estate. Includes exercises in negotiation; title review; and drafting of documents, letters, and memoranda.

LAW 7336 - Corporate Taxation
Credits: 3
The formation of corporations, corporate capital structure, earnings and profits, dividends, distributions, redemptions, partial liquidations and complete liquidations, and Subchapter S corporations. Prerequisite: LAW 6460 Income Taxation.

LAW 7337 - Selected Topics in Intellectual Property
Credits: 3
Explores selected topics in intellectual property law, including copyright, trademark, and patent law. Copyright law grants rights in expressive works such as books, music, sculptures, and photography; trademark law grants rights in product names, logos, packaging, and design; and patent law grants rights in technology. Examines important contemporary topics in these rapidly-changing areas of the law. These topics include doctrines challenged in recent litigation (including Supreme Court and other appellate cases) and legislative reform efforts (including pending and recently-enacted legislation). Students examine one or more such topics as their own research project.

LAW 7338 - Law and Social Science
Credits: 3
Introduces students to the role of social science in law and legal policy, and after introducing basic concepts, examines a range of applications in major areas of the law, such as torts, property, and criminal law. Explores how courts and lawmakers use statistics and the social sciences to improve adjudications and to analyze and improve the law.

LAW 7340 - Law in and of Film
Credits: 3
Considers how law, within both formal and informal regulatory regimes, is depicted in fictional and non-fiction films. The most typical types of films considered are courtroom dramas. Another legal film genre discussed is the proliferating practice of filming interactions wherein people are accused, rightfully or wrongfully, of law-breaking. The uploading and sharing of videos documenting many of these incidents via social media allows what would have otherwise been hidden to become "viral". Also addresses the law of film, how law regulates film and the people engaged with the film industry, chiefly by looking at formal public and private law norms as well as informal, quasi-legal/sub-legal industry norms such as the Hays Code (one of the earliest voluntary film industry regulatory codes) and movie studio morality clauses. Considers some issues that illustrate the law of film, such as prohibitions on interracial sexual relationships and sexual assault cases involving film figures dating from the silent era to the modern film era, and covers film industry figures from Roscoe "Fatty" Arbuckle to Harvey Weinstein. Students are required to view films, read a variety of sources, including scholarly articles and texts, and engage in analytical discourse based on the films, assigned readings, and writing assignments.

LAW 7341 - Criminal Litigation Clinic
Credits: 3

LAW 7342 - Federal Taxpayers Clinic
Credits: 3
Clinical instruction in federal tax practice emphasizing the representation of taxpayers before the Internal Revenue Service and the Tax Court. Classroom instruction in interviewing techniques and counseling is integrated with interviewing prospective clients and with the ultimate representation of taxpayers before the Internal Revenue Service and before the Tax Court. Prerequisite: LAW 6460 or LAW 8360 Income Taxation.

LAW 7343 - Artificial Intelligence and Law
Credits: 3
This introductory course exposes students to a broad range of legal issues posed by the increasing use of artificially intelligent systems across various sectors of society and business. Beyond the mechanics of the relevant technology, this course examines how the emergence of artificial intelligence ("AI") in various forms, from algorithmic decision-making in social media to the use of AI in surveillance, poses new challenges to the legal order. In doing so, this course considers the broader jurisprudential impact of cyberlaw on AI systems while simultaneously drilling down to very practical considerations faced by lawyers encountering such systems in client products or litigated disputes.

LAW 7344 - Employment Discrimination
Credits: 3
Examination of the federal law regulating discrimination in employment. The primary emphasis is upon Title VII of the Civil Rights Act of 1964 (discrimination on the basis of race, sex, religion, and national origin), the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act, and federal requirements of affirmative action imposed upon government contractors, but other civil rights statutes and the National Labor Relations Act will be treated as they bear upon the subject.

LAW 7345 - Asylum and Refugee Law
Credits: 3
Introduces students to international and domestic refugee law, with a focus on asylum law in the United States. Traces the history and development of international refugee law and explores the statutory, regulatory, and case law framework of U.S. asylum law. Students examine in detail the legal definition of the term "refugee," including key elements such as well-founded fear, persecution, and the grounds of eligibility for protection (race, religion, nationality, political opinion, and particular social group). The course also addresses limitations on the right to protection, including statutory bars and discretionary factors in the adjudicatory process. Students have the opportunity to engage with cutting-edge issues such as the evolving definition of "particular social group," limits to asylum access, and policies and practices regarding detention of asylum seekers.

LAW 7346 - Race, Health, Gender, and Justice
Credits: 3
Explores the intersection of race/sex, law, and health by discussing: 1) how race/sex has been constructed in the U.S.; 2) what is discrimination in the U.S.; 3) how discrimination has and continues to limit racial and sexual minorities' equal access to resources; and 4) how this has impacted health and caused racial and sex disparities in access to health care and health status. The following topics are discussed during the course: racial and sex discrimination, the social determinants of health, and racial and sex health disparities.

LAW 7347 - Environmental Enforcement in the Climate Era
Credits: 3
Examines the theories and processes that underpin our current system of enforcing environmental laws. Explores the historical social and environmental justice movements and political theories from which this system of modern regulatory enforcement arose, and track these modes of enforcement into the climate era. Uses material from law, natural and social sciences, literature, and activists to interrogate the ways in which regulatory enforcement mechanisms are being employed to respond to related contemporary environmental, economic, and social problems including climate change, industrial pollution, resource use and land management, economic dispossession, and changing patterns in environmental health. Explores the limits of enforcement and how non-regulatory legal tools are being used to fill gaps in our responses.

LAW 7348 - Business Enterprise-Governance
Credits: 3
An upper-level, limited-enrollment course for students who have taken or who are in the process of taking the basic Business Enterprise course and who wish to explore in more depth alternative structural forms of governance of the enterprise. The course begins with a series of 10-12 lectures on selective issues on governance, which might include issues of international, comparative, or law-reform significance. From these lectures, students derive a related research topic and theme. These lectures are followed by a period of intense research by the students under the supervision of the professor. The student deliverable is a high-quality, well-documented research paper of some 6000-7500 words (including footnotes).

LAW 7350 - Professional Responsibility
Credits: 3
An analysis of principles and rules governing the conduct of lawyers. Includes the client-lawyer relationship, competence, confidentiality, loyalty, the roles of lawyers as counselors and advocates, public service, advertising, admission to practice, and professional discipline.

LAW 7351 - Property, Natural Resources, and Land Use
Credits: 3
This seminar explores the legal issues that surround the conservation and use of natural resources, focusing on property ownership of and regulatory structures over public lands, mines and minerals, wildlife, wind, and other resources. These issues include the often competing claims of the public interest versus private property rights; the role of private contracts, judicial oversight, and agency management in land use decision making; and stakeholder conflicts in natural resource management. The seminar uses case studies, primary and secondary materials, and interdisciplinary approaches to analyze ownership, use, and regulation of natural resources. Students have an opportunity to write a paper on topics of interest within the fields of property, natural resources, and land use.

LAW 7352 - Estate Gift and Income Tax
Credits: 3

LAW 7353 - Internal Investigations
Credits: 3
Explores why internal investigations are initiated, how they are conducted, and what actions may follow from their results. Discusses practical considerations that impact internal investigations and the legal parameters controlling them. Specific topics include: identifying the circumstances that trigger internal investigations; developing strategies for planning and conducting internal investigations; determining the proper scope of an investigation; resolving issues regarding the identity of the client and attorney-client privilege; conducting witness interviews; gathering and

analyzing documents and data; preparing internal investigation reports; determining the proper course of action with various interested parties; and understanding unique situations relating to the regulatory consequences of investigations, including issues regarding voluntary disclosure.

LAW 7354 - Sentencing and the Death Penalty
Credits: 3
An examination of the role of sentencing in the criminal justice system, contrasting sentencing models and ranges of authority. Includes study of alternatives to incarceration in light of criminal justice philosophies, scarce resources, and political support. Exploration of the decision-making process, the use of sentencing guidelines, and habeas corpus. Also includes examination of the death penalty from historical and contemporary perspectives, justifications for it, evolution of constitutional standards for its imposition, review of empirical data on deterrent effect and demographic distribution of death sentences, modes of execution, access to review of sentences, and state and federal relations.

LAW 7356 - International Crimes
Credits: 3
Focuses on the origins, development, and growth of international crimes. Examines the juridical bases and processes by which objectionable or offensive conduct is transformed into an international crime. Also, identifies the attributes and characteristics of international crimes, and explores the practical and doctrinal problems relating to the regulation, prevention, control, and suppression of this genre of crimes.

LAW 7357 - Civil Clinic Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7559 Civil Clinic.

LAW 7358 - Criminal Litigation Clinic Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 7359 - International Business Negotiations
Credits: 3
Provides students with an opportunity to obtain an introduction to transactional practice, to experience the sequential development of a business transaction over an extended negotiation, to study the business and legal issues and strategies that impact the negotiation, to gain insight into the dynamics of negotiating and structuring international business transactions, and to learn about the role that lawyers and law play in these negotiations. Students gain experience in drafting communications and obtain practical negotiating experience in a context that replicates actual legal practice.

LAW 7360 - First Amendment Clinic Deputy
Credits: 3
Includes assisting in preparing and supervising clinic students in client representation. Deputies are selected by the clinic instructors. Students may not enroll before being selected. Prerequisite: Law 7404 First Amendment Clinic.

LAW 7361 - Gender Law
Credits: 3
Explores the topic of gender equality as reflected in constitutional law and in various bodies of federal and state statutory law. Using different theories of equality, it covers such matters as modern equal protection jurisprudence;

sex discrimination in employment and education; reproductive rights; domestic violence; sex work; and women in the legal profession.

LAW 7362 - Tax and Technology
Credits: 3
This seminar explores how modern technologies are reshaping the landscape of tax law, tax administration, and tax policy. Students examine a range of technologies – from blockchain technology to various types of artificial intelligence – and critically analyze the various opportunities and challenges that these technological advancements present in the tax space. Students then have the opportunity to draft a paper that offers new insights into the positive or negative impacts that emerging technologies have on our tax system. Prerequisite: LAW 6460 Income Taxation.

LAW 7364 - Selected Topics in Business Law
Credits: 3
Students learn about various current issues in the regulation, governance, and financing of U.S. business enterprises. The course culminates in students writing and presenting their own original research papers on a subject that relates to the topics discussed in the course. Prerequisite: LAW 6420 - Business Enterprise.

LAW 7369 - Oil and Gas Contracts
Credits: 3
A survey of basic oil and gas contracts used in exploration and production operations in the United States and internationally, and the problems and legal issues that they present. Includes lease addenda, assignments, support agreements, farmout agreements, operating agreements, gas contracts and balancing agreements, division orders, and technical agreements. Drafting solutions and alternatives are explored. Oil and Gas may be completed beforehand or taken simultaneously.

LAW 7370 - Regulation of Hazardous Substances
Credits: 3
Issues relating to regulation of the use and disposal of hazardous substances. Deals largely with federal regulation of the disposal of hazardous wastes under the Resource Conservation and Recovery Act and the remediation of hazardous substances under the Comprehensive Environmental Response Compensation and Liability Act. Includes analysis of the impact of these statutes on business decisions relating to property transactions, corporate structure, bankruptcy, and insurance. Also, addresses basic science and/or policy issues relating to the control of substances with uncertain effects on human health and the environment.

LAW 7373 - Critical Race Theory
Credits: 3
This seminar rigorously examines the theoretical and case law analyses made by scholars of critical race theory. Topics include the emergence of critical race theory as an area of legal scholarship; the relationships among critical race theory, feminist legal theory, and critical legal studies; colorblind constitutional theory and affirmative action doctrine; discriminatory intent and antidiscrimination jurisprudence; race and criminal justice; race and education policy; the intersection of racism and other sources of oppression such as sexism and heterosexism; and the role of law as a means of eradicating racial inequality. Satisfies the edited writing requirement.

LAW 7375 - Securities Regulation
Credits: 3
A study of the securities laws (primarily federal but also state, especially Texas) and of the activities and industry they govern. The principal emphasis is on the regulation of issuance, sale, resale, and purchase of securities, and on the disclosure requirements generated by the registration, reporting, proxy, tender, and antifraud provisions. Other important subjects are civil liability (express and implied), government enforcement, exemptions from registration (especially private placements), insider trading, and the meaning of "security." Also treated are the functions of the SEC and of state securities administrators. Broker-dealer and market regulation may be covered if time permits.

LAW 7376 - Securities Litigation and Enforcement
Credits: 3
A comprehensive study of public and private actions under the Securities Act of 1933, the Securities Exchange Act of 1934, and the Investment Advisors Act of 1940. Special attention is paid to the implication of causes of action; the elements of each cause; vicarious liability; the liability of attorneys, accountants, and directors; and the peculiarities of civil procedure as applied to securities litigation and damages. Also, examines nondamage actions, including SEC enforcement proceedings, criminal actions, contempt proceedings, and state actions. Papers required. Prerequisite: LAW 6420 Business Enterprise.

LAW 7378 - Civil Rights Seminar
Credits: 3
Advanced civil procedure course that critically examines the policy issues underlying various procedural issues. Topics may include the nature of the adversary system, the history of procedural reform, personal jurisdiction, subject matter jurisdiction, controlling nonmeritorious claims, discovery, class actions, managerial judging, judicial discretion, judicial selection, jury trial, alternative dispute resolution, and comparative civil procedure. Satisfies the edited writing requirement.

LAW 7383 - Selected Problems in Antitrust
Credits: 3
Seminar in antitrust law that considers topics not covered nor emphasized in the basic antitrust course. Content may vary but could include private antitrust enforcement, patent law and antitrust, antitrust exemptions and immunities, and extraterritoriality and foreign antitrust law. Satisfies the edited writing requirement. Prerequisites: All first-year courses and LAW 7388 Antitrust Law, or permission of instructor.

LAW 7385 - Texas Pretrial Procedure
Credits: 3
Texas civil procedure prior to trial, including establishing the attorney-client relation, the prelitigation aspects of civil controversies, jurisdiction, service of process, pleading, joinder of parties and claims, venue, res judicata and related principles, discovery, summary judgment practice, and settlement.

LAW 7386 - Texas Trial and Appellate Procedure
Credits: 3
Texas civil procedure from the commencement of trial through appeal, including selection of the jury, presentation of the case, motions for instructed verdict, preparation of the jury charge, motions for judgment notwithstanding the verdict and for new trial, rendition of judgment, and perfection and prosecution of civil appeals through the courts of appeals and Texas Supreme Court.

LAW 7388 - Antitrust Law
Credits: 3
A survey of the federal antitrust laws as they relate to mergers, monopolization, and price discriminations, and horizontal and vertical restraints of trade, including price fixing, refusals to deal, territorial and product divisions, tie-ins, exclusive dealing, resale price maintenance, and customer restrictions. Also, enforcement and the private treble damage remedy, including the concepts of antitrust standing and antitrust injury.

LAW 7389 - Legislation
Credits: 3
A study of the products of the legislative process: the place of statutes in relation to decisional law in historical perspective, types of legislation, and the component parts of statutes. Special emphasis is placed upon statutory interpretation as an essential lawyering skill.

LAW 7391 - Torts I
Credits: 3
Civil liability arising from breach of common law and statutory duties as distinguished from duties created by

contract, including coverage of intentional wrongs, negligence, and product liability. Also, the methods and process of the American legal system, with attention paid to legislation and common law.

LAW 7392 - Partnership Taxation
Credits: 3
The formation of partnerships, taxation of partnership income, special allocations, elective basis adjustments, distributions, liquidations, retirements, transfers of partnership interests, and family partnerships. Prerequisites: LAW 6460/LAW 8360 Income Taxation.

LAW 7400 - Criminal Litigation Clinic
Credits: 4
A practice-based period of study involving representation of indigent clients in Dallas County criminal courts. Classroom instruction and skills training are integrated with actual casework.

LAW 7401 - Actual Innocence Clinic
Credits: 4
The investigation or litigation of actual innocence claims by persons convicted of serious crimes involves unique and highly challenging legal issues. Students assist in a wide range of postconviction case investigation activities, including any or all of the following: locating and reviewing original trial records, searching for any identifying remaining evidence, analyzing cases for viability, submitting evidence for additional testing, interviewing potential witnesses, communicating with clients, meeting face-to-face at least once with clients in the county jail or the assigned prison unit, interacting with assigned personnel from the District Attorney's Office, and identifying and communicating with potential experts. Also, drafting briefs, motions, and proposed findings of fact and conclusions of law.

LAW 7403 - Criminal Justice Policy Practicum
Credits: 4
The Criminal Justice Policy Practicum exposes students to an interdisciplinary approach to criminal justice reform policy. Through the CJPP, students learn how their lawyering can influence local, statewide, and national criminal policy. For the Spring of 2019, the CJPP project is Misdemeanor Justice in Dallas County Courts. Students study Texas misdemeanor criminal procedure rules and observe Dallas County misdemeanor practice. Working with a dataset of nearly 200,000 Dallas County misdemeanor cases, students examine the basic tenets of criminal justice data assessment and analysis. As part of that process, students learn to clean data sets, design research inquiries, code data, and report on the results of data assessments. By the end of the semester, students write an empirical report describing the results of their data-driven inquiry into Dallas County Misdemeanor Justice. Professional Responsibility (LAW 7350) may be taken prior to enrolling or simultaneously. Constitutional Criminal Procedure is recommended but not required.

LAW 7404 - First Amendment Clinic
Credits: 4
Provides assistance to clients defending and advancing the rights of free press, free speech, petition, and assembly. The seminar component integrates substantive law, theory, core lawyering skills, and legal ethics to provide law students real world law practice experience. Under faculty supervision, student attorneys may handle the following types of cases and matters, among others: defamation defense/representation of witnesses in defamation cases; Texas Citizens Participation Act proceedings (anti-SLAPP); motions to obtain access to civil and criminal court records; challenges to gag orders and protective orders in criminal and civil cases; motions to open courtrooms/motions to photograph, broadcast, or stream court proceedings; issues related to the right to photograph police officers and other government officials in public; motions to quash subpoenas directed to journalists; prepublication review of news articles; individual or group free speech, right to petition, and right of assembly claims; amicus briefs on First Amendment issues; Texas Public Information Act requests/Freedom of Information Act requests. Student attorneys are expected to take the lead in all aspects of their casework and to be professionally responsible for the services they provide on behalf of their clients. Through client representation and the clinic seminar, student attorneys have the opportunity to practice fundamental lawyering skills necessary to provide competent, ethical, and zealous representation. These skills include interviewing and counseling clients; negotiating and interacting with opposing counsel; developing and analyzing facts and legal theories; developing and planning

case strategy; and drafting and arguing legal pleadings and motions. Students develop these skills in an atmosphere that promotes collaboration, self-evaluation, and self-reflection.

LAW 7420 - Law and Medicine: Health Care
Credits: 4
An examination of the application of law and legal process to the resolution of problems and the development of policies relating to health and health care services. The course is intended to develop an understanding of the social, business, policy, and ethical implications of legal rules and procedures, as well as an understanding of how the law shapes the financing, organization, and delivery of health care in America. Topics usually include tax, antitrust, insurance, and tort law; medical and hospital licensure and accreditation; Medicare and Medicaid; and state and federal health care regulation.

LAW 7428 - Property for LLMs
Credits: 4
Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 7443 - Federal Taxpayers Clinic
Credits: 4
The Tax Clinic is a combination of academic and practical experience. Students represent mostly low-income clients who have tax issues with the Internal Revenue Service. The scope of representation ranges from negotiating settlements and collection plans with the IRS to taking a client's case to Tax Court or District Court. Participation in the Tax Clinic provides a unique educational experience in which students participate in the representation of actual clients before the IRS. In certain instances, students can participate in Tax Court proceedings and even visit with sitting Tax Court judges in chambers. Prerequisites: Completion of all first year courses and good academic standing. Corequisite: LAW 6460 or LAW 8360 Income Taxation.

LAW 7459 - Civil Clinic
Credits: 4
Develops lawyering skills and the analytical methods used to develop those skills. Clinic students represent indigent clients in actual cases. Topics include interviewing; counseling; case planning; and drafting of pleadings, motions, and memoranda. Also, fact investigation and discovery, negotiation, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Employs a combination of teaching methods, including one-on-one case supervision, classroom instruction, simulations, and videotaped exercises. A third of the students in the clinic represent resident aliens facing deportation proceedings in the Immigration Clinic. Prerequisites: Completion of 45 credit hours and good academic standing.

LAW 7496 - Trial Advocacy
Credits: 4
Limited enrollment. An intensive course in trial tactics, techniques, and advocacy, with a focus on the practice of the separate components of a trial: direct examination, objections, cross-examination, rehabilitative devices, expert witness examination, jury selection, opening statements, and closing arguments. At the end of the term, each student acts as co-counsel in a full trial. Videotape recording is used for critiquing student performance throughout the term. Prerequisite: LAW 8355 or LAW 8455 Evidence.

LAW 7541 - Criminal Litigation Clinic
Credits: 5

LAW 7559 - Civil Clinic
Credits: 5
Develops lawyering skills and analytic methods for developing those skills. Clinic students represent indigent clients in actual cases involving disputes related to deceptive trade practices, consumer credit and debt, tenants' and civil rights, and housing and real estate, among others. Classroom instruction uses the actual cases to develop skills such

as interviewing, counseling, fact investigation and discovery, case planning, negotiation, drafting of pleadings, motions and memoranda, and pretrial and trial advocacy. Special emphasis is placed on access to justice, professional responsibility, and strategic planning. Throughout the course, a combination of teaching methods are employed, including one-on-one case supervision, classroom instruction, and simulations. Prerequisites: Completion of all first year courses and good academic standing. Corequisite: LAW 7350 Professional Responsibility.

LAW 7560 - Child Advocacy Clinic
Credits: 5
Develops lawyering skills and analytic methods for developing those skills. Clinic students represent abused and neglected children in actual child welfare cases and youth who have aged out of state care in connection with legal issues that remain from their time in the system. Topics include interviewing, counseling, fact investigation and discovery, case planning, negotiation, drafting of pleadings, motions and memoranda, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Throughout the course, a combination of teaching methods are employed, including one-on-one case supervision, classroom instruction, class rounds, reflection exercises, simulations, and mock trial/courtroom skills exercises. This course also includes interdisciplinary lectures from various professionals in the child welfare field. Prerequisites: Completion of all first year courses and good academic standing. Corequisite: LAW 8355 or LAW 8455 Evidence.

LAW 7561 - Consumer Advocacy Project
Credits: 5
Students work with area consumers to assist in resolving a variety of disputes such as deceptive trade practices, credit matters, and debt collection. Student representation generally includes intake, analysis, and evaluation for informal dispute resolution or advice for consumer self-help. Students advise and counsel a client and may evaluate disputes for possible litigation and referral, as appropriate, to local attorneys or to the SMU Civil Clinic. In addition, students may engage in advocacy and research on behalf of client groups, and organize and present community outreach education programs. The project specializes in representing Spanish-speaking consumers from initial intake through informal or formal mediation. Accordingly, when necessary, students work with consumers with the aid of an interpreter. Students need not be fluent in Spanish to enroll. Prerequisites: Completion of 44 credit hours and good academic standing.

LAW 7641 - Criminal Litigation Clinic
Credits: 6
A practice-based period of study involving representation of indigent clients in Dallas County criminal courts. Classroom instruction and skills training are integrated with actual case work. Prerequisite or corequisite: LAW 8355 or LAW 8455 Evidence. Recommended: LAW 7350 Professional Responsibility and LAW 7239 Texas Criminal Procedure.

LAW 7642 - Crimes Against Women Clinic
Credits: 6
Students enrolled in the Crimes Against Women Clinic (also known as the "Hunter Clinic") provide representation to survivors of gender-based harms, including domestic violence, sexual assault, and human trafficking. Students typically represent clients in family law, humanitarian immigration, or postconviction matters. They also work with institutional partners on policy and advocacy projects that seek long-term solutions to the problem of violence against women. Work on real cases, in combination with faculty supervision and the clinic seminar, allows students to hone a wide range of lawyering skills, both practical and analytical. Prerequisites: Completion of all first year courses and good academic standing. Corequisite: LAW 7350 Professional Responsibility. Recommended: LAW 8455 Evidence and LAW 6347 Family Law.

LAW 7643 - Family Law Clinic
Credits: 6
Under the supervision and coaching of an experienced clinical faculty member, student associates in the VanSickle Family Law Clinic represent and provide counsel to low-income clients in matters of family law such as divorce, custody and visitation, child support, modifications, court-appointed amicus or attorney ad-litem, protective orders, mediation, and adoption. Through client representation, the clinic seminar, team collaboration, and one-on-one instruction, student associates have the opportunity to engage in the performance of fundamental lawyering skills

necessary for competent representation and zealous advocacy. These skills include but are not limited to, conducting interviews, advising clients on legal matters, problem-solving and decision making, negotiating, fact development and analysis, strategic case planning, motion and trial practice, drafting legal pleadings and ancillary documents, organization and management of legal casework, and self-reflection. Students in the clinic also collaborate with judges, Dallas Volunteer Attorney Program (DVAP), and other community organizations to improve access to justice. Through the clinic's pro se "Self-Help Desk" at George L. Allen Sr. courthouse, students provide brief services to self-represented family law litigants such as help with completing pro se forms and answering routine procedural questions. Prerequisites: Completion of all first year courses and good academic standing. Corequisite: LAW 7350 Professional Responsibility.

LAW 7644 - Civil Clinic
Credits: 6
Develops lawyering skills and the analytic methods used to develop those skills. Clinic students represent indigent clients in actual cases. Topics include interviewing; counseling; case planning; and drafting of pleadings, motions, and memoranda. Also, fact investigation and discovery, negotiation, and pretrial and trial advocacy. Special emphasis is placed on professional responsibility issues and strategic planning methods. Employs a combination of teaching methods, including one-on-one case supervision, classroom instruction, simulations, and videotaped exercises. A third of the students in the clinic represent resident aliens facing deportation proceedings in the Immigration Clinic. Prerequisites: Completion of 45 credit hours and good academic standing.

LAW 7660 - Child Advocacy Clinic
Credits: 6
The W.W. Caruth, Jr. Child Advocacy Clinic at Dedman School of Law represents abused and neglected children in Dallas County. The clinic is appointed by the juvenile district courts to serve as guardian and/or attorney ad litem for children. Student attorneys, under the supervision of the clinic director, are responsible for determining the best interests of the children and for representing the children's voices in court. Corequisite: LAW 8355 or LAW 8455 Evidence.

LAW 8137 - Federal Judicial Externship
Credits: 1
Provides opportunities to work in the chambers of the U.S. District Court judges, U.S. Magistrate judges, and U.S. Bankruptcy judges in the Northern District of Texas, Dallas, and Fort Worth divisions. From time to time, students may also have the opportunity to work with federal judges in the Eastern District of Texas, Plano Division, and the United States Court of Appeals for the Fifth Circuit. Students are paired with an individual judge and work approximately 10-15 hours per week under that judge's supervision for one term, for a total of at least 120 hours. Also includes a judicial externship that meets for at least 14 hours (50-minute hours). Students successfully completing the externship and class receive 3 credit hours (based on 2 credit hours for the externship itself and 1 credit hour for the classroom component). Primary activities are research, drafting bench memos, and drafting opinions as well as observing conferences, motion hearings, and evidentiary hearings. Students occasionally have the opportunity to prepare short articles for publication. The teacher of the classroom component also serves as faculty supervisor for the externships, while the judges serve as field supervisors.

LAW 8157 - Criminal Litigation Clinic Deputy
Credits: 1
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 8202 - Small-Business Clinic
Credits: 2
Provides hands-on experience representing small-business and nonprofit organization clients in a wide variety of business and legal issues. Student attorneys assist in a range of lawyering activities such as advising clients in the startup of their business, assisting in the preparation of necessary legal documents, forming and advising nonprofit organizations, and dealing with clients' issues that involve transactional business law. For many students, this is their

first time to practice law and have an experience dealing with clients. Prerequisite: LAW 6420 Business Enterprise and LAW 8203 Counseling the Small-Business Owner.

LAW 8203 - Forming and Operating Closely Held Businesses
Credits: 2
This how-to course focuses on forming and representing small businesses and nonprofit organizations. Includes advice regarding selection of a client, understanding the client's goals, what choice of entity to recommend to the client, entity creation by drafting various documents such as certificates of formation for profit and nonprofit corporations and limited liability companies, bylaws, noncompetition agreements, nondisclosure agreements, employment agreements, and other documents that relate to a small business. Students draft various documents throughout the course. Prerequisite: LAW 6420 Business Enterprise.

LAW 8204 - Trial Techniques
Credits: 2
This introductory trial techniques course offers students a unique opportunity to learn fundamental trial skills against the backdrop of studying real trials. For example, through the study of video footage and trial transcripts, students examine trial techniques as they were executed in famous trials. Grades are based on student performances throughout the semester (opening statement, direct examination, cross-examination, and closing argument), written materials associated with the performances, and class participation. At the conclusion of this course, students have the skills to succeed at an actual trial. For example, students learn how to speak comfortably in public and craft persuasive arguments that are needed for opening statements and closing arguments. For direct examination, students learn how to get a reluctant witness to tell a convincing story to a jury and inoculate the witness from cross-examination. On cross-examination, students learn how to think on their feet, anticipate problems, and become confident in their abilities to make a witness answer their questions.

LAW 8205 - The Role of the General Counsel
Credits: 2
Explores the expanding role of in-house counsel. Provides a broad yet comprehensive overview of the practice areas and corporate situations that require legal assistance and the responsibilities of in-house counsel. Invited general counsels, senior managing attorneys of major corporations, and outside counsel occasionally join class discussions on substantive issues in their particular practice areas and provide practical information on topics such as working with business people and managing outside counsel.

LAW 8208 - Private Equity and Hedge Fund Law and Related Finance
Credits: 2
An ever-growing portion of investment capital is being controlled by private funds (i.e., hedge funds, equity funds, real estate funds, and hybrid funds). It is important for lawyers to understand how law affects both the investment and legal aspects of the private fund marketplace. Uses a mixture of cases, lectures, and guest speakers to study each component of the private fund world and how law, from both an investment and a legal perspective, affects the private fund community. Looks at the financial analysis behind these funds and how law affects such decisions, and focuses on the legal structure and regulatory environment of private funds. The course primarily takes the viewpoint of the private fund manager versus the perspective of the investing community. A general description of the investment community of private funds (i.e., high net worth individuals, university endowments, and corporate pension funds) are discussed in light of how those investors affect the decisions with respect to investing and legal structure of the private fund. Also looks at the structures under which investment funds raise capital and the internal management challenges faced by the managers, in relation to limited partners, entrepreneurs, investment bankers, regulators, and the company. Examines investment structures from the seed, or angel, financing stage up to the sale, or IPO, of the company. Focuses on the various components of the private fund community, the role of law at private funds from an investment perspective, the role of law at private funds from a legal perspective, and a comparison of private funds to their public fund/company counterparts from an investment and from a legal perspective. This survey course is designed to provide an overview of the private fund community from a legal and investment perspective. Accounting, finance, legal, and tax issues are discussed at a very high level in order to provide a broad general overview.

LAW 8209 - Law and Medicine: Bioethics
Credits: 2
The course focuses on the interplay between bioethics and law in the context of topics such as human reproduction, death and dying, and human experimentation.

LAW 8211 - Water Law
Credits: 2
A survey of water law examining concepts of ownership and rights of use, statutory and common law rules for allocating and administering surface and underground water rights, environmental protections of water resources, shared public and private uses of water, competing claims of governmental entities, and transboundary conflicts.

LAW 8212 - Law Practice Management
Credits: 2
The law practice environment is changing dramatically. This course teaches students how to recognize, react to, and take advantage of such changes. Moreover, it teaches the management and ethical sensitivity concepts that are fundamental to success as a practicing lawyer. Although theory is not overlooked, the course is designed as a skills class, giving students the opportunity to make practical application to the principles they learn.

LAW 8214 - Employment Discrimination
Credits: 2
Examination of the federal law regulating discrimination in employment. The primary emphasis is upon Title VII of the Civil Rights Act of 1964 (discrimination on the basis of race, sex, religion, and national origin), the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act, and federal requirements of affirmative action imposed upon government contractors, but other civil rights statutes and the National Labor Relations Act will be treated as they bear upon the subject.

LAW 8215 - International Business and Financial Transactions
Credits: 2
Discusses fundamental legal problems encountered in international business transactions (e.g., international sales, licensing, and foreign direct investments) and in international financial arrangements (e.g., international letters of credit, syndicated loans, project financing, and Eurobond offerings and securitizations), along with selective issues facing the multinational enterprise. Particularly beneficial as a foundation course for the student desiring to pursue the international law area or for the student desiring only a survey of the area.

LAW 8216 - Financial Products: Economics, Regulation, and Taxation
Credits: 2
Introduces the fundamentals of equity and debt instruments, futures, forwards, options, and swaps. Also covers other products, including investment funds, real estate investment trusts, and securitizations. Examines key concepts such as time value of money, original issue discount, hedging, synthetic instruments, and put-call parity. Considers regulatory regimes and basic tax principles that apply to certain financial products. Explores financial products that have lately become a concern of policymakers and various reforms presently under debate.

LAW 8217 - Mass Tort Litigation
Credits: 2
A study of the unique procedural and substantive issues encountered by the courts in resolving multiple claims for tort damages that are alleged to arise from the same, or similar, injury-producing conduct. This course explores the efforts of courts to resolve mass tort cases through innovative procedural approaches, such as class actions, mass consolidations, multi-district transfers, and Bellwether trial dockets. Students examine the tensions that can exist between the goals of broad dispute resolution and guarantees of individual due process, as well as those between the work of the civil justice system and the mandates of pertinent regulatory agencies. Students evaluate whether or not mass tort litigation can, or should, serve as a mechanism to improve consumer safety and public health.

LAW 8218 - Regulation and Deregulation
Credits: 2
Economic, social, and public safety regulation in the U.S. is pervasive, directly affecting the economy, business operations, and individual liberties. This course analyzes the policy rationale and legal bases for regulation, application of regulation to various industries (e.g., financial services, transportation, electric utilities, telecommunications, cable and/or broadcast media, and natural gas pipelines), constitutional limitations on regulation, basic features of rate regulation, and evolving justifications for deregulation or alternative regulation in markets that have become increasingly competitive. A key objective is to analyze the public policy justifying regulatory constraints on American commerce.

LAW 8219 - International Economic Law and Development
Credits: 2

LAW 8222 - Advanced Contracts: Drafting
Credits: 2
Provides the practical skills necessary to draft effective and clear business contracts. Students gain real-world skills of benefit to a transactional lawyer or litigator. The focus is not especially theoretical, as was the case with the first-year contracts course. The purpose is to train students how to translate the terms of a client's business deal into a contract that advances the client's interest without being so one-sided that it is unacceptable to the other side. Students prepare and submit drafting exercises each week; many are ungraded, but several larger drafting projects are graded.

LAW 8223 - Small-Business Clinic Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Pass/fail or graded, at the option of the professor.

LAW 8224 - Texas Land Titles
Credits: 2
Law of Texas land titles, with a title examination practice skills component. Also, recording acts, bona fide purchaser, conveyancing, title standards, land descriptions, adverse possession, and title insurance.

LAW 8230 - International Law Review
Credits: 2
Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer" and "NAFTA: Law and Business Review of the Americas." Students must be selected for participation before they may register. Available only for J.D. students.

LAW 8252 - Estate, Gift, and Income Tax
Credits: 2
Consideration of the kinds of transfers that attract the estate and gift tax, the generation-skipping tax, and income taxation of estates and trusts.

LAW 8257 - Criminal Litigation Clinic Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7641 Criminal Law Clinic.

LAW 8258 - Immigration Law
Credits: 2
An analysis of the Immigration and Nationality Act and relevant regulations with respect to the immigration of aliens, the substantive and procedural aspects of deportation, and exclusion proceedings. A review of nationality law with respect to citizenship and expatriation. Special problems of refugees in the U.S. may be considered.

LAW 8262 - Animal Law
Credits: 2
Introduces the field of animal law, a dynamic and emerging area of the law. Not an animal rights course. Surveys the historical origins of the legal status of animals and examines the common law and statutory foundations upon which it operates. Also, traditional legal disciplines such as constitutional law, contracts, and torts through the lens of animal interests. Explores the often-controversial moral, ethical, and public policy considerations faced when balancing the legal interests of humans and nonhumans. Covers current laws affecting animals at the local, state, and federal levels.

LAW 8270 - Lawyering and Ethics for the Business Attorney
Credits: 2
Examines the role of the corporate lawyer in counseling and litigation settings. Subjects addressed include the role of the lawyer in the close corporation, client fraud dilemmas, conflicts of interest, internal corporate investigations, litigating with the SEC, the role of inside counsel, business relationships with clients, and related party transactions.

LAW 8271 - Civil Procedure II
Credits: 2
Civil procedure, focusing on judicial resolution of disputes and development of the modern civil action, including consideration of the jurisdiction of courts, venue, process, pleading, joinder, discovery, pretrial practice, right to a jury trial, withdrawing cases from a jury, motions after verdict, judgments and their effects, and appellate review. Also, an introduction to alternative dispute resolutions.

LAW 8272 - Art and Antiquities Law
Credits: 2
A seminar course that focuses on the definition and nature of a "work of art" and the legal rights and interests among artists, collectors, dealers, museums, and the public. The course considers these issues primarily as they relate to the visual arts. Although course content may vary, topics usually include the international movement and protection of art, theft and forgery, cultural property and Native American art, artists' moral and economic rights in works of art, and valuation issues.

LAW 8281 - Chapter 11 Reorganization
Credits: 2
In-depth study of corporate reorganization under Chapter 11 of the Bankruptcy Code.

LAW 8282 - Property I
Credits: 2
Selected topics in personal property, adverse possession, present possessory and future estates in land, concurrent estates, the law of landlord and tenant, easements, private covenants, public land use regulation, and real estate conveyancing.

LAW 8290 - Contracts I
Credits: 2
History and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 8292 - Torts II
Credits: 2
Civil liability arising from breach of common law and statutory duties as distinguished from duties created by contract, including coverage of intentional wrongs, negligence, and product liability. Discusses the methods and process of the American legal system, with attention paid to legislation and the common law.

LAW 8293 - Social Media Law
Credits: 2
This course provides a comprehensive look at how social media is affecting the legal system. Using actual trial and appellate level cases, the course examines the many ways in which information from sites like Facebook, MySpace, and Twitter is being utilized in everything from criminal and family law matters to personal, employment, and commercial litigation nationwide. In addition to analyzing discoverability and evidentiary issues involving social media content, the course will look at how traditional notions in such areas as duty, jurisdiction, and legal ethics are impacted by such new technology. Topics like the implications of social media use by judges and jurors will also be explored, along with the ways in which social media use has affected attorney marketing practices. As it considers social media's impact on the evolving legal landscape, the course will also examine constitutional concerns raised by social networking's rapid spread, including privacy and First Amendment concerns.

LAW 8302 - Children and the Law
Credits: 3
Focuses on three interrelated questions involving the legal relationships among the child, parent, and state. First, who decides on behalf of the child? Second, how does law allocate decisional power and responsibility for children in our society? Finally, what voice should law give to children in situations where there rights and/or interests are affected? These questions are explored in the context of the following topics: parental rights to raise their children; constitutional rights of children (e.g., privacy and free speech); child abuse and neglect (civil and criminal); termination of parental rights; foster care and adoption; and medical decision-making. Some emphasis is placed on examining the practical considerations of providing legal representation to children, particularly in cases involving child abuse and neglect.

LAW 8304 - Telecommunications Law and Policy
Credits: 3
Provides an overview of the adoption and evolution of telecommunications regulation in the United States, covering the broadcast, satellite, and cable television industries along with the wired and wireless telephony and Internet industries. Through the history of telephony regulation, students learn fundamental concepts and theory surrounding traditional rate base, rate of return regulation, the development of alternate forms of incentive regulation, and different perspectives on managing the transition from monopoly to competition. Students learn fundamental administrative law principles and gain insight into the adaptive nature of administrative regulation through its application to this technologically dynamic part of our Nation's economy. In studying the adoption and implementation of the 1996 Federal Telecommunications Act, students also gain insight into the interaction of the legislative, administrative, and judicial branches of government. The history of telecommunications regulation exposes students to public policy issues surrounding the interaction between the competition laws administered by the Department of Justice and Federal Trade Commission and public utility regulation administered by the Federal Communications Commission and State Public Utility Commissions in the United States.

LAW 8305 - Intellectual Property Licensing Law
Credits: 3
Focuses on how holders of intellectual property assets exploit and retain their rights in the realm of licensing. Also, the legal and business issues relating to licensing of intellectual property, including trademarks, patents, copyrights, trade secrets, software, and information database assets. Explores the rights and duties of the license parties, negotiation of the terms and clauses of the license agreement for each form of intellectual property, misuse and antitrust constraints on licensing, and management and enforcement of the license. Examines university technology transfer, government procurement licensing, third party rights in the license, and international licensing. Considers open licensing practices as seen in open source software and the Creative Commons. Hands-on and practical course with many drafting assignments and a take-home exam.

LAW 8306 - Law and Science
Credits: 3
Edited writing seminar. Examines the various interactions of science and law in both civil and criminal contexts. Students read about and discuss how science aids in achieving just results, some new problems that science poses in the legal arena, and the importance of understanding science in practicing law. Topics include the importance of DNA, fingerprint, and statistical evidence; how scientific understanding affects notions of liability and culpability; the protection of research subjects; and bioethics, cloning, and nanotechnology.

LAW 8308 - History of Anglo-American Legal Institutions
Credits: 3
Examines the development of the Anglo-American system of civil and criminal justice from the Medieval Period to the present day. Topics may include the origins and evolution of the common-law jury, the emergence of rules of procedure and evidence, and the changing roles of judges and attorneys.

LAW 8311 - Constitutional Law II
Credits: 3
A study of individual rights, including such areas as equal protection of the laws and due process of law, with particular emphasis on issues of racial discrimination, gender discrimination, and the right to privacy. Depending on the professor, may also include freedom of speech and freedom of religion.

LAW 8312 - International and Foreign Legal Research
Credits: 3
Provides the basic knowledge and skills needed to conduct competent international and foreign legal research, including methods to find and evaluate international and foreign legal materials using both electronic and print resources. Expands on and reinforces the basic legal research skills taught in the first-year legal research and writing course. Students become skilled in researching various international and foreign legal sources and in using research techniques through practical application in assignments and class exercises. Students need to bring their own laptop computer to class.

LAW 8315 - International Business and Financial Transactions
Credits: 3
A basic course for U.S. and international students on fundamental legal problems encountered in international business transactions (e.g., international sales, licensing, and foreign direct investments) and in international financial arrangements (e.g., international letters of credit, syndicated loans, project financing, and Eurobond offerings and securitizations), along with selective issues facing the multinational enterprise. Particularly beneficial as a foundation course for the student desiring to pursue the international law area or for the student desiring only a survey of the area.

LAW 8318 - Seminar on Extraterritorial Jurisdiction
Credits: 3
The proliferation of legal regimes purporting to govern the same activities presents opportunities and conundrums for lawyers dealing with a wide variety of cutting-edge U.S. and/or international law issues that span civil and criminal divides (e.g., free speech on the Internet and intellectual property rights; the geographic reach of antitrust and securities laws; and laws designed to combat terrorism, child sex tourism, piracy, and international human rights violations like torture and genocide). Requires students to write a substantial research paper of publishable quality. The first part of the seminar explores recent cases and scholarship related to extraterritorial jurisdiction in order to raise the students' awareness of the theoretical and doctrinal issues involved and to develop the students' ability to evaluate and critique legal scholarship. In the second part of the seminar, students discuss their research proposals and works-in-progress in light of substantive and methodological insights gained from the first part of the seminar.

LAW 8319 - International Economic Law and Development
Credits: 3
Foundation course that enhances the understanding of financial, monetary, trade, and investment law and regulations. Also, related economic development theories and policies in their current global setting, particularly as they directly impact 80 percent of the world population (i.e., the developing world). Against the constantly changing

background of economic policymaking, examines economic and legal interaction among industrialized states, developing countries, international economic institutions (e.g., U.N. economic functions, IMF, and World Bank Group) and regional economic institutions (e.g., in Latin America and Africa), and private actors (e.g., multinational corporations, international commercial financial institutions, and nongovernment organizations). Provides an overview of the legal and institutional foundations of the evolving global international economic order. Particular attention is given to the issues of sustainable economic development, stable financial systems, and alleviation of poverty in developing and emerging countries. May cover issues such as the basic legal principles and doctrines governing international economic organizations, official development assistance, the U.N. Millennium Goals, the Washington Consensus versus the Monterrey Consensus, the WTO Doha Agenda for developing countries, South-South and North-South regional economic integration efforts, sovereign debt reduction and rescheduling, privatization development programs, development of appropriate economic legal and judicial infrastructures for development, and postconflict economic reconstruction. The course should be of particular importance for domestic and international students seeking an international legal practice with private firms, international and regional bodies, and domestic government and private bodies dealing with the international arena.

LAW 8321 - Complex Litigation
Credits: 3
Advanced civil procedure, primarily on the pretrial and trial levels, involving multiple party, multiple claim litigation and the manual for complex litigation, with special emphasis placed on complex practice areas, e.g., multi-district litigation, securities litigation, shareholder derivative suits, antitrust, civil rights, and other class actions.

LAW 8323 - Small-Business Clinic Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Pass/fail or graded, at the option of the professor.

LAW 8330 - International Law Review
Credits: 3
Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incident to publication of "The International Lawyer" and "NAFTA: Law and Business Review of the Americas." Students must be selected for participation before they may register. Available only for J.D. students.

LAW 8340 - Climate Change Law and Policy
Credits: 3
Seminar on selected problems in environmental law. Requires students to draft and present a paper on an environmental law topic selected by the student with the consent of the professor. Topics may be selected from virtually any area of environmental law, including pollution control statutes, common law toxic tort, environmental regulation of land use, protection of endangered species, regulatory policy, and enforcement of environmental requirements.

LAW 8341 - Criminal Law
Credits: 3
Origins and sources of the criminal law and general principles of criminal law, including actus reus, mens rea, and causation. May cover the elements of some specific crimes such as homicide and/or theft offenses, and some conditions of exculpation such as justification and insanity.

LAW 8343 - Civil Litigation: Judging the Jury
Credits: 3
This seminar evaluates claims about the strengths and limitations of the civil jury. Students examine the image of the jury in popular culture and explore the work of lawyers, legal scholars, psychologists, and other social scientists who have studied the jury in depth. Student writing assignments include both shorter pieces and a research paper in

which the students identify a specific jury trial procedure reform, review relevant theory and research, and advocate a viable and effective reform.

LAW 8345 - International and Comparative Health Law
Credits: 3
Seminar that compares how different countries regulate costs, quality, and access in their health care systems. Countries with vastly different legal and health care systems must respond to essentially the same concerns: Who has access to health care services? Who pays for health care, and how? How do we regulate medical negligence? How do our systems respond to public health crises such as HIV/AIDS and infectious diseases? The first part of the term is an overview of different health care and legal systems. Students then prepare and present research comparing and contrasting how two countries respond to a particular issue.

LAW 8346 - Food and Drug Law
Credits: 3
Examines how the Food and Drug Administration regulates food, drugs, medical devices, and biotechnology. The FDA is the oldest consumer protection agency in the United States, and it regulates a significant portion of the U.S. economy. Addresses the history and scope of the FDA's authority, how the agency has evolved to deal with modern developments in the biosciences, and emerging public health and safety issues such as bioterrorism and advances in genetic research. Students learn theories and study examples of risk regulation, statutory interpretation, interagency cooperation, public participation, and agency policymaking. Also, the FDA's relationships with Congress, the executive branch, and the industries it regulates.

LAW 8355 - Evidence
Credits: 3
Principles governing the admission and exclusion of evidence, including functions of judge and jury, examination and competency of witnesses, demonstrative evidence, the hearsay rule and its exceptions, burdens of proof and presumptions, privileges, and judicial notice.

LAW 8360 - Income Taxation
Credits: 3
Introduction to the federal income tax system; analysis of Internal Revenue Code, Treasury Regulations, rulings, and case law; and consideration of income, deductions, credits, assignment of income, and accounting periods and methods.

LAW 8369 - Oil and Gas Contracts
Credits: 3
A survey of basic oil and gas contracts used in exploration and production operations in the United States and internationally, and the problems and legal issues that they present. Includes lease addenda, assignments, support agreements, farmout agreements, operating agreements, gas contracts and balancing agreements, division orders, and technical agreements. Drafting solutions and alternatives are explored. Oil and Gas may be completed beforehand or taken simultaneously.

LAW 8375 - Legal Analysis, Writing, and Research I
Credits: 3
Students meet in small groups and integrate instruction in research, analysis, and writing as well as instruction in advocacy skills such as brief writing, oral argument, and negotiation. Uses simulated interviewing and negotiation exercises, group discussions, and writing exercises to teach these skills. In the fall, emphasizes research skills and legal analysis; focuses writing instruction on organization and synthesis; and requires students to write an objective legal memorandum containing a well-reasoned, clearly written analysis of several legal issues, substantiated by legal authority in correct citation form. In the spring, involves research and analysis that are more advanced and focuses on persuasive writing. Grades each term are based in large part on one research and writing project.

LAW 8376 - Legal Research, Writing, and Advocacy II
Credits: 3
Students meet in small groups and integrate instruction in research, analysis, and writing as well as instruction in advocacy skills such as brief writing, oral argument, and negotiation. Uses simulated interviewing and negotiation exercises, group discussions, and writing exercises to teach these skills. In the fall, emphasizes research skills and legal analysis; focuses writing instruction on organization and synthesis; and requires students to write an objective legal memorandum containing a well-reasoned, clearly written analysis of several legal issues, substantiated by legal authority in correct citation form. In the spring, involves research and analysis that are more advanced and focuses on persuasive writing. Grades each term are based in large part on one research and writing project.

LAW 8390 - Contracts II
Credits: 3
The history and development of the common law of contract; principles controlling the formation, performance, and termination of contracts, including the basic doctrines of offer and acceptance, consideration, conditions, material breach, damages, and statute of frauds; and statutory variances from the common law, with particular attention to Uniform Commercial Code sections.

LAW 8395 - Trusts and Estates
Credits: 3
A general survey of the law relating to family wealth transmission, taking into account transfers within the probate system - wills and intestate succession - and transfers outside it, with special attention to trusts. Topics include the legal definition of family relationships; formalities required for execution and revocation of wills and other donative documents; mental capacity and volition; drafting pitfalls, post execution events, and difficulties of interpretation; legal protections offered to a decedent's spouse and children; will substitutes such as life insurance, pension plans, and rights of survivorship; planning for incapacity and other changes in circumstances; obligations and powers of fiduciaries; rights of creditors and beneficiaries; trust creation, supervision, modification, duration, and termination; charitable purposes; and the impact of tax policy on estate planning.

LAW 8455 - Evidence
Credits: 4
Principles governing the admission and exclusion of evidence, including functions of judge and jury, examination and competency of witnesses, demonstrative evidence, the hearsay rule and its exceptions, burdens of proof and presumptions, privileges, and judicial notice.

LAW 8601 - Legal Externship
Credits: 6
Offers an opportunity to earn credit through various externship programs under the supervision of a faculty member. Students work a designated number of hours each week, without compensation, at specified legal offices. Each student must fulfill the requirements established for the program.

LAW 9001 - Legal Practical Training Internship
Credits: 0

LAW 9100 - Legal Practical Training Internship
Credits: 1
Offers practical training and experience in a law firm, corporate law department, government agency, or other law-related business. Students work on assigned projects under the supervision of lawyers who work at the placement. Activities vary and may include attending meetings, observing negotiations, conducting legal research, working on special projects, and otherwise gaining an understanding of how law is practiced within a business setting.

LAW 9101 - The Cyber Breach - A Practical Approach to Incident Response
Credits: 1
A practical study of the typical cyber breach and the legal issues presented. Teaches students how to effectively counsel a client following a cyber breach. Students discuss the legal requirements associated and are presented with

case studies to understand and explore strategies necessary to meet state and federal legal notice requirements. At the conclusion of the course, students are introduced to a new case study and present the regulatory obligations, specifically explaining how a legal cyber coach should respond to the incident.

LAW 9102 - Artificial Intelligence and Intellectual Property
Credits: 1
This four-day intensive course explores the intersection of artificial intelligence and intellectual property law, focusing on the legal, ethical, and practical implications of AI-generated content. Students learn about the current state of AI technology, with a focus on tools like ChatGPT and DALL-E, and how they impact copyright, patent, and trademark law. Through hands-on exercises, students create AI-generated products and apply intellectual property law principles to real-world scenarios.

LAW 9103 - Life Skills for Lawyers
Credits: 1
Examines the core components of how ethical dilemmas are addressed by lawyers in every day practice, including issues of confidentiality; conflicts of interest; duties to clients, adversaries, courts, and third parties; judicial ethics; guidelines governing government attorneys, criminal defense attorneys, and prosecutors; and advertising and solicitation. Addresses the special obligations lawyers have to their clients and society — the core values and guiding principles of the profession -- including respecting and promoting diversity, inclusion, equity, and cultural competence -- that are considered foundational to successful legal practice. Prerequisite: Law 7350 Professional Responsibility.

LAW 9104 - From Hallucination to Regulation: Developing a Legal Framework for Artificial Intelligence
Credits: 1
In this course, students take on the role of a Company's newest General Counsel and Chief Compliance Officer to assess the Company's proposed uses of artificial intelligence and algorithmic decision-making for legal compliance and to mitigate risk. We discuss algorithms and data sets, examine large language models, explore the applicable legal and public policy environment, and develop a legal framework for assessing the Company's plans.

LAW 9105 - Ponzis, Pyramids, and Plots: Origins and Downfalls of a Criminal Enterprise
Credits: 1
Have you ever wondered where criminals get their seedy start? How the seeds of an evil idea blossom into a flower of crime? Think of this as a four-day boot camp for criminals. On day one, students create the perfect fraud scheme. On day two, they execute the scheme. On day three, they figure out how to get away with it. And on day four, they work on what to do if they have been caught. Students learn from the object lessons of the criminals – Madoff, Gru, Stanford, Megamind, even Charles Ponzi himself. Prerequisite: LAW 8341 Criminal Law. A criminal procedure course is not required but may be helpful.

LAW 9106 - Military Technology and Criminal Accountability
Credits: 1
Considers how technology impacts the criminal liability assessment of military commanders' targeting decisions. Students learn about autonomous and AI enabled weapons, the doctrine of command responsibility, and targeting fundamentals from the law of armed conflict. Students consider whether an accountability regime predicated on the "reasonable person" should remain static regardless of the ratio of human versus machine generated inputs that a person receives in making a decision.

LAW 9107 - Working with Expert Witnesses
Credits: 1
Exposes law students to actual civil jury trials as they are currently conducted in the District Courts of the State of Texas. Designed to practically apply more theoretically-based classes (such as Civil Procedure, Torts, and Evidence). Particular emphasis is placed on the use of expert witnesses, their examination and cross-examination, the use of expert reports, and dealing with expert testimony in closing arguments. Prerequisite: LAW 8455 Evidence.

LAW 9115 - Science and Technology Law Review
Credits: 1
Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9157 - Consumer Advocacy Project Deputy
Credits: 1
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

LAW 9201 - Employee Benefits and Erisa Litigation
Credits: 2
A study of the evolution, theory, and structure of employment-related benefit law. Covers social, economic, and political considerations and their influence on federal labor and tax law in the area of employee benefits, with emphasis on the labor provisions of the Employee Retirement Income Security Act of 1974. Also, the balancing of authority among several federal agencies in the regulation of employee retirement and medical benefit plans and the interpretation and application of federal statutory law.

LAW 9211 - Alternative Dispute Resolution
Credits: 2
An examination and analysis of materials and skills used in dispute resolution other than litigation. Emphasizes the theory and practice of negotiation, mediation, arbitration, and mini-trials, with examples and problem simulations drawn from various fields of law.

LAW 9215 - Science and Technology Law Review
Credits: 2
Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9257 - Consumer Advocacy Project Deputy
Credits: 2
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

LAW 9305 - Remedies: Law of Damages and Restitution
Credits: 3
A functional analysis of standards, rules, and devices applicable generally to the trial of various types of commercial claims, including the standards of value, certainty, and avoidable consequences. Also, the concepts of interest, expenses of litigation, and exemplary damages. Detailed consideration is given to all types of commercial remedies, both at law and in equity, that result in a money judgment.

LAW 9315 - Science and Technology Law Review
Credits: 3
Law review experience involving preparation of comments on topics of current interest, notes on cases of significance, and editorial work incidental to the publication of the "SMU Science and Technology Law Review." Students must be selected for participation before they may enroll. Available to J.D. students only.

LAW 9357 - Consumer Advocacy Project Deputy
Credits: 3
Deputies help supervise clinic students preparing client representation, and provide assistance in areas such as fact investigations and analysis, legal research and writing, litigation training, and court appearances. Deputies are selected by the clinic instructors; students may not enroll before being selected. Prerequisite: LAW 7561 Consumer Advocacy Project.

Student Code of Professional Responsibility

Preamble

The law is a learned profession that demands from its members standards of honesty and integrity, and these standards are far higher than those imposed on society as a whole. A dishonest attorney is a menace to the profession and to society. Because there is no reason to believe that dishonest students will become honest attorneys, insistence on the highest ethical standards must begin in law school. This Student Code of Professional Responsibility is dedicated to that end.

The code is designed to assure that each student can be evaluated on his or her own merits, free from the unfairness of competing with students who attempt to enhance their own efforts unfairly. This code describes the obligations of students, faculty and administrators; the composition and jurisdiction of the honor council; and the procedures to be followed in determining whether a student has violated the code and the sanctions that may be imposed. Although law students are subject to this Student Code of Professional Responsibility, as students of Southern Methodist University, they are also subject to the University Student Code of Conduct to the extent that the latter is not inconsistent with this code. (See the University publication *SMU Policies for Community Life*.)

Although the failure to report one's own act or another student's act that may constitute a violation of this code is not itself a violation of this code, it is the sense of the Dedman School of Law community that a student should report conduct that he or she reasonably suspects does constitute a violation.

Section I. Definitions

A. **Assistant Dean** – the assistant dean for student affairs or that person to whom the dean has delegated the functions of that office
B. **Chair** – that faculty member serving as the chair of the honor council (See Section II A3 in the Student Code.)
C. **Code** – the Dedman School of Law at Southern Methodist University Student Code of Professional Responsibility
D. **Complaint** – the formal charging document submitted to the council by the investigating committee when it finds probable cause to bring a reported violation to a hearing (See Section VIII F in the Student Code.)
E. **Council** – the honor council (See Section II in the Student Code.)
F. **Days** – calendar days
G. **Dean** – the dean of the Dedman School of Law
H. **Defense Counsel** – the individual who, either by the accused student's selection or by appointment, shall represent the accused student during an investigation, hearing or appeal (See Section IX A in the Student Code.)
I. **Instructor** – any person, regardless of rank or title, who teaches law students at the School of Law
J. **Investigating Committee** – the committee appointed by the dean to investigate possible violations of the code (See Section IV B13 and Section VIII F. in the Student Code.)
K. **Knowingly** – A person acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to the circumstances surrounding such conduct, when he or she is aware of the nature of such conduct or that such circumstances exist. A person also acts knowingly, or with knowledge, with respect to a result of his or her conduct, when that person is aware that the conduct is reasonably certain to cause that result.
L. **Law School** – the Dedman School of Law at Southern Methodist University
M. **Negligence** – A person acts negligently with respect to circumstances surrounding his or her conduct or the result of that conduct when he or she ought to be aware of a substantial and unjustifiable risk that the circumstances exist or the result will occur.
N. **Purposefully** – A person acts purposefully, or with purpose with respect to an act or to a result, when it is his or her intention, conscious object or desire to engage in the act or to cause the result.
O. **Recklessly** – A person acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the result of that conduct, when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.
P. **Report of an Alleged Violation** – a report to the assistant dean of a possible violation of the code (See Section VII in the Student Code.)

Q. **School Prosecutor** – the member of the investigating committee chosen by that committee to prosecute the accused student at the hearing and any possible appeal (See Section VIII F and Section IX E in the Student Code.)
R. **Student** – any person who is, or has been, enrolled at the Southern Methodist University Dedman School of Law
S. **Transactional Immunity** – immunity that bars prosecution under this code of the immunized person for any activity mentioned in the immunized testimony
T. **Use Immunity** – immunity that bars the admission of the immunized testimony, and any evidence derived therefrom, and the same from being used against the immunized person, at any hearing before the honor council

Section II. The Honor Council

A. The honor council shall consist of six members.
    1. Three of the members shall be students. Under rules promulgated by the Student Bar Association, the student body shall elect the three student members and one alternate at the time the Student Bar Association representatives are elected. Student members shall serve one-year terms. If, for any reason, a student member cannot complete his or her term, attend a particular hearing or vote on a particular question (for example, whether to decline jurisdiction over a matter), the alternate shall complete such term, attend the hearing or vote, as the circumstances may require.
    2. Three of the members shall be law faculty members appointed by the dean of the Law School with the advice of the faculty executive committee. The dean also shall appoint an alternate faculty member. The dean shall not appoint an assistant or senior associate dean or himself or herself to the council. Faculty members shall serve three-year staggered terms, so that no two faculty members will have the same number of years remaining in their terms of appointment. If, for any reason, a faculty member cannot complete his or her term, attend a particular hearing or vote on a particular question (for example, whether to decline jurisdiction over a matter), the alternate shall complete the unexpired term, attend the hearing or vote, as the circumstances require.
    3. The faculty member who is serving in the last year of his or her term on the council shall be the chair. The chair's term shall be for one year. If, at any time, the chair is unavailable to perform chair duties, the faculty member on the council with the next longest tenure shall act as the chair.
B. The council shall have jurisdiction over any student conduct that is prohibited by this code. A student's conduct is not subject to this code unless it has occurred while the student is enrolled at or was seeking admission to the Law School. For good cause, the council may decline or postpone asserting jurisdiction over the conduct of a student. For example, any of the following may constitute good cause for declining or postponing jurisdiction: 1) the fact that such conduct is being or has been handled by federal, state or local authorities, 2) the conduct is only a *de minimis* violation of this code, 3) the conduct in question is not sufficiently related to Law School matters, or 4) assuming the allegation to be true, the conduct does not evidence a lack of honesty, integrity or trustworthiness on the part of the student.

Section III. Limitations

The council may not exercise jurisdiction over student conduct unless a complaint is filed within one year of graduation, withdrawal or dismissal of the student from the Law School; however, this limitation shall not apply to conduct involving either serious academic misconduct, such as plagiarism or cheating, or serious misrepresentation with respect to the student's application for enrollment in the Law School.

Section IV. Standards of Conduct

A. Prohibited Conduct: Generally
The following student conduct shall constitute a violation of the code:
    1. Any conduct pertaining to academic or other University matters that evidences fraud, deceit, dishonesty or an intent to obtain unfair advantage over other students or that interferes unreasonably with the rights of other students, and
    2. Any conduct that violates University regulations not inconsistent with this code, and
    3. Any criminal act that raises serious doubts about the accused student's honesty, integrity or fitness to practice law.

B. Prohibited Conduct: Nonexclusive Examples

To assist students in understanding their responsibilities under the code, the following is a nonexclusive list of examples of conduct pertaining to academic or other University matters that violate this code:

1. A student shall not commit plagiarism. Plagiarism is appropriating another's words, ideas or modes of analysis and representing them in writing as one's own. Whenever a student submits written work as his or her own, the student shall not use the words of another verbatim without presenting them as quoted material and citing the source. If the words of another are paraphrased, there must be a clear attribution of the source. If the student uses another's ideas, concepts or modes of analysis, there must be a clear accompanying attribution of the source.
2. A student shall not invade the security maintained for the preparation and storage of examinations. If a student learns that the security maintained for the preparation and storage of examinations has been compromised, he or she shall notify the instructor immediately.
3. A student shall not take an examination for another nor permit another to take an examination for him or her.
4. While taking an examination, a student shall neither possess nor refer to any material (such as books, notebooks, outlines, papers or notes) not authorized by the instructor for use during the examination.
5. A student shall follow all instructions concerning the administration of examinations.
6. In connection with an examination or an academic assignment, a student shall neither give, receive nor obtain information or help in any form not authorized by the instructor or the person administering the examination or assignment.
7. A student who is taking or has taken an examination shall not discuss any part of that examination with another student who is taking the examination or will be taking a deferred examination or with anyone else when such discussion is likely to endanger the security of the examination questions.
8. While taking an examination, a student shall neither converse nor communicate with any person other than the person(s) administering the examination, except as permitted by the administrator(s) of the examination.
9. A student shall not submit to any instructor or Law School organization any written work (or part thereof) prepared, submitted or used by him or her for any other purpose (such as, by way of example, work prepared for or submitted in another course or work prepared for a law journal, clinic, law firm, government agency or other organization) or prepared by another, except upon specific disclosure of the facts and receipt of permission from the instructor or organization to whom the work is submitted.
10. A student shall not take or copy material (such as personal items, books, notebooks, outlines, papers or notes) belonging to another student without the consent of the latter.
11. A student shall not make a false statement to a Law School instructor, administrator or organization or to the honor council or an investigating committee.
12. A person shall not refuse to cooperate with the honor council or an investigating committee constituted under this code, except that a student who is being investigated or who is charged shall not be obliged to provide oral or written testimony without a grant of use or transactional immunity.
13. Unless authorized by this code or required by law or court order, no member of the Law School faculty, administration, honor council or an investigating committee shall disclose information concerning the identity of the accused, the accuser, or witnesses without the express permission of the council or committee. Students who are questioned by a member of the faculty, administration, honor council or investigating committee about a suspected code violation by another student shall not disclose to anyone else information concerning the identity of the accused, the accuser, or witnesses learned during the questioning without the express permission of the council or committee.
14. With respect to the Law School library or other University library, a student shall not: (a) mark, tear, mutilate or destroy library material, (b) hide, misshelve or misfile library material, (c) remove library material from the library without complying with library regulations or (d) otherwise fail to comply with library regulations.
15. A student violates this code by conspiring, soliciting, attempting or agreeing to commit, assist or facilitate the commission of any violation of this code.

16. A student shall comply with any requirement imposed upon him or her by the honor council as a sanction under this code.
17. A student shall not engage in any act that materially disrupts a class, meeting or other function of the Law School so as to interfere unreasonably with the rights of other students in the pursuit of their education.
18. Purposefully engaging in racial, ethnic, religious or sexual harassment of a student interferes with the rights of that student; accordingly, such conduct violates this code.
19. A student shall not knowingly make a false allegation of a violation of this code.
20. A student shall not use computer information systems for non-Law School related activities (such as employment outside of the Law School) without authorization or for assignments, projects or coursework in which use of such systems is prohibited.

C. Before a student may be found to have violated this code, there must be clear and convincing evidence that the accused committed the act or acts constituting the violation and that the accused did so purposefully, knowingly, recklessly or negligently.

D. Extenuating circumstances or good motives (such as, by way of example, pressure from school or outside work, family obligations or to help a friend) are no defense to a violation of the code but may be relevant to the determination of sanction.

E. It is not a defense to charges of violating this code for a student to claim he or she has not received, read or understood this code or is otherwise ignorant of its provisions. A student is held to have notice of this code by enrolling in the Law School. (See Section II C4 in the Student Code.)

Section V. Sanctions

A. Sanctions for violations of this code may include but are not limited to one or more of the following:
    1. Public or private admonition, warning, reprimand or censure.
    2. Counseling.
    3. Additional academic work.
    4. A requirement that a student take extra credit hours.
    5. Public or University service.
    6. Suspension or loss of specific Law School benefits, privileges, memberships and/or honors, including financial aid and scholarships.
    7. Fines.
    8. Compensation for or replacement of any damaged or destroyed property.
    9. Recording of findings in the student's Law School file for any length of time.
    10. Probation, with or without conditions.
    11. Suspension for a period not longer than two years.
    12. Expulsion.
    13. Recommendation of a lowered grade.
    14. Recommendation to the board of trustees that an awarded degree be withdrawn.
    15. Request to the dean that he or she take other appropriate action.
B. The honor council has no authority to determine or change a student's grade based upon the student's conduct in connection with a course or other graded academic activity.
C. Notwithstanding the provisions of this section, any official student organization may suspend, expel (with or without retroactive effect) or terminate any membership or honors accorded a member found to have violated this code.

Section VI. Responsibilities of Faculty and Administration

A. By the second meeting of a course, each instructor shall identify with precision the materials (if any) that the students may use during the instructor's examination and shall describe the condition (for example, annotated or unannotated) in which those materials may be used. However, if an instructor does not identify the materials usable during the final examination and their condition, students must assume that the examination in that course is "closed book," that is that no materials will be permitted to be used by students during the final examination. In order to eliminate ambiguity or uncertainty, the instructor shall

answer any student question concerning those materials and shall communicate that same information to all students in the course.

B. Each instructor shall include the instructions described in paragraph A in the written instructions accompanying the examination.
C. Each instructor shall exercise caution in preparing, administering and discussing an examination to ensure that no student receives an unfair advantage.
D. Each instructor and member of the Law School staff shall report to the assistant dean for student affairs any student conduct that is reasonably believed to constitute a violation of this code.
E. It is the responsibility of the dean, or his or her delegate, to supervise the imposition of any sanction directed by the council or modified by any appeal.

Section VII. Report of an Alleged Violation

A. If a person wishes to initiate a disciplinary proceeding against a student for violating this code, the person must report the matter to the assistant dean for student affairs. The report of the suspected code violation may be either written or oral. Such report may not be made anonymously; however, confidentiality relating to the identity of the accuser shall be maintained, subject to the provisions of Section VIII C, E and Section IX B, K, L and M. If the assistant dean is not available to receive the report, then the suspected violation must be reported to the senior associate dean for academic affairs or to the instructor, if any, whose course is affected by the conduct. An anonymous report will not be sufficient to initiate an investigatory or disciplinary proceeding under this code.
B. If the report of the suspected violation is made orally, the person who initiated the report must submit a brief written report of the facts surrounding the suspected violation to the assistant dean, who shall in turn deliver the written report to the chair of the honor council or the investigating committee, if one has been constituted.
C. The assistant dean for student affairs, upon receiving a report and after consultation with the chair of the council, may determine that no violation of the code has occurred even if the allegation is assumed to be true.

Section VIII. Investigation of Violations

A. Upon receipt of a report of a suspected code violation, the assistant dean for student affairs, the senior associate dean for academic affairs or instructor shall promptly notify the chair of the honor council of the allegations contained in the report, including the names of the accused student(s) and the person(s) making the allegation. Upon receiving this report, the chair shall promptly inform the members of the council of the substance of the report and the identity of the members of the Law School community allegedly involved in the incident.
B. A meeting to determine whether to decline or postpone asserting jurisdiction shall be held if requested by at least two members of the council. The council may not decline or postpone taking jurisdiction of a matter unless at least four members of the council and/or their alternates if any members are not available vote to decline or postpone taking jurisdiction.
C. If the council elects to decline or postpone asserting jurisdiction, the council shall submit a written report to the dean giving its reasons. The council may publish its decision, but in doing so, no information identifying the accused or the accuser shall be revealed. The council's election not to take jurisdiction of a matter for any reason shall not prevent the dean from taking whatever administrative action against the student he or she deems appropriate. This report may include a recommendation that the dean take administrative action against the student or consider the incident when deciding whether to recommend the student for the award of a degree or other purpose. Whenever the council's report includes a recommendation of action by the dean against the student, a copy of the report shall be sent to the student.
D. If the council does not decline or postpone asserting jurisdiction over the matter, the chair shall promptly notify the assistant dean for student affairs of that fact and whether it recommends that the matter be resolved through nonbinding summary disposition as set forth in the Section XIV of this code.
    1. Upon the assistant dean's receipt of notice that summary disposition is recommended, the matter shall proceed as set forth in Section XIV below.
    2. Upon receipt of such notice that the council does not decline or postpone asserting jurisdiction over the matter, or that the council does not recommend the matter for summary disposition, the assistant dean for student affairs shall promptly notify the accused student of the allegation and

that an investigation will begin and shall furnish the student with a copy of this code. Where a report of a suspected code violation accusing a currently enrolled student is received by the council at a time when it appears that the investigation and hearing before the council, if any, could not be completed at least two weeks before the end of classes, the chair of the council may direct the assistant dean to postpone notification until after the accused student has completed his or her examinations.

E. The assistant dean shall notify the accused student that an investigation is to be initiated and shall also notify the dean, but such notice to the dean shall not disclose the identity of the accused, the accuser, or the nature of the alleged violation. The dean shall promptly appoint an investigating committee consisting of two faculty members and one student. The associate and assistant deans and members of the council shall not be appointed to the investigating committee.

F. Duties of the Investigating Committee

1. Except for good cause shown, the investigating committee shall complete its investigation of the alleged violation within 30 days of its formation.
2. The committee shall have the power to question persons having pertinent information, examine any pertinent material and question an accused student if he or she is willing to speak. If the committee questions a student whom the committee reasonably believes has committed a code violation, it shall advise the student: (a) of his or her right not to speak, (b) that what the student says can be used against the student, (c) that the student has the right to consult an attorney or other representative before answering any questions and (d) that the student has the right to have that representative present during the questioning. At the request of the investigating committee, the chair of the honor council shall have the authority to subpoena Law School instructors, staff and students to appear as witnesses before the investigating committee or the council and to grant use or transactional immunity to a witness or to an accused student if he or she is not willing to speak to the committee.
3. Upon completion of its investigation, the investigating committee shall determine whether probable cause exists to believe that a student has violated this code. A finding of probable cause must be supported by at least two members of the committee. The committee shall promptly report its determination, whether affirmative or negative, to the chair of the honor council, to the accused student and to the person(s) who reported the alleged violation of the code. A complaint issued by the committee shall be sent to the chair of the honor council.
4. If the investigating committee determines that a complaint shall be filed, the committee shall also give to the accused student the following information in writing:
    a. A copy of the complaint, which shall be a plain, concise and definite written statement of the essential facts of the violation(s) charged, citing the specific provision(s) of this code that the accused student is alleged to have violated.
    b. The identity of known witnesses, a general description of what each is expected to testify about, their written statements, if any, and either copies or a description of any physical evidence that may be used at the hearing; all written reports concerning the alleged violation, if any, submitted to the assistant dean for student affairs or other member of the staff, faculty or administration.
    c. The names of the honor council members.
    d. A statement that the student may be assisted by an attorney or other adviser of the student's choice. (See Section IX A in the Student Code.)
    e. A statement that the student has a right to review any information gathered by the investigating committee during the investigation, other than the work product of the investigating committee.
5. The investigating committee shall not enter into any agreement with the accused student whereby the committee agrees not to bring before the honor council any violations for which probable cause has been found or which commits the honor council to any finding or sanction. The committee must present all such violations to the council for a hearing by filing a complaint as provided by this code. The accused may admit guilt by testifying on the record before the council that he or she committed the alleged act(s) and by waiving a hearing before the council on the question of guilt. Upon receiving such an admission of guilt, the council shall proceed by hearing to determine the appropriate sanction.

6. The investigating committee shall appoint one of its members to act as school prosecutor in presenting the evidence against the accused student during the hearing and any appeal.
7. Notwithstanding that the investigating committee has issued a complaint, it shall be the duty of the school prosecutor to continue to gather other evidence relevant to the determination of guilt or innocence of the accused and to present it to the council at the hearing on the complaint. Any such evidence shall be disclosed to the accused student as soon as possible after it has been obtained.

Section IX. Hearing

A. Upon receiving a complaint from the investigating committee, the chair of the council shall convene a hearing before the honor council. Before and during the hearing, and through any appeals within the University, the accused student shall be entitled to representation by or assistance from a retained attorney or anyone else who is the student's choice and who agrees to represent or assist the student. If the student wishes to be represented by an attorney and is able to demonstrate to the satisfaction of the assistant dean for student affairs that he or she is financially unable to retain an attorney, the assistant dean shall arrange for a law faculty member or other attorney to represent the student without cost. It is the sense of the Law School community that the law faculty should provide pro bono representation to such accused students.
B. The hearing shall be attended by the council, school prosecutor, the remaining members of the investigating committee (if they so desire), the accused student and the student's representative, if any. Witnesses may also attend unless exclusion is requested by any party. This section is subject to the following provisions:
    1. The council may proceed with no fewer than two faculty and two student members present.
    2. No later than one day before the hearing, the accused student may request that the chair allow other people to attend; if the chair grants that request, the chair may also open the hearing to people other than those requested by the accused student.
    3. A request to open the hearing shall not preclude the council, by majority vote of those present, from closing the hearing during the testimony of any witness who may be extraordinarily embarrassed by public testimony.
C. The chair shall rule on all motions and objections and may be overruled only by a majority of the council present.
D. The council may consider only evidence made part of the record at the hearing. It shall not be bound by rules of evidence. All relevant evidence shall be admissible if it is not manifestly unreliable. Hearsay evidence may be admissible, but it shall be accorded only such weight as it is entitled under the circumstances. Proof of conviction of a crime shall be prima facie evidence that the person committed the offense of which he or she was convicted and of any facts necessary for that finding of guilt. The council, by majority vote, may grant use or transactional immunity to any witness. The council may subpoena any Law School instructor, staff or student to appear as a witness.
E. Normally, the council shall hear evidence regarding the question of guilt before hearing evidence regarding sanctions. The school prosecutor shall initiate the presentation of evidence. The accused student (or his or her defense counsel) may then offer evidence relevant to the charge(s). After the presentation of evidence regarding guilt, the council shall meet in camera to decide the question of guilt. Upon reaching a decision, it shall reconvene before the parties and announce its decision. If it finds the accused guilty, it shall then give the parties the opportunity to present evidence, if any, relevant to sanctions. At that time, the student shall have the option either to proceed first or to follow the prosecutor. The prosecutor shall present all aggravating and mitigating evidence in his or her possession and may recommend particular sanctions. After hearing this evidence, the council shall again meet in camera to decide the question of sanctions. Upon reaching a decision, the council shall reconvene before the parties and impose sanctions, if any.
F. The council, the school prosecutor and the student (or his or her defense counsel) may question any witness. However, the accused student shall not be required to testify, and no adverse inferences shall be drawn from the accused student's decision not to testify.
G. The school prosecutor and the accused student (or defense counsel) may make opening and concluding statements. However, an accused student who has chosen not to testify may not make a statement to the council unless the student allows questions from council members and the school prosecutor.
H. The hearing shall be recorded by means of stenographic or audio or videotape recording.
I. The council may not find the accused student guilty of any code violation not charged in the complaint. After the hearing begins, the complaint may be amended over the accused's objection, provided the accused is not thereby prejudiced in his or her defense. A continuance of the hearing may be granted to avoid such

prejudice. The school prosecutor shall bear the burden of proving the alleged violation(s) by clear and convincing evidence. A 2/3 vote of the council members present shall be necessary for a finding of guilt and the imposition of any sanction, except that expulsion or a recommendation that an awarded degree be withdrawn shall each require unanimity.

J. After the hearing is concluded, the chair or the council shall prepare a written report detailing the evidence considered, the reasons for its decision and any sanction(s) imposed. Concurring and dissenting members may prepare reports explaining their positions. Copies of the reports shall be given to the accused and to the dean.

K. At the conclusion of a case, including an appeal, if any, the council shall publish the results of its decision (as amended by any appeal). The council may publish the decision in any way it considers appropriate. Factors it might consider include, by way of examples, the relevancy of publicity as to the sanction or the informational value of the decision to the Law School community. In publicizing its decision, the council shall not publish the name of any participant, except that in exceptional circumstances the council may reveal the name of the student found guilty of the violation(s). Beginning with the effective date of this code, all published decisions shall be maintained on reserve in the library.

L. Regardless of the decision on the merits, the council shall keep a permanent record of the evidence presented at the hearing, the report(s) and the opinion(s) of the council, if any, and any other information it decides should be retained. Such record may be referred to later by the council for whatever purpose it considers relevant, but the council shall not reveal the names of the accuser or the witnesses. At any time after three years from the conclusion of an appeal, the council may destroy any record of the matter other than its written report(s) and the opinion(s) of the dean, if any. When no complaint is filed because the allegation is deemed without merit, the conduct is *de minimis* or the evidence is deemed insufficient, the council shall nevertheless keep a record of the allegation, the reason(s) for nonaction, the name of the student whose conduct was under investigation and the names of the accuser and/or the witness(es) for three years, after which time such record shall be destroyed. Subject to paragraph K, neither the contents nor the existence of any record referred to in this paragraph may be disclosed except 1) when required by law or order of court, 2) when required by the dean or 3) when the concerned student has signed a written waiver of confidentiality.

M. At the end of each chair's tenure, the chair shall transfer all case files to the dean's office, and the dean shall transfer them to the next chair. Such transfers shall be made without breach of the confidentiality of the files.

Section X. Appeal of Adjudications of Academic Dishonesty

A. A student who is adjudged guilty by the honor council of a violation of this code concerning a matter of academic dishonesty, an attempt to gain an unfair advantage over other law students or an unreasonable interference with the rights of other students may appeal such finding or any sanction imposed to the dean of the Law School. A student who admits the truth of the complaint may challenge the council's jurisdiction and the sanction on appeal. Normally, the filing of a notice of appeal shall automatically stay the execution of all sanctions imposed by the council on the student filing the notice; however, the dean shall have authority to order that some or all of the sanction(s) be executed during the pendency of the appeal. Notwithstanding any further appeal by the student to the president of the University, all unexecuted sanctions upheld by the dean shall be executed following the dean's determination of the appeal.

B. Notice of intent to appeal must be given to the dean and the chair of the council. The notice of appeal shall be in writing and shall contain the reasons for the appeal. Upon receipt of the notice of appeal, the chair shall transmit its response(s) and the record of the hearing to the dean.

C. If, following the council's decision, the student discovers new information relevant to the merits or the sanction, the student may ask the council to reconsider its decision or may ask the dean to consider such new information along with the record of the hearing. The dean may remand to the council for consideration of the new information. If the student discovers new information after the dean has decided the appeal, the student may ask the dean to reconsider his or her decision. If the dean decides not to change that decision, he or she shall give the reason(s) for not doing so to the student in writing. The student may then appeal the dean's decision to the president of the University.

D. Normally, the dean's appellate review will be based on the record of the hearing and any written submissions. However, the dean may choose to hear oral argument by the student or by the defense counsel and by the school prosecutor.

E. The dean may affirm, reverse, remand or modify the decision of the council, or the dean may dismiss the complaint. If the dean concludes that the decision of the council is factually correct and that its sanction is appropriate, the dean shall affirm. The dean may dismiss the complaint only if he or she concludes that the council lacked jurisdiction or that its determination was not supported by the greater weight of the evidence. The dean may reduce the sanction if he or she believes that the sanction is inappropriate but may not increase the sanction. If the matter is remanded, the council shall reconvene to reconsider the case.

F. The dean shall prepare an opinion explaining the reasons for the decision. A copy of that opinion shall be given to the student and to the council, and the council shall keep a copy as part of its permanent record. Except as to sanctions, the decision of the dean with respect to the student's guilt or innocence shall be final.

G. After the dean's decision, the student may ask the president of the University to modify the sanction(s), but not the finding of guilt. The president may consider any information he or she considers pertinent, including the report(s) of the council and the opinion(s) of the dean. The president may not increase the sanction.

Section XI. Appeal of Adjudications of Nonacademic Violations

A student who is adjudged guilty by the honor council of conduct that does not involve academic misconduct, an attempt to gain unfair academic advantage over other law students or an unreasonable interference with the rights of other students may appeal the determination of the council to the University Judicial Council according to the University procedures for the appeal of Level II hearing boards. (See the University publication *SMU Policies for Community Life*.)

Section XII. Notification

Whenever this code requires notification and does not otherwise specify the manner by which such notification shall be accomplished, the following methods are proper:

A. Verbal notification, either in person or by telephone, with written confirmation sent by regular mail or

B. Written notification sent by email to the recipient's Law School email address or to the last non-Law School email address provided to the Law School by the recipient or by registered or certified mail to the last local address provided to the Law School by the recipient or, if the Law School is not in session, to the last home address provided to the Law School by the recipient.

Section XIII. Timeliness of Proceedings

A. All actions taken pursuant to duties imposed by this code shall be accomplished in a timely manner. The specific time guidelines are the following:

1. The assistant dean for student affairs shall bring a report of a suspected code violation to the attention of the chair of the council within four days of receiving it.
2. The chair of the council shall bring the substance of a report of a suspected violation to the attention of the council within four days of receiving notice from the assistant dean.
3. The honor council shall determine whether to assert, decline or postpone taking jurisdiction of a reported matter within seven days of the receipt by the chair of the reported violation.
4. The council's determination to decline or postpone asserting jurisdiction shall be reported to the dean in writing within 14 days of the determination.
5. The council's determination to assert jurisdiction, if such a determination is made, or the chair's determination to initiate an investigation of a reported code violation shall be reported to the office of the assistant dean for student affairs and to the accused student within four days of the determination.
6. The dean of the Law School shall appoint an investigating committee within 14 days of the receipt by the assistant dean for student affairs of a report of a suspected code violation from the council chair.
7. The investigating committee shall reach a determination regarding the reported code violation within 30 days of its appointment.
8. The investigating committee shall report its determination of whether to file a complaint to the chair of the honor council, to the accused student and to the person or persons initiating the report of the suspected violation within four days of reaching its determination.

9. The investigating committee shall give to the accused student the information specified in Section VIII F4, a–f of the Student Code, within seven days of the notification to the student that a complaint will issue.
10. The honor council shall convene to hear a complaint within 21 days of receipt of the complaint by the chair.
11. The chair's written report of the council's determination(s) and its summary of the evidence shall be submitted to the dean within seven days of the termination of the hearing.
12. A student's written notice of an intent to appeal an honor council determination must be received by the dean's office within seven days of that determination.
13. Except for the notice of appeal, deadlines for written submissions to the dean from any party relating to a matter on appeal will be set by the dean.
14. The dean shall decide the appeal within 30 days of the date the dean's office receives the notification of an intent to appeal.
15. A student's written appeal of a sanction shall be submitted to the office of the president of the University within 14 days of the student's receipt of the dean's determination.
16. This code imposes no period of time within which the president of the University must decide an appeal.

B. In computing any period of time prescribed or allowed by this code, the day of the act or event from which the designated period of time begins to run shall not be included.
C. The accused may waive time periods imposed by this code on others. Noncooperation by the accused is a basis for the suspension of time requirements imposed by the code. The honor council, by majority vote, and the dean shall have the authority to extend time limits imposed upon the accused.
D. Failure by Law School personnel to abide by the time requirements of this code without the accused's consent may be grounds for dismissal of the complaint or mitigation of sanctions only if a substantial delay has been caused and the accused has suffered prejudice thereby.

Section XIV. Nonbinding Summary Disposition

A. Upon receiving notice that the council recommends the matter for summary disposition, the assistant dean for student affairs shall promptly notify the accused student of the allegation and the council's recommendation and shall furnish the student with a copy of this code. Notification by the assistant dean shall also include the following information:
    1. The matter may proceed in accordance with this Section XIV only upon the written consent of the accused student and the reporting party.
    2. The student may be assisted by an attorney or other representative in the process.
    3. The consent of any party participating in summary disposition may be revoked at any time prior to the delivery to the dean of the report prepared by the Honor Council chair as described in Paragraph F of this Section XIV.
B. The assistant dean shall also promptly notify the reporting party of the council's recommendation that the matter proceed in accordance with Section XIV and that it may do so only upon the consent of the accused student and the reporting party.
C. Within 5 days of receiving notice from the assistant dean in accordance with Paragraphs A and B of this Section, the reporting party and the student shall notify, in writing, the assistant dean of their decision to consent or not to consent to proceeding with summary disposition. The assistant dean shall promptly inform the chair of the Honor Council of the parties' decisions.
D. If either of the parties notify the assistant dean that they do not consent to summary disposition, the assistant dean shall promptly inform the chair of the Honor Council of that fact and the matter shall proceed as otherwise provided under the code with the appointment of an investigating committee.
E. Upon receiving the parties' written consent to summary disposition, the assistant dean in consultation with the chair of the Honor Council shall inform the parties of a recommended sanction. If the parties reach an agreement regarding a proposed sanction, they shall provide written notification of their agreement and its substance to the assistant dean who shall immediately notify the chair of the Honor Council of the agreement. If the parties are unable to reach an agreement regarding a proposed sanction within 5 days, they shall notify the assistant dean and may obtain an additional 5 days to reach an agreement, with the approval of the chair of the Honor Council. If they are unable to reach an agreement within 10 days after receiving the notice of proposed sanctions, they must provide written notice to the chair of the Honor

Council, and the matter shall promptly proceed as otherwise provided under the code with the appointing of an Investigating Committee.

F. Upon receiving notice that the parties reached an agreement regarding a summary disposition, the chair of the Honor Council shall prepare a written report adopting the parties' agreement, detailing the reported violation and the nature of the summary disposition, including a description of any sanctions agreed upon and imposed. The chair shall provide copies of the report to the student and to the dean. The council shall publish its report and maintain a record of it in accordance with Section IX. K. and Section IX. L. of this code.

Submitted by a joint student-faculty committee
Approved by referendum of students of the School of Law April 19, 1990
Adopted by the faculty of the School of Law May 15, 1990
Revised May 4, 2015

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Scholarships

A limited number of awards of full and partial tuition and fees are made annually to entering first-year students. The Law School endeavors to use the available funds to attract students who will enhance the Dedman School of Law with their academic achievement and potential (relying primarily on undergraduate grade point averages and Law School Admission Test or Graduate Record Exam scores) and life experiences. Unless otherwise specified in the award notification, these grants are renewed for subsequent years provided the student remains in good standing. Scholarships are applied to courses taken during fall and spring terms at Dedman School of Law.

James Elliot Bower Memorial Scholarship

Selection of James Elliot Bower Memorial scholars is made on the basis of academic proficiency, extracurricular achievement and financial need.

The Charles and Peggy Galvin Endowment Fund

This fund was established in 1979 by multiple donors in honor of Charles and Peggy Galvin. The endowment provides support for a full-tuition scholarship based on merit.

The Sarah T. Hughes Diversity Law Fellowship

The Dallas Bar Foundation helps fund one or more full-tuition scholarships annually to enable men and women from minority groups to obtain a legal education at Dedman School of Law and subsequently enter the legal profession. The fellowship is awarded initially to entering full-time students for one year and is renewable for the second and third years of study as long as the student remains in good standing. Applicants must complete a separate scholarship application and be accepted for admission to Dedman School of Law to be considered.

The Hutchison Endowed Scholarship Program Fund

In 1984, Mr. and Mrs. William L. Hutchison, Sr., created this endowment to fund full-tuition scholarships with the following objectives: 1) to foster and encourage excellence in legal study so that students selected by the school for an award from the endowment income may become competent, able and respected members of the legal profession and/or the business community and 2) to develop in such students the highest sense of duty to community and nation in accordance with the Constitution of the United States. To accomplish these objectives, the school shall employ the following criteria in making scholarship awards: 1) Entering students selected as Hutchison Scholars shall have a superior undergraduate academic record and shall have a high sense of duty and commitment to the community and the nation. 2) A Hutchison Scholar must be a full-time student of the Dedman School of Law each term and must maintain a cumulative average in the top half of their Dedman School of Law class. 3) A Hutchison Scholar shall

attend classes regularly, abide by the rules and procedures of the school and maintain a cooperative, friendly attitude and relationship with school administrators, professors and other students.

The Thomas W. Luce, III Centennial Dedman Law Scholars Program Fund
Thomas W. Luce, III Centennial Dedman Law Scholars was established in 2015 by Sarah and Ross Perot, Jr. Recipients of this full-tuition scholarship will be selected based upon academic excellence, demonstrated leadership ability and financial need.

Cary Maguire Ethics Scholarship
Cary M. Maguire created this endowment in 2001 for entering first-year law students who have demonstrated concern and interest in ethical behavior in law. The Cary Maguire Ethics Scholar selection process is based on the law school application and the recipient must write a paper on a topic related to ethical issues in the legal profession during their second year.

Rupert and Lillian Radford Scholarship Fund
The Rupert Radford Estate endowed this scholarship fund to aid worthy full-time students at the Dedman School of Law who have high financial need.

The Robert Hickman Smellage, Sr. Memorial Fund
In 1984, the estate of Oda Elizabeth Smellage created this endowment for worthy students at the Dedman School of Law.

The Sohmen Endowed Scholarship Fund and The Sohmen Chinese Scholars Program Endowment
These scholarships were endowed by the Sohmen Foundation and Dr. Helmut Sohmen to provide awards for not fewer than four students from mainland China or Hong Kong who are in the one-year LL.M. program and have demonstrated high academic achievement. The scholarships include full tuition, fees and a supplemental living stipend. Students must evidence their commitment to return to China immediately (within seven months) following graduation from the program.

Sumners Foundation Scholarship Program
Endowed in 1979 by the Sumners Foundation, the scholarships, which cover the cost of full tuition, fees, books and a living stipend, are awarded each year to qualified entering students who are residents of or who attended colleges or universities in Texas, Louisiana, Oklahoma, New Mexico, Arkansas, Kansas, Nebraska and Missouri. Applicants must complete a separate scholarship application and be accepted to the Dedman School of Law to be considered.

The James Cleo Thompson, Sr. Endowed Scholarship Fund
Mr. and Mrs. James Cleo Thompson, Jr., and Mrs. James Cleo Thompson, Sr., created this endowment in 1984. James Cleo Thompson, Sr. Scholars are students who show high academic performance in their undergraduate education and demonstrate valuable traits as community citizens, including service in leadership positions, experience in the workplace, and volunteer commitment to the community.

Endowed Scholarships
The Dedman School of Law awards varying amounts of tuition and fee support from the following endowments that are established through gifts or bequests from graduates and other supporters.

- The Nelda Sánchez Adamson Endowed Scholarship Fund
- The Akin, Gump, Strauss, Hauer & Feld Council for Excellence Scholarship Endowment Fund
- The Richard Arnold Endowed Scholarship Fund
- The Elizabeth and Louis Altman Endowed Scholarship Fund
- Anonymous Law School Endowment
- The Webster Atwell Scholarship Endowment Fund
- Baker & Botts Council for Excellence Scholarship Endowment Fund
- Dennis Barger Memorial Scholarship
- The Michael C. Barrett Endowed Scholarship Fund
- The Tracey and Van Beckwith Endowed Scholarship Fund
- The Bennett Scholarship for International Studies

- The Nancy L. Benoit Memorial Scholarship Endowment Fund
- The William K. Berenson Endowed Scholarship
- James Elliot Bower Memorial Scholarship
- The James Bozzell Endowed Memorial Scholarship Fund
- The Eugene and Juanita Brady Endowed Scholarship Fund
- The George and Pedie Bramblett Endowed Scholarship Fund
- The Frank and Debbie Branson Trial Advocacy Scholarship
- The Bridge & Armour Endowed Scholarship Fund
- The Build a Bridge Endowed Scholarship Fund
- Dan Burney Law Students Scholarship
- The R.W. Calloway Scholarship Endowment Fund
- The Class of 1986 Teresa Jenkins Carson Memorial Scholarship Endowment
- Clovis G. Chappell Endowment
- Citigroup Foundation Law Scholarship
- The Tom C. Clark Scholarship Fund
- The Frances Spears Cloyd Endowed Scholarship Fund
- Rosser J. Coke Scholarship
- Dallas Lawyers' Auxiliary Endowed Scholarship Fund
- The J. Carlisle DeHay, Jr. Endowed Scholarship in Law
- Israel Dreeben Scholarship
- The Easterwood Foundation
- The Carole and Gene Francis Endowed Scholarship
- The Ray and Kay Bailey Hutchison Scholarship Endowment Fund
- The Hutchison Endowed Scholarship Program Fund
- The Jackson Walker, L.L.P. Endowed Scholarship Fund
- Jackson & Walker Council for Excellence Scholarship Endowment Fund
- Johnson & Swanson Council for Excellence Scholarship Endowment Fund
- The Jones Day Endowed Scholarship Fund
- Jones, Day, Reavis & Pogue Council for Excellence Scholarship Endowment Fund
- The John Leddy Jones Memorial Scholarships
- Journal of Air Law and Commerce Fund
- K&L Gates Council for Excellence Scholarship Endowment Fund
- The K&L Gates Endowed Scholarship Fund
- The Locke Liddell & Sapp Endowment Fund
- The Thomas W. Luce, III Centennial Dedman Law Scholars Program Fund
- Cary Maguire Ethics Scholarship
- The Donald J. Malouf Endowed Scholarship Fund
- E. Eugene Mason Endowed Scholarship Fund
- John Winn McKee Scholarship
- Joseph P. McKnight Memorial Scholarship
- The Alfred E. McLane Endowed Scholarship Fund
- Tom and Rosemary Medders Law Scholarship Fund
- Marvin and Mollyann R. Menaker Endowment Fund
- The Britton D. Monts Endowed Scholarship Fund
- Annie Morris Law Scholarship
- Alfred P. Murrah Memorial Scholarship
- The James L. Noel, Jr. Endowed Scholarship Fund
- The Dean Charles Shirley Potts Scholarship Endowment Fund
- Maurice E. Purnell Endowed Scholarship Fund
- Rupert and Lillian Radford Scholarship Fund
- The Rain, Harrell, Emery, Young & Doke Council for Excellence Scholarship Endowment Fund
- Joy and Ralph Ellis Scholarship
- The Bess and Ted Enloe Endowed Scholarship Fund

- The Armine C. Ernst Endowed Scholarship Fund
- The Favrot and Hartwell Endowed Scholarship Fund
- The Henry R. and Rose S. Feld and Morton H. and Hortense Sanger Endowed Scholarship Fund
- Donald C. Fitch, Jr. Endowed Scholarship
- The Charles and Peggy Galvin Endowment Fund
- The Judge Dean Gandy Endowed Scholarship Fund
- Gardere & Wynne Council for Excellence Scholarship Endowment Fund
- The Larry D. George Endowed Scholarship Fund
- Gibbs Memorial Scholarship Fund
- Arthur I. and Jeannette M. Ginsburg Scholarship
- Hawkins Golden Law Scholarship
- The J. Roscoe Golden Memorial Endowed Law Scholarship
- The Hall Family Endowed Scholarship in Law
- W. R. Harris, Sr. Memorial Scholarship
- The DeWitt Harry Scholarship Fund
- The Linda Wertheimer Hart and Milledge A. Hart III Endowment for the School of Law
- James Hartnett Scholarship Endowment Fund
- Haynes and Boone Council for Excellence Scholarship Endowment Fund
- Will T. Henry Endowment
- Wilson W. Herndon Memorial Fund
- Justice John and Lena Hickman Scholarship Fund
- The John Howie Family Scholarship Endowment Fund
- The Richard M. Hull Endowed Service Scholarship
- The Bill O'Brien and Doug Hammond Endowed Memorial Endowed Scholarship Fund
- The William A. Hunter Memorial Scholarship Fund
- The T. Mark Kelly Endowed Scholarship Fund
- The Jack M. and Carole V. Kinnebrew Endowed Scholarship Fund
- The Beverly and David Leonard Endowed Scholarship Fund
- The Jason S. Lindgren Endowed Memorial Scholarship Fund
- The William and Dewena Powell Endowed Law Scholarship Fund
- Professor Roy R. Ray Scholarship
- The David N. Reed Endowed Memorial Scholarship Fund
- The Homer B. Reynolds III Endowed Scholarship Fund
- The Dean John W. Riehm Endowed Memorial Scholarship Fund
- Judge Randell C. Riley (1948) Scholarship
- William J. Rochelle, Jr. Scholarship Endowment Fund
- The C. Paul Rogers Endowed Scholarship FundThe W. Yandell "TOG" Rogers Endowed Community Scholarship Fund
- The Martin Samuelsohn Endowed Scholarship
- The Richard L. Scott Family Scholarship Endowment Fund
- The John T. Sharpe Scholarship Endowment Fund
- The Grant Inverdale Small Endowed Scholarship Fund
- The Robert Hickman Smellage, Sr. Memorial Fund
- The Edward R. & Jo Anne M. Smith Endowment Fund
- Wm. Elliott and Mildred Smith Scholarship
- The Sohmen Chinese Scholars Program Endowment
- The Sohmen Endowed Scholarship Fund
- Fred S. Stradley Memorial Scholarship
- Strasburger & Price Council for Excellence Scholarship Endowment Fund
- Carl W. Summers, Jr., Endowment Fund
- The Sumners Foundation Scholarship Program at SMU School of Law
- The Louis Szep Endowed Memorial Fund
- Lee J. Taylor Scholarship Fund

- Thompson & Knight Council for Excellence Scholarship Endowment Fund
- The Thompson & Knight Endowed Scholarship Fund
- The James Cleo Thompson, Sr. Endowed Scholarship Fund
- The Charles A Tarpley and John J. Tigert, VI Endowed Memorial Scholarship Fund
- Vial, Hamilton, Koch & Knox Council for Excellence Scholarship Endowment Fund
- The Wayne Vines Memorial Endowed Scholarship
- The Vinson & Elkins Endowed Scholarship Fund
- The Vinson & Elkins Endowed Scholarship Fund – 2002
- W.A. Rhea Scholarship Fund
- The Rufus Wallingford Endowed Scholarship
- James L. and Catherine Nolan Walsh Scholarship Fund
- James L. Walsh, Jr. for the Support of the Law School
- Meade Whitaker Law Scholarship
- Winstead PC Council for Excellence Scholarship Endowment Fund
- The Robert A. Wooldridge Endowed Scholarship Fund
- The Stephen A. Youngman Endowed Memorial Scholarship Fund

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete University Policy Manual is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at https://www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

Each "credit hour" awarded generally reflects work over a 15-week period, including a period for exam review. It is the Dedman School of Law policy that each "credit hour" awarded reflects an amount of work equivalent to approximately 1) 50 minutes of direct faculty instruction or examination and 2) 120 minutes of out-of-class student work including study, preparation of assignments, review, or other course related activities. Seminar courses, clinics, externships and other courses involving substantial out-of-class required activities may have fewer minutes of direct faculty instruction per credit hour. The senior associate dean for academic affairs will periodically review faculty and adjunct syllabuses to assess compliance with this policy.

Enrollment for nine credit hours of coursework in the fall/spring terms and eight hours of coursework in the summer term is recognized as a full load for students engaged in J.D. and eight credit hours for LL.M. graduate studies. Individuals who enroll for fewer than these minimum hours are designated as reduced-load students.

Per ABA Standard 310, the Dedman School of Law requires that for every credit hour, the student will be do an amount of work that approximates 42.5 hours of in and out of class work. Often for course-based work, that will take the form of one hour of classroom or direct faculty instruction and two hours of out-of-class work per week for 15 weeks, including the final exam. In calculating the time required, fifty minutes suffices for one "hour" of classroom or direct faculty instruction, but an "hour" for out-of-class student work is sixty minutes. Other credit-awarded work requires at least an equivalent amount of work.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or reduced-load basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or reduced-load student if the student

- is enrolled officially for at least one course and

- is recognized by their director or academic dean or the dean of graduate studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or reduced-load basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or reduced-load student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or reduced-load student, and if such recognition is approved by the provost.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Information about transfer credit is found in this catalog in the Courses Outside the Dedman School of Law section and in the Grades and Credits section under Credit for Work Completed at Other Schools.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Dedman School of Law Academic Calendar. Students must seek the professor's permission to drop a class. Students have until noon of the last day of instruction to drop a class and receive a grade of *W*. The specific deadline is listed in the Dedman School of Law Academic Calendar.

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

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

International Students. Students must consult with the International Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student

may drop a course through the my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a drop and a withdrawal and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Dedman School of Law Calendar. A *drop* occurs when students remove one or more courses from their schedule and remain enrolled in at least one credit hour for the term. A *withdrawal* occurs when removing the course or courses will result in the student being enrolled in zero hours for the term.

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

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Dedman School of Law Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the assistant dean for student affairs to decide how to deal with the interruption in their studies.

Transfer Coursework

Policies for transfer credit are found in this catalog in the Courses Outside the Dedman School of Law section and in the Enrollment and Academic Records section under Credit for Work Completed at Other Schools.

Commencement Participation

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

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

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

Dedman School of Law Policies and Procedures

Visiting Students

To be a visiting student at the Dedman School of Law, an applicant must be in good standing at an accredited law school and have permission to visit. Students who meet these requirements will be admitted so long as space is available. Visiting student applicants must submit a visitor application via LSAC's application service, a dean's letter of good standing and permission to visit and a statement articulating the reasons for wanting to visit the Dedman School of Law.

Nondegree Enrollment and Auditors

Nondegree Enrollment

An attorney holding a valid U.S. license to practice law or a graduate of an American Bar Association-approved law school may enroll for credit in a course at the Dedman School of Law, though not seeking a degree, on a space-

available basis with the permission of the instructor. A nondegree enrollee must participate in class and complete all work required of degree students in the course. A grade will be awarded and placed on a transcript. Applicable tuition and fees must be paid at enrollment. Credit earned in this category cannot be applied to a Dedman School of Law degree program. Information on course availability can be obtained through the school's Registrar's Office.

Auditors

An attorney holding a valid U.S. license to practice law or a graduate of an American Bar Association-approved law school may audit a course at the Dedman School of Law on a space-available basis with the consent of the instructor. The instructor will determine the extent, if any, of permitted participation in class discussion. An auditor may not submit a research paper, sit for an exam or receive academic credit. Audited courses are not recorded or placed on a transcript. An auditor must pay the applicable per hour tuition and fees in full prior to attendance. Information on course availability can be obtained through the school's Registrar's Office. In special circumstances and with the consent of the instructor, the assistant dean for student affairs and the senior associate dean for academic affairs, other students may be permitted to audit a course in accordance with the above requirements and any other requirements imposed by the instructor, the assistant dean for student affairs or the senior associate dean for academic affairs.

Enrollment

Enrollment Periods

The times for enrollment are announced by the Dedman School of Law Registrar's Office. Students who fail to enroll during the announced enrollment period will be charged a late enrollment fee.

Minimum and Maximum Hours

Generally, except for those students enrolled for a reduced course load, first-year students are required to take 16 credit hours in the fall term and 16 credit hours in the spring term. Beyond the first year, a student normally will take no fewer than 12 and no more than 17 credit hours in a regular term, and no more than eight credit hours in the May term and Summer term combined. Students may take no more than 17 credit hours in a regular term.

Adding and Dropping a Course

A student may add or drop a course during the periods set forth in the Dedman School of Law Academic Calendar.

Withdrawing from a Course: Grading - A student may withdraw from a course at any time with the permission of the instructor. Students enrolled in required first-year courses (found in this catalog under The Curriculum) must also obtain the permission of the assistant dean for student affairs to withdraw from a course. If the student withdraws from a course before noon on the last day of classes, the student will ordinarily receive no grade for the course. If a student withdraws from a course after noon on the last day of classes, the student will ordinarily receive a failing grade for the course.

Withdrawal from the Dedman School of Law

Withdrawal - Withdrawal means the student's enrollment is canceled and the student is no longer enrolled for any classes. If a student is enrolled for only one course, dropping this course constitutes withdrawal from the Dedman School of Law and is subject to the penalties. The student must contact the Dedman School of Law Registrar's Office in writing to withdraw. The effective date of the withdrawal is the date the Student Petition for Withdrawal is processed in the Registrar's Office. This date is the date used for credit or refund purposes. Information on the consequences of withdrawal on grading and readmission is found under The Juris Doctor Program in the Withdrawal, Re-entry and Readmission section.

Credit or Refund – A credit or refund will be issued if notification is received prior to the close of the business day according to the following schedules:

Effective Date	*Fall and Spring Terms*
Prior to first day of term	100%
1st-5th day of term	90%
6th-10th day of term	50%
11th-15th day of term	25%

16th-20th day of term	10%
After the 20th day of term	0%
Effective Date	*Summer Term*
Prior to first day of term	100%
1st-2nd day of term	50%
After the 2nd day of term	0%

Classroom Work, Attendance and Examinations

Classroom Work and Assignments

Students are expected to prepare all assignments and to participate in classroom discussions. The instructor may exclude a student from a course for poor classroom performance, for failure to meet attendance requirements, for improper conduct in the classroom or for failure to prepare assignments. In such cases, the student will receive a failing grade in the course.

Attendance

Regular and punctual class attendance is necessary to satisfy residence and class hours requirements.

Rescheduling of Examinations

The assistant dean for student affairs may reschedule a student's examination in the event of an emergency. Two or more examinations in close time proximity do not constitute an emergency.

Use of Laptop Computers on Examinations

The use of laptop computers during examinations, using specially provided software, is allowed subject to any restrictions imposed by the instructor.

Accommodations in the Classroom and on Examinations

If a student is requesting academic accommodations for a disability, they must first contact the Disability Accommodations and Success Strategies Office (DASS) at the Altshuler Learning Enhancement Center (214-768-1470) or visit the DASS website, https://www.smu.edu/Provost/ProvostOffice/SAES/AcademicSupport/SASP/Services/DASS, to verify the disability and to establish eligibility for accommodations. Once registered with DASS, the student must then provide the letter of accommodation to the Dedman School of Law's assistant dean for- student affairs to put accommodations in place at the law school. Reasonable accommodations will be offered to students with disabilities, upon request.

Grades and Credits

Methods of Grading

Students enrolled in the Dedman School of Law receive letter grades:

A+	4.3
A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
C +	2.3
C	2.0
C -	1.7
D	1.0
F	0.0

Minimum Passing Grade

The minimum passing grade is *D* or 1.0, and an average grade of *C+* or 2.3 is necessary for graduation. Detailed information is found in this catalog under The Juris Doctor Program in the section Requirements for Degree: Hours and Grades.

Incompletes

A student may receive a grade of *I* (Incomplete) if, for some justifiable reason acceptable to the instructor, the student has been unable to complete the requirements of the course. The maximum period of time allowed to clear the grade of *I* (Incomplete) is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor. If no alternative grade is provided, the grade of *F* will be recorded.

The grade of *I* is not given in lieu of a grade of *F* (Fail), *W* (Withdrew) or other grade, each of which is prescribed for other specific circumstances. The grade of *I* does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list.

The senior associate dean for academics may, with the instructor's permission, waive the 12-month time period of this policy under extraordinary circumstances.

In-Progress Thesis Courses

Grades for thesis courses taken in a term prior to the term in which the final thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Method of Computing Averages

The grade in a course will be weighted by the credit hours in the course. The computation will include marks from all courses in which the student has taken the final examination or received a final grade, regardless of whether credit in a particular course is necessary to meet the requirements for graduation. When a course is repeated, both grades will be used in the computation. A course may not be repeated if the student has previously received credit for the course. Only Dedman School of Law courses will be used in the computation.

Credit for Work Completed at Other Schools

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

Dedman School of Law will not grant credit for any coursework completed prior to a student's matriculation in a J.D. program at an American Bar Association-approved or Association of American Law Schools-approved law school. While enrolled at the Dedman School of Law, students may earn up to eight credit hours at other ABA-approved law schools outside the Dallas-Fort Worth area during the summer. Students interested in this option must make application through the school's Registrar's Office to the assistant dean for student affairs and may be charged an administrative fee.

In extraordinary circumstances, students may be granted permission to attend another law school for their final term or year of law school while still receiving an SMU degree. Permission to apply to another school must be obtained through the school's Registrar's Office or from the assistant dean for student affairs. Permission will not be granted without evidence of compelling personal circumstances that require a student's relocation. The Dedman School of Law reserves the right to designate the schools to which a student may apply, to approve the courses taken at the other law school, to limit the number of students to whom permission is granted and to charge an administrative fee.

The school will consider student applications to study abroad at internationally recognized law programs. Students' applications will be considered on a case-by-case basis and must meet all the requirements of the ABA criteria, with particular emphasis on the need for the students proposed course of study abroad to further their legitimate academic or career objectives.

Residence

Six residence credits are required for graduation. One residence credit will be given for each term in which the student passes at least 12 credit hours. Three-quarters of a residence credit will be given for passing nine to 11 credit hours. One-half of a residence credit will be given for passing six to eight credit hours. One-quarter of a residence

credit will be given for passing three to five credit hours. Credits taken in the May term, Summer term, and August term will be combined for residence credit purposes.

Student Employment

The full-time study of law is designed to require substantially all of the student's time during the academic year. Excessive employment may lead to academic disappointment or failure. Hence, the Dedman School of Law encourages full-time law students to limit outside employment to no more than 20 hours per week. First-year students should not work at all, but if employment is absolutely necessary, they should limit their hours to 10 per week.

Withdrawal from the Dedman School of Law

In Good Standing. A student may voluntarily withdraw in good standing from the Dedman School of Law before noon on the last day of classes in a term or summer session. In this event, no credit will be given. A student who is failing a course, either because of academic work or because of poor performance at the time of withdrawing from school, will receive either a failing grade or no grade, at the discretion of the instructor. Additional information is found in this catalog under Enrollment and Academic Records.

Additional information is found under Withdrawal From the University.

Re-entry or Readmission

Students Who Left in Good Standing

Re-entry. Students who withdraw while in good standing after completing at least one term in this law school may re-enter to continue their studies without re-examination of their entrance credentials if such re-entry is approved by the assistant dean for student affairs and re-entry occurs within 24 calendar months after the date of withdrawal. Students who have completed only the first term at the Dedman School of Law may re-enter only in the spring term. The 24-calendar-month deadline for re-entry is extended by any time spent after withdrawal in active U.S. military service.

Readmission. Students who withdraw and do not meet the requirements for re-entry may apply to the admissions committee for readmission. If readmission is granted, these students must meet the graduation requirements in effect at the date of readmission.

Academic Probation, Dismissal, and Readmission or Re-entry (Dismissed Students)

In this section, "term" includes the summer session. Information on the method of computing grade averages is found in this catalog under Enrollment and Academic Services.

After the First Term

Probation after the First Term. A student whose overall grade average at the end of the first term at Dedman School of Law is 1.6 or more but less than 2.3 shall be on probation.

Dismissal after the First Term. A student whose overall grade average at the end of the first term at the Dedman School of Law is less than 1.6 is automatically dismissed.

Dismissal

Dismissal after Two or More Terms. A student whose overall grade average at the end of two or more terms is less than 2.1 is automatically dismissed.

Probation

A student whose overall grade average at the end of any term at Dedman School of Law, except the first, is 2.1 or more but less than 2.3 shall be on probation.

A student who is placed on probation is automatically dismissed unless at the end of the next term the student's overall grade average is 2.3 or more or unless the student obtains a grade average for that term of 2.6 or more.

Re-entry and Readmission of Dismissed Students

Re-entry. A student who is dismissed for unsatisfactory academic performance may petition the admissions committee for re-entry. Petitions for re-entry are granted only in extraordinary circumstances. A petition for re-entry, if granted, permits students to continue their education at the point they were dismissed. A copy of the re-entry guidelines established by the admissions committee is available from the Dedman School of Law Registrar's Office and on the Academics page of the Dedman School of Law website.

Readmission. A student who is dismissed for unsatisfactory academic performance may petition the admissions committee for readmission. Petitions for readmission are granted only in extraordinary circumstances. A petition for readmission, if granted, permits students to begin their legal education from the beginning. A copy of the readmission guidelines established by the admissions committee is available from the Dedman School of Law Registrar's Office and on the Academics page of the Dedman School of Law website.

Mandatory Academic Counseling

A student with a cumulative GPA below 3.0 is required to consult with the director of academic success or the assistant dean for student affairs prior to each fall, spring and summer enrollment regarding the student's proposed schedule. The director of academic success or the assistant dean for student affairs may require the student to enroll each term in up to three courses that are tested on the bar examination.

Academic Success Program

A student with a cumulative GPA below 3.0 is required to consult with the director of academic success or the assistant dean for student affairs prior to each fall, spring and summer enrollment regarding the student's proposed schedule. The director of academic success or the assistant dean for student affairs may require the student to enroll in LAW 7242 - Lawyering Skills (MPT), LAW 6208 - Advanced Legal Reasoning (Bar Prep), and /or up to three courses that are tested on the bar examination.

Degree Requirements

Residence

Six residence credits are required for graduation. Detailed information is found under The Juris Doctor Program in the Enrollment and Academic Records section. Information on the requirements concerning attendance at other law schools is found under The Juris Doctor Program in the Admission With Advanced Standing section and in the Visiting Students section.

Hours and Grades

Candidates must earn 87 credit hours (with grades of *D* or 1.0 or higher) with an overall average grade of *C+* or 2.3 or more. All credit hours must be earned at this school, except for students admitted with advanced standing and students approved to study at other law schools. All students must earn a minimum of 58 credit hours of credit at this school. Additional information is found in this catalog in the section Enrollment and Academic Records.

Courses

The following requirements must be fulfilled: LAW 6405 - Civil Procedure; LAW 6366 - Constitutional Law I; LAW 8311 - Constitutional Law II; LAW 6406 - Contracts; LAW 8341 - Criminal Law; LAW 8375 - Legal Analysis, Writing, and Research I; LAW 8376 - Legal Research, Writing, and Advocacy II; LAW 6365 - Legislation and Regulation; LAW 7108 - Professional Identity and Development; LAW 6404 - Property; LAW 7350 - Professional Responsibility; LAW 6403 - Torts; LAW 7109 - Interviewing, Counciling, and Negotiating; an edited writing seminar; a professional writing course; and the experiential learning requirement. If a student fails to receive a minimum passing grade in a first-year required course (either because the student received an *"F"* or because the student withdrew from the course after the Add/Drop deadline), the student must repeat the course the next time it is offered. Absent extraordinary circumstances and permission of the assistant dean for student affairs, a first-year required course may be retaken only once.

Public Service Requirement

All students must complete a minimum of 30 hours of law-related public service to be eligible to graduate. Students are eligible to participate in qualifying public service activities once they have completed one semester of law study. To fulfill this requirement, students must volunteer in a pre-approved, qualifying placement and cannot receive compensation, academic credit, or student organization points while participating. The Dedman School of Law's

Public Service program director is charged with arranging for approved public service placements for students and tracking student completion.

Time Limit
All requirements must be met in the Dedman School of Law, or another approved law school, within 60 months or five years from commencing law school. In computing the period, any time during which the candidate was in active U.S. military service shall be excluded.

Effects of Changes in Requirements
A student must meet the residence and grade requirements in effect at the time that the student enters. The student will not be affected by later changes in these requirements. Other requirements may be changed from time to time with such applicability as the faculty determines.

Waivers
Waivers of requirements may, for good cause, be granted by the assistant dean for student affairs. Requests should be made in writing, with all relevant information and reasons, to the assistant dean for student affairs.

Honors

The Order of the Coif is a national law-school scholastic honor society. Not more than 10 percent of all graduates during the academic year may be elected to membership by vote of the faculty.

Candidates for the J.D. degree having superior grades may by vote of the faculty be awarded the degree cum laude, magna cum laude or summa cum laude. The average grade shall be based on work done in this school only, but, to receive the degree with honors, a transfer from another law school must have at least an average grade of B in law courses at the school previously attended. Graduating students with a cumulative GPA placing them in the top 35% of their class will receive Latin honors at graduation as follows:

- Top 2%: Summa Cum Laude
- Next 13%: Magna Cum Laude
- Next 20%: Cum Laude

All students who are tied at the margin of a percentage required for Latin honors will be deemed to have achieved the required percentage for the appropriate honors. Students who matriculated before fall 2020 should refer to the catalog they matriculated under for honors designations that apply to them. Students who transfer with credit from another law school should refer to the corresponding catalog for the year in which they would have matriculated if they had enrolled at SMU Dedman School of Law as a first-year law student.

Grade Appeals

1. The award of a grade is a matter solely within the academic discretion of the faculty member. A student who believes that the assigned grade is incorrect must first discuss the matter with the faculty member who awarded the grade.
2. A faculty member may change a grade that has been submitted to and recorded by the Dedman School of Law registrar only for reasons of mathematical error. A faculty member who wishes to change a grade for reasons of mathematical error shall submit the proposed change along with a brief statement of the reasons for the change to the senior associate dean for academic affairs, who shall approve all grade changes for mathematical error and report them to the Dedman School of Law registrar.
3. A faculty member who wishes to change a grade for reasons other than mathematical error must seek the permission of the faculty, which grants such requests only in extraordinary circumstances.
4. If the faculty member decides not to seek a grade change, the student may petition the senior associate dean for academic affairs for a review of the faculty member's decision. The senior associate dean may not change a grade, even with the consent of the faculty member who awarded it. If, after discussion of the matter with the senior associate dean, the faculty member decides to seek a grade change, they may proceed as described in paragraph 2 or 3, as appropriate. The senior associate dean will then report the faculty member's decision to the student.
5. If, after discussion of the matter with the senior associate dean, the faculty member decides not to pursue a grade change, the student may petition the dean for a review of the faculty member's decision. The dean may proceed as deemed appropriate. The dean may not ask another person to review the grade without the

permission of the faculty member who awarded it. The dean may not change a grade even with the consent of the faculty member who awarded it. The dean may bring the matter before the faculty. However, the faculty may not change the grade without the consent of the faculty member who awarded it. If, upon reconsideration, the faculty member decides that the grade was not accurately determined mathematically or is incorrect for any other reason, they may proceed as described in paragraph 2 or 3, as appropriate.

6. If there is evidence of unethical or incompetent behavior on the part of a faculty member in the award of a grade, the dean or faculty may refer the matter to the Committee on Ethics and Tenure of the Faculty Senate, with a request that the committee may recommend to the dean or faculty whatever action it considers appropriate. The faculty may change a grade without a faculty member's consent only upon the recommendation of the Committee on Ethics and Tenure of the Faculty Senate.
7. Should the student be convinced that their complaint has not been fairly decided by the dean or the faculty, the student may bring the matter to the attention of the provost. The provost may proceed, as deemed appropriate. However, the provost may not ask another person to review the grade without the permission of the faculty member who awarded the grade. The final authority in matters of academic judgment in the determination of a grade rests with the individual faculty member.
8. A student who wishes to institute a grade appeal must file a formal appeal request in writing with the senior associate dean for academic affairs no later than 60 days after the grade in question is posted to the student's transcript. No grade appeals will be considered unless this written appeal is delivered within this 60-day period.
9. These provisions are the sole rules that govern the Dedman School of Law course grade appeals at Southern Methodist University.

Courses Outside the Dedman School of Law

Graduate-level courses that are offered in other graduate or professional schools of the University and are relevant to the student's program may be taken with approval of the assistant dean for student affairs, who shall also determine Dedman School of Law credit equivalents to be awarded for such study. Except with respect to students in joint degree programs, no more than six hours may be awarded toward Dedman School of Law hours required for graduation. Additional information is available from the school's Registrar's Office.

Courses at Other Law Schools

Information about transfers from other law schools is found in this catalog under The Juris Doctor Program in the section Admission With Advanced Standing. After entry into the Dedman School of Law, summer courses in other law schools may be taken for transfer of credits with prior approval of the assistant dean for student affairs. Transfer credits may be earned in regular terms only in extraordinary circumstances of demonstrated special need. Detailed information is found under Enrollment and Academic Records. Additional information is available from the school's Registrar's Office.

Lyle School of Engineering

Academic Calendar

https://www.smu.edu/-/media/site/enrollmentservices/registrar/calendars/official-university-calendar-2024-25-updated.pdf

General Information

The Bobby B. Lyle School of Engineering, named in 2008 in honor of Dallas entrepreneur and industry leader Bobby B. Lyle, traces its roots to 1925, when the Technical Club of Dallas, a professional organization of practicing engineers, petitioned SMU to fulfill the need for an engineering school in the Southwest. The Lyle School of Engineering has grown to become a thriving school, with graduate programs in a variety of areas. The school is organized into the following five departments: Civil and Environmental Engineering; Computer Science and Engineering; Electrical Engineering; Mechanical Engineering; and Operations Research and Engineering Management

The Dallas area's national prominence in high technology and research has been beneficial to the Lyle School of Engineering and its students. Corporate support for the Lyle School has generated a remarkable array of equipment and laboratories.

Programs and Courses

All courses offered in the Lyle School of Engineering are identified by a two-, three- or four-letter prefix code, designating the general subject area of the course, followed by a four-digit number. The first digit specifies the approximate level of the course as follows: 7 – graduate and 8 – advanced graduate. The second digit denotes the credit hours associated with the course. The last two digits specify the course numbers. Thus, CS 7320 denotes a course offered by the Department of Computer Science and Engineering at the (7) graduate level, having three credit hours and having the course number 20. The prefix codes are as follows:

CEE	Department of Civil and Environmental Engineering
CS	Department of Computer Science
DSIN	Multidisciplinary Programs - Design and Innovation
ECE	Department of Electrical and Computer Engineering
ENGR	Multidisciplinary Programs
ME	Department of Mechanical Engineering
MSDS	Multidisciplinary Programs - Master of Science in Data Science
OREM	Department of Operations Research and Engineering Management

Additional information is found under Interpretation of Course Numbers in the Enrollment Polices section of this catalog.

Degree Programs

The Lyle School of Engineering offers curricula leading to M.A., M.S., Doctor of Engineering and Ph.D. degrees. The M.A., M.S. and Ph.D. degrees generally are directed toward specific branches of engineering and applied science, whereas the curricula for the professional degree of Doctor of Engineering is directed toward professional practice based on a broad range of engineering fundamentals. All graduate programs are individually designed in conference between the student and their supervisory committee. The following table shows the major areas in which students may major at the several graduate-degree levels:

Transcript		**Degree or Diploma**	
Dept.	*Major Area*	*Master*	*Doctor*
CEE	Civil Engineering	M.S.C.E.	
CEE	Civil and Environmental Engineering		Ph.D.
CEE	Environmental Engineering	M.S.Env.E.	
CEE	Sustainability and Development	M.A.	
ECE	Computer Engineering	M.S.Cp.E.	Ph.D.
CS	Computer Science	M.S.	Ph.D.
CS	Cybersecurity	M.S.	
CS	Software Engineering	M.S.	D.Engr.
ECE	Electrical Engineering	M.S.E.E.	Ph.D.
ECE	Network Engineering	M.S.	
ME	Mechanical Engineering	M.S.M.E.	Ph.D.

ME	Manufacturing Systems Management	M.S.	
Multiple	Applied Science	M.S.	Ph.D.
Multiple	Biomedical Instrumentation	M.S.	
Multiple	Data Engineering	M.S.D.E.	
Multiple	Data Science	M.S.D.S.	
Multiple	Datacenter Systems Engineering	M.S.	
Multiple	Design and Innovation	M.A.	
Multiple	Quantum Engineering	M.S.	
OREM	Engineering Management	M.S.E.M.	D.Engr.
OREM	Engineering Entrepreneurship	M.S.E.M.	
OREM	Information Engineering and Management	M.S.I.E.M.	
OREM	Operations Research and Analytics	M.S.	
OREM	Operations Research		Ph.D.
OREM	Systems Engineering	M.S.	

Engineering education beyond the baccalaureate degree may have one or any combination of the following four objectives, some of which may relate only indirectly to a graduate degree:

1. **Upgrading:** Taking advanced work to raise the level of one's formal capabilities.
2. **Updating:** Keeping one's education current; for example, a person who received a B.S. degree 10 years ago may take coursework to make their formal education comparable to that of a person receiving a B.S. degree this year.
3. **Diversification:** Seeking to obtain formal education in another field, but not necessarily at a higher degree level.
4. **Maturing:** Adding new perspectives on one's own field without raising the academic level of the education.

Admission

Applicants who hold baccalaureate or higher degrees in engineering, mathematics or the sciences from a U.S. college or university accredited by a regional accrediting association, or who have completed an international degree that is equivalent to a U.S. bachelor's degree from a college or university of recognized standing, will be considered for admission to the Graduate Division of the Lyle School of Engineering for the purpose of pursuing work leading to an advanced degree in engineering or applied science. Each case is considered on an individual basis, and due to the wide variations in student education, past performance, age, experience and academic objective, individualized graduate-program requirements for each student may be anticipated.

Admission Requirements

Applicants for admission to the Graduate Division must have a minimum GPA of 3.000 on a 4.000 scale for all previous undergraduate and graduate studies. Three letters of recommendation are required for all doctoral applicants and for all applicants requesting financial aid. In addition, an official GRE graduate school admission test score is required in the following cases: 1) for master's applicants in civil engineering, computer engineering, computer science, electrical engineering, environmental engineering, and mechanical engineering programs; 2) for all doctoral applicants; and 3) for all applicants requesting financial aid.

Graduate students applying for admission to the Lyle School of Engineering are required to pay an appropriate application fee, which must accompany the application. Applications will not be considered unless the complete official transcripts of the applicant's prior undergraduate and graduate work are in the possession of the SMU Office of Admissions. The transcript is regarded as official only if it is received directly from the registrar of the institution in which the work was done, or if it is an original and authenticated transcript bearing the institutional seal. A statement of purpose is required.

Graduates from foreign countries who apply to Ph.D. programs are required to submit three letters of recommendation. A notarized financial certification form verifying sufficient assets in the form of savings accounts must be received prior to issuance of a student visa. Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test or the IELTS English competency

test. The minimum TOEFL score for admission to a Ph.D. program is 80, and the minimum IELTS score is 6.5 or Duolingo minimum score of 110.

This requirement is automatically waived for students who have received an undergraduate degree from an English-language institution, and who have been in residence at that institution for at least two years while earning their degree, located in one of the following countries: American Samoa, Australia, Bahamas. Barbados, Belize, Canada (except Quebec), Dominica, Ghana, Grenada, Grand Cayman, Guyana, Ireland, Jamaica, Kenya, Liberia, New Zealand, Nigeria, Singapore, South Africa, Trinidad/Tobago, Turks and Caicos Islands, United Kingdom, United States, U.S. Pacific Trust. International applicants for whom this requirement is not automatically waived but who believe they have demonstrated English-language proficiency may also request to have the requirement waived. These requests will be considered on a case-by-case basis.

Domestic students must apply and submit all requisite application materials by no later than July 1 for fall admission, November 15 for spring admission and April 15 for summer admission. *All international students* use the following dates: May 15 for fall admission, and September 1 for spring admission. Students apply for admission online at www.smu.edu/Lyle/ApplyNow.

Readmission of Students

Students who formerly attended SMU but who did not attend the immediately prior regular term or terms (not including the summer session) are considered readmission students and are required to file an application for readmission by the application deadline. If a student applies for readmission, all incomplete grades must be removed prior to readmission. The decision to re-admit or not re-admit is made by each department in consultation with the Associate Dean. Additional information is found in under Lyle Graduate Programs Policies and Procedures in the Enrollment and Academic Records section of this catalog.

Financial Aid

Graduate students who would like to be considered for financial aid must first be accepted for admission to the Lyle School of Engineering. For financial aid from the Lyle School of Engineering, contact the specific academic department. Requests for financial assistance from departments are reviewed during the admission process and applicants are notified at the time of admission if a department has awarded any financial assistance. For other sources of financial aid, students should apply to the Office of Financial Aid, SMU, PO Box 750196, Dallas TX 75275-0196. All applicants will be considered for Texas Tuition Equalization Grant eligibility. Additional information is found in the Financial Information section of this catalog.

Residence Hall Directorships

A limited number of residence hall directorships are offered to men and women graduate students. These positions offer room and board in a residence hall plus a monthly stipend. Students who have been admitted to the graduate school may request applications from the Office of Residence Life, Southern Methodist University, PO Box 750452, Dallas TX 75275-0452.

Scholarships

Scholarships are available for students whose scholastic attainments are outstanding. Holders of scholarships must maintain a grade average of *B*.

Graduate Assistantships

Graduate assistantships for teaching and research are available in the Lyle School of Engineering. These carry monthly pay and tuition benefits. The school also has a limited number of instructorships. Applications for these appointments should be submitted before March 1 to the individual department of interest.

Master of Science and Master of Arts Degrees

Admission to the Master's Program

Admission to the Graduate Division of the Lyle School of Engineering is a prerequisite to postbaccalaureate registration for any graduate course or to any program of graduate study. A student wishing to study for a master's degree may be admitted on either a regular or a conditional basis.

Regular Admission

After submission of a complete application, an applicant is evaluated for regular admission. Typically, the following requirements must be satisfied for regular admission:

- Completion of a bachelor's degree from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. bachelor's degree from a college or university of recognized standing. Each program has additional information on appropriate academic backgrounds required for admission into that program.
- A minimum GPA of 3.000 on a 4.000 scale for all previous undergraduate and graduate studies.
- Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of the appropriate application fee.

A score of 155 or higher (revised scale) on the quantitative portion of the GRE graduate school admission test score for the following programs:
Electrical Engineering
Mechanical Engineering

A score at the 90th percentile or higher on the quantitative portion of the GRE graduate school admission test for the following programs:
Computer Engineering
Computer Science

Other Ph.D. and DE programs may have specific GRE requirements. Please see those program descriptions for specific admission requirements.

Graduates from foreign countries are required to submit three letters of recommendation and a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency test score before being considered for admission, as follows:

- 550 – paper-based examination.
- 213 – computer-based examination.
- 80– Internet-based examination overall score

A score of 6.5 on the IELTS English language proficiency examination is acceptable in place of the above scores for the TOEFL examination.

Conditional Admission

An applicant may be admitted to the Graduate Division on a conditional basis to ascertain their ability to successfully pursue graduate work. The necessity for such a conditional admission may arise when a student's undergraduate program, however high in quality, does not provide a completely adequate base on which to build the particular graduate program desired by the student. This may be due to a variety of reasons, of which the following are a few examples:

1. The undergraduate program may have been taken so many years ago that it differs from what is offered today.
2. The undergraduate degree may have been completed in a field other than that in which the master's degree is sought.
3. Despite strong evidence that the student possesses both the necessary qualities and the motivation to succeed in graduate study, their undergraduate record may have been undistinguished.
4. The student has not been awarded a bachelor's degree because they are currently enrolled in the final academic term.

A student who is admitted on a conditional basis may be required to take up to 12 credit hours of coursework beyond the minimum 30 credit hours required for the master's degree. Although a necessary part of the student's plan of study, such extra courses are admission requirements and cannot be counted in determining progress toward satisfaction of the minimum requirements for the master's degree. Because they provide a connecting path between the student's previous work and the graduate coursework, these extra courses are termed *articulation courses*. When

the articulation coursework has been completed with an average grade of B (3.000 GPA) or better, the student's admission classification is changed from conditional to regular.

Degree Requirements

The minimum credit hour requirement for the master's degree in the Lyle School of Engineering is 30 credit hours beyond the baccalaureate, of which six credit hours may be in a thesis. Additional hours may be required depending on the student's background, objectives of the degree program and the demands of the discipline.

Any student whose articulation into engineering or whose objective will require more than 12 credit hours of articulation courses will be denied admission to the Graduate Division. Such students should enroll in additional undergraduate courses until these deficiencies are removed. The major department should be consulted for counseling information.

All Lyle School of Engineering coursework satisfying degree requirements must be in graduate courses numbered 7000 and above.

All work for the master's degree must be completed no later than seven years after matriculation.

Students must complete any required articulation courses with a minimum GPA of 3.000.

Admission to candidacy is automatically achieved when the student has obtained 12 credit hours with a minimum 3.000 GPA and that student has filed a degree plan. A student who fails to achieve this standard of performance may be required to take additional courses to satisfy the requirements of their degree plan and to bring their GPA to 3.000 or better or may be asked to discontinue graduate study.

All work attempted for the master's degree must be completed with an overall GPA of 3.000 or better. A grade of *D* obtained by a student will be figured into their overall GPA, but cannot be applied to their degree plan. Specific curricular requirements for Lyle master's degrees are detailed in departmental sections of this catalog.

Study Loads

The Graduate Division faculty expects its students to fully meet the rigorous demands of its program. For many students, this will mean a weekly time investment averaging at least three hours for each credit hour of graduate registration. This figure derives from experience that shows that each hour of class work generates two hours of homework. Each student should bear this in mind in working out a schedule of studies.

Students desiring special counseling concerning an appropriate study load should consult their faculty adviser or the director of the Graduate Division.

All international students are required to be full-time students, taking at least nine credit hours for each fall and spring term.

Part-time students are allowed to register for a maximum of six credit hours. Students are considered part-time if they hold a full-time job. Students who have a grade of Incomplete can register for a maximum of three credit hours until the incomplete grade is removed.

Articulation Course Requirements

A recent engineering graduate with an undergraduate GPA of approximately 3.000 or better and pursuing a master's program in the bachelor's degree field will have few, if any, problems articulating into the master's program.

Engineering graduate students have a wide range of preparatory education, industrial experience, age and academic objectives. It is often difficult to articulate these highly variable factors when determining educational programs in engineering. As a result, a plan of study often includes a series of specific courses that articulate an individual student's previous education and experience into an established educational program.

Students are required to complete these articulation courses, maintaining a minimum 3.000 GPA. The student who fails to achieve this record is automatically dropped from the graduate program, is not eligible to enroll in graduate courses and is denied the right to petition for readmission.

Students who maintain the requisite minimum 3.000 GPA in these courses may advance into the balance of their plan of study. As nearly as possible, these articulation courses should be completed before the courses in the balance of the plan of study are attempted.

Major Department Requirement

The program in the major field usually amounts to at least 18 credit hours and may vary with the discipline. These include basic curriculum core courses, plus electives in the particular area of interest to the student. In some disciplines, a thesis may be required. The courses are drawn from the various offerings of the department of the Lyle School of Engineering, as well as other departments of SMU outside the school. Specific requirements in the individual areas of concentration may be obtained from the appropriate department or the Graduate Division.

The Minor Requirement

Minor work must be in an area other than the major. This is usually associated with six to 12 credit hours of courses. In special cases, this requirement may be modified, but only with the approval of the faculty adviser, the curriculum chair and the associate dean.

Thesis Requirement

For the purposes of this section, Faculty Adviser (or Academic Adviser) is the person responsible for advising on the coursework to be taken and for setting up a Thesis Committee, if the thesis option is pursued. The Thesis Adviser is the person advising on the thesis research topic. The Thesis Committee Chair is the faculty member chairing the Thesis Committee and responsible for the quality of the thesis.

When a thesis is not required by a department, the student seeking a master's degree has the option of writing a thesis or of taking an equivalent number of credit hours of additional coursework.

The decision to choose the thesis option should be made by the student in consultation with the faculty adviser under the condition that a thesis adviser and a thesis committee chair can be identified and approved by the department chair and the associate dean. In some cases, a student may require a thesis adviser or a thesis committee chair other than the faculty adviser. The associate dean, with the advice of the major department chair, appoints the thesis adviser and the thesis committee chair.

All master's degree candidates who present a thesis in partial fulfillment of their degree requirements must pass a written and/or oral examination, administered by an examining committee recommended by the major department chair and appointed by the associate dean. The oral examination involves, largely, a defense of the thesis, although questions may be asked in areas that relate to the student's program of study. The examination committee should be made up of at least three members chaired by a tenured or tenure track faculty member from the candidate's major department. One of the committee members may be chosen from outside the major area to examine the student's general knowledge.

The thesis format must follow the University guidelines as indicated in the *Guidelines for Preparation of Theses and Dissertations*. After successful completion of the thesis defense, the thesis committee chair must sign the abstract original, and all the faculty members attending the final examination must sign the half-title page of the thesis. After the thesis has been checked and approved by the Lyle School of Engineering examiner, the thesis is uploaded to the SMU/UMI thesis submission website. One extra copy of the abstract signed by the committee chair and one copy of the original half-title page with signatures must be delivered to the office of the director of graduate student experience before the final examination period in a regular term and before examinations in a summer term.

An announcement of all scheduled examinations must be sent to the associate dean. Using the form provided for the purpose, the examining committee shall report in writing to the associate dean no later than one week before the time for conferring the degree whether all work has been completed in a satisfactory manner and whether, on the basis of the final examination, the student is recommended for the desired degree. In no case may this examination be scheduled earlier than six months before the degree is to be conferred.

Faculty Adviser

The faculty adviser is appointed by the chair, subject to approval by the associate dean. It is the adviser's responsibility to review and eventually approve the student's specific plan of study, and to check on subsequent progress. It is the responsibility of the faculty adviser to secure approval of the plan of study by the Graduate Division and to arrange for the appointment of the thesis committee if there is a thesis.

Once the plan of study is approved, it becomes the curriculum for the student, and deviations are permitted only if the student obtains formal approval for the change from the faculty adviser, department chair and director of graduate studies. All such approved changes are incorporated into the student's plan of study and are placed on file in the office of the director of graduate studies.

Probation and Suspension

A student with a GPA lower than 3.000 will be placed on probation, and their record will be reviewed at the closing of each term. A student on probation for two terms can be placed on suspension only to be readmitted by special approval from the faculty adviser, department chair and associate dean. A student who does not meet their suspension conditions in the allotted time stated at the time of acceptance will be permanently suspended.

Transfer of Credits

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

Generally, up to six credit hours of graduate courses may be transferred from an institution approved by the Graduate Division, provided that such courses 1) were completed in the five years prior to matriculation, 2) carried graduate credit and 3) earned grades of *B-* or higher.

Grades of courses transferred for credit are neither recorded nor used in computing GPAs. Acceptance of transfer credit requires approval of the student's faculty adviser, department chair and the director of graduate studies.

The request to transfer credit must be made, using the appropriate forms, during the term of matriculation to the Graduate Division. Usually, this is done at the time the detailed plan of study is developed in consultation with the faculty adviser. The plan of study must be filed with the Graduate Division during the term of matriculation. Transfer of credit for courses that are taken at other institutions after matriculation into the Graduate Division in the Lyle School of Engineering is not normally permitted. Any deviations must be approved in writing by the adviser, department chair and the associate dean prior to such action and will be granted only under extenuating circumstances, as determined by each department.

Fast Second Master's Degree

Students who are currently enrolled in an SMU Lyle graduate program and who are seeking a new master's degree from SMU Lyle must take a minimum of 18 credit hours of Lyle graduate coursework for the new SMU Lyle master's degree, and these hours will not be applied toward another SMU graduate degree. In such cases, the master's degree will not be awarded until a minimum of 30 credit hours of graduate coursework has been completed at SMU.

Students who hold an SMU graduate degree and who are seeking a new master's degree from SMU Lyle must take a minimum of 18 credit hours of graduate coursework for the new master's degree, and these hours must not have been applied toward another SMU graduate degree.

The Accelerated Pathways Master's Degree Program

The Accelerated Pathways program permits undergraduate Lyle Engineering students to take some graduate courses while an undergraduate, which will count both toward B.A./B.S. and M.A./M.S. degrees. Up to nine (9) semester credit hours of graduate course work may be permitted to be taken as an undergraduate and be applied toward fulfilling the undergraduate degree requirements. In such cases, students may fulfill both Bachelor's and Master's degree requirements in as few as 21 semester credit hours beyond the B.A./B.S. coursework. A minimum of 150

academic credit hours is required to be awarded both a Bachelor and Master degree in the Lyle Accelerated Master's degree program.

Furthermore, because the graduate work is spread over two or more academic years, students have a greater selection of courses in both their undergraduate and graduate studies and are able to complete a thesis, should they so desire. The student must work closely with their academic adviser to ensure that the requirements of the Accelerated Pathways program, the B.A./B.S. degree, and the M.A./M.S. degree all are met.

Requirements

For students admitted to the Accelerated Pathways program, up to nine (9) semester credit hours of graduate courses (7000-level and above) may be applied toward fulfilling the student's undergraduate program requirements. The student must complete a minimum of 21 semester credit hours of graduate course work at SMU beyond the undergraduate residency requirement to satisfy the graduate residency requirement. In addition, the Accelerated Pathways program student is permitted to take additional graduate courses while an undergraduate, up to their eighth semester, that can be marked for graduate credit only. No graduate course work for graduate-only credit will be permitted after the eighth semester, although the students will be permitted to take dual-credit graduate courses (up to 9 hours) even beyond the eighth semester. Furthermore, the student must take at least one of the courses for the graduate degree while holding graduate status, i.e., after the student graduates with the undergraduate degree.

NOTE: Undergraduate students may take graduate courses only after they have reached senior status (90 or more earned credit hours).

Admission Requirements

For admission to the Accelerated Pathways program, the student must:

1. Be enrolled in an undergraduate program in the Lyle School of Engineering;
2. Have completed junior-level status;
3. Apply before the beginning of the final semester of the undergraduate degree;
4. Have an overall GPA of 3.000 or higher;
5. Upon request, provide three letters of recommendation, one from the student's academic adviser and two from other faculty members in the School of Engineering.

Bachelor's Degree Requirements

All undergraduate degree requirements must be satisfied, with up to 9 semester credit hours of graduate course work (7000 and above) applying toward the satisfaction of those requirements. It is important to note that the graduate courses must be taken at the 7000 level from the beginning, as no conversion from 5000 to 7000 will be permitted after the add/drop deadline in the semester the course is taken. The undergraduate adviser should be consulted on the appropriateness of the 7000 dual-counting courses for the undergraduate degree.

Master's Degree Requirements

To receive a master's degree under the Accelerated Pathways program, the student must have a cumulative GPA of 3.0 in the M.S. degree course work (including the graduate course work applied towards the undergraduate degree requirements), and satisfy all requirements for the master's degree. The master's degree requirements must be completed after the semester the student graduates with the bachelor's degree. The designated graduate adviser should be consulted when registering for any graduate courses, to make sure that these courses satisfy requirements of the master's degree pursued. A minimum of 150 academic credit hours is required to be awarded both a Bachelor and Master degree in the Lyle Accelerated Master's degree program.

Graduate Cooperative Education Program

The graduate co-op program is an academic enrichment opportunity designed to give students the ability to apply their academic studies to real-world problems. Qualified students may apply to join this program and are eligible to enroll up to three terms of relevant professional work experience. The work experience must be related to the student's major area of study and is subject to these regulations:

1. Students are eligible to apply for graduate co-op only *after* completion of both a fall term and a spring term (9 credits per term).

2. Students must be in good academic standing to be admitted to the co-op program with a minimum GPA of 3.000.
3. Students must secure their own co-op position.
4. Co-op positions can be full-time during the summer term, part time during any fall/spring terms, and all co-op positions must be with eligible employers.
5. Students may not quit co-op assignments during the term in order to seek a position with a different employer.
6. All paperwork must be completed prior to the deadline:
    a. SMU graduate co-op application requires employer's contact information (name, phone number, email), offer letter, SMU Student ID, degree plan.
    b. Legal agreement between SMU and employer requires signatures from supervisor, Graduate Co-op Director, and the ISSS Director as part of the Curricular Practical Training application.
    c. Offer letter from employer stating beginning and ending dates, salary per hour, and job description on company letterhead and signed by the Human Resources representative or supervisor. The letter must also indicate that the position is full-time (40 hours per week) if during the summer, 20 hours during fall/spring terms.
    d. Application deadline: All co-op paperwork for the work term is due by the deadline set each term by the Graduate Co-op Director. **Note:** The process to obtain an I-20 takes five business days after the co-op paperwork has been completed.
7. The duration of the co-op work term must coincide with the SMU academic term. Based on the co-op requirements, the summer co-op term may begin no more than two weeks prior to the start of the summer term and must conclude no later than the Friday before the start of the fall term. Fall and spring co-op start and end dates will be provided to students via email by the Graduate Co-op Director.
8. Students must be enrolled in graduate co-op course ENGR 8199 (summer term), ENGR 8198 (fall term), ENGR 8197 (spring term) while on co-op work assignments.
9. Students must submit a report at the end of each work term, signed by the student's supervisor, academic adviser and department chair, no later than two weeks after the end of the co-op work term.
10. Students must read and become familiar with the graduate engineering co-op policy.

Nondegree Study

Nondegree studies are subject to the following:

1. A baccalaureate degree is required for admission.
2. Admission to nondegree study requires the consent of the program director who oversees the course(s) taken by the student.
3. Students who apply to the Lyle School of Engineering graduate programs after the deadline for admission may be offered the nondegree option to begin their studies.
4. Students applying for nondegree study must submit an application, an application fee of $75 and an official transcript from the institution that conferred the student's baccalaureate degree.
5. Students may not take more than three courses on a nondegree status.
6. Students on a nondegree study plan may apply to study toward a graduate degree. All requirements for admission must be met. After a student is admitted, they may petition to transfer the nondegree courses subject to approval of the adviser, department chair and associate dean.

Tuition for nondegree students is the same as tuition for students who take the course toward a degree.

Off-Campus Distance Education

SMU, through its Lyle School of Engineering (Lyle), has supported distance education graduate programs for nearly 50 years. The Lyle Distance Education (DE) program is designed to provide qualified students a rewarding graduate education that fits their busy lifestyles. DE instruction has proven to be an effective education medium with advantages such as access to digital library resources and the ability to replay the lectures as many times as needed.

Lyle graduate course lectures are recorded "live" in one of the school's state-of-the-art studio classrooms. Our classroom recordings include the lecture and all dialogue in the class between the students and the professor. The recorded lectures are then posted to a Lyle server within 24 hours of the on-campus course. Subsequently, DE students download the lecture to their computer and watch it on-demand. Course handouts, syllabi and assignments

are distributed by the department or via Canvas, SMU's learning management system. Graded coursework is returned as directed by the professor. DE students are encouraged to contact the instructor by email or telephone to ask questions and clarify points from the lecture. DE students are required to identify a proctor for all exams. Proctors are verified and vetted in accordance with SMU's academic standards and are required to agree and abide by the SMU Honor Code.

Lyle offers DE students the opportunity to complete master's degrees in professional and traditional engineering disciplines. Each of the programs is interdisciplinary in content and flexible in approach. The programs available via distance education are as follows:

Civil Engineering	Manufacturing Management
Computer Engineering	Mechanical Engineering
Computer Science	Operations Research
Datacenter Systems Engineering	Cybersecurity
Electrical Engineering	Software Engineering
Engineering Management	Sustainability and Development
Environmental Engineering	Systems Engineering
Information Engineering and Management	Network Engineering

Note: Students should see specific program sections for the admission and curricular requirements for each program.

More information regarding Lyle off-campus distance education graduate programs can be obtained by visiting https://www.smu.edu/lyle/graduate/lyle-anywhere.

https://www.dca.ca.gov/consumers/complaints/oos_students.shtml

Most students receive a quality education and have a generally positive experience. However, in the event a California resident enrolled in an online program at public or private nonprofit colleges or universities that are physically located in other states believes the institution's administrative processes or educational programs are compromised, DCA should be notified. A complaint may be filed by writing to DCA or calling DCA's Consumer Information Center (CIC) at:

California Department of Consumer Affairs
Consumer Information Center
1625 North Market Blvd., Suite N-112
Sacramento, California 95834
Telephone: (833) 942-1120

dca@dca.ca.gov

Students may also:

- Print and File Complaint Form
- Use the Online Complaint Form

Doctor of Engineering Degrees

The objective of a Doctor of Engineering degree is to provide students with adequate preparation to meet doctoral standards in an applied science or engineering practice. Applied science, as a focus for a doctoral degree, refers to the study of advanced theory and its application to a practical problem in order to test and verify performance and limitations. A doctorate with focus on applied science requires a high level of expertise in the theoretical aspects of the relevant scientific principles and experience with the details of the implementation of this theory on realistic problems. Engineering practice, as a focus for a D.E. degree, is the study of the different aspects that play a role in the transfer of technology from its inception in research to the intended engineering environment. This requires a high level of expertise in 1) theoretical aspects of the relevant scientific principles, 2) solving the problems and understanding the details of the transfer and application of the technology and 3) economic issues.

A D.E. degree is distinguished from a Ph.D. degree in that a Ph.D. is expected to make a significant advance to scientific knowledge, whereas a D.E. is expected to make a contribution to science by studying its implementation and participating in the transformation of knowledge into technology. Currently, D.E. degrees are offered with majors in engineering management, mechanical engineering and software engineering.

Specific degree requirements for the D.E. with a major in engineering management are found in the Operations Research and Engineering Management section of this catalog. Specific degree requirements for the D.E. with a major in mechanical engineering are found in the Mechanical Engineering section of this catalog. Specific degree requirements for the D.E. with a major in software engineering are found in the Computer Science Department section of this catalog.

Sequence of Events

The following events must occur in the process of obtaining a Doctor of Engineering degree. Some events may occur concurrently.

1. Acceptance into the program and assignment of an academic adviser.
2. Preparation of a formal degree plan (form labeled "Degree Plan – Doctor of Engineering") and creation of the supervisory committee ("Recommendation and Certification of Supervisory Committee").
3. Basic coursework and preliminary counseling examination (if required by the student's department).
4. Written qualifying examination.
5. Submission of written proposal for praxis project.
6. Oral qualifying examination and proposal presentation.
7. Admission to candidacy (form labeled "Admission to Candidacy").
8. Preparation of praxis.
9. Review of praxis by project supervisor and chair of committee.
10. Presentation and defense of praxis to the committee (form labeled "Report on Thesis or Dissertation and/or Final Examination").

Admissions Criteria

Persons with a B.S., or equivalent baccalaureate degree, and a master's degree may qualify for admission. The undergraduate degree must be in a technical or applied science area. This includes all engineering degrees as well as degrees in mathematics and applied sciences. The master's degree may be in a technical area or other areas such as business administration or economics. The degrees must be from U.S. colleges or universities accredited by regional accrediting associations, or be international degrees equivalent to a U.S. bachelor's and/or master's degrees from colleges and universities of recognized standing. Each program has additional information on appropriate academic backgrounds required for admission into that program.

Initial Advising

Upon acceptance into a D.E. program, the student is assigned an academic adviser. This adviser is a resident tenured or tenure-track faculty member in the student's home department. The selection of the adviser is an administrative decision that may not necessarily be connected to the student's academic interests. At the outset, the student should identify whether the focus of the doctorate will be in applied science or in engineering practice. The adviser and the student will prepare a formal degree plan based on the student's academic background and declared interests and objectives. This plan of study should present clearly how past and proposed coursework will satisfy the requirements for the degree. It should also provide a term-by-term schedule for taking courses consistent with current course offering projections.

Total Academic Credit

The total credit hour requirement is 78–66 credit hours of graduate coursework and 12 credit hours devoted to the praxis project. Postbaccalaureate coursework from other institutions and other graduate degrees may be applied toward the degree requisites subject to approval of the supervisory committee. There must be a minimum of 36 credit hours of graduate coursework and a minimum of 12 credit hours of praxis project work, none of which have been nor can be applied to any other degree.

Residence Requirement

The term *residence requirement* refers to the minimum number of required academic credit hours a student must complete while properly enrolled at SMU. At least 18 of the 66 credit hours of coursework as well as the 12 credit hours devoted to the praxis must be taken in residence at SMU.

Recognition of Previous Postbaccalaureate Coursework

Graduate-level courses may be used to fulfill the course requirements for the degree. Any course assigned to a specific requirement must be approved by the supervisory committee.

Preliminary Counseling Examination

The preliminary counseling examination is designed to establish the academic strengths and weaknesses of the student. If required by the department, the individual department determines the format of the preliminary counseling examination. Depending on the results of the preliminary counseling examination, one of the following three actions is taken: 1) the student is allowed to take advanced courses for the degree, 2) the student is disallowed from further study at SMU or 3) remedial action in areas of academic weakness is recommended.

The Qualifying Examination

The qualifying examination marks the transition from preparation to execution of the doctoral research. Upon its successful completion, and the presentation of a research plan, the student is certified to proceed with the research directly related to the praxis. Beyond this point, the student is formally recognized as a doctoral candidate. Transition into candidacy occurs after the following three requirements are satisfied.

The Written Qualifying Examination

The written portion of the qualifying examination is composed of several tests. Members of the supervisory committee administer the tests. The supervisory committee has full discretion as to the choice of material and the format and style of the written exam. Usually, the tests are designed to measure knowledge in an area of expertise of an individual supervisory committee member or on a topic from a course taught by that member. Tests are commonly take-home exams over the course of a week or more. It is the responsibility of the student to inquire as to the nature and format of the tests and the availability of the supervisory committee members when scheduling the exam. When the student is ready to proceed with the written portion of the qualifying examination, and when all participating examiners have been consulted and have agreed on a schedule, the academic adviser issues a memorandum to all members of the supervisory committee formalizing the schedule for this portion of the exam.

The Written Research Proposal

A formal document describing in detail the proposed research project that constitutes the praxis must be submitted to the supervisory committee in time to be read prior to the oral presentation. This document outlines the responsibilities of the supervisory committee as well as presents a realistic plan and time schedule for the completion of the praxis.

The Oral Qualifying Examination and Proposal Presentation

The oral qualifying examination and the oral presentation of the research project proposal may be presented following the successful completion of the written examination and when the members of the supervisory committee have had time to review the written research proposal. The oral qualifying examination is a continuation of the written qualifying examination. At this time, the supervisory committee may proceed with an oral examination of the student. After this, the student presents the proposed praxis project. The student must be prepared to defend the proposal to the supervisory committee.

The Doctorate Praxis Project

Composition of the Supervisory Committee

The purpose of the supervisory committee is to supervise the student's praxis project. The supervisory committee is made up of at least five members. At least four members of the committee must be resident tenured or tenure-track faculty members at SMU, three of whom must be members of the student's home department. The chair of the committee must be a member of the resident tenured or tenure-track faculty of the Lyle School and a member of the student's home department; however, a different committee member may act as the praxis director. Other members of the supervisory committee may come from related areas such as engineering, business or economics. One

committee member can be from outside the Lyle School of Engineering. The supervisory committee must be approved by the chair of the department and the associate dean, who is an ex officio member of the supervisory committee. The supervisory committee may be modified as the student progresses in the program. The supervisory committee may add members to include faculty members from other areas of specialization or cognizant members from industry who may contribute to the praxis.

The Project and Final Defense

As a culmination of a doctoral program, the student must perform a suitable engineering praxis (practical engineering study), including both a written report and an oral presentation of the results. The scope of the praxis may be broad or narrow and may involve engineering design, development or any other major category of engineering work, typically revolving around a well-defined project relevant to current engineering practice. Good scholarship, including recognition of both previous and current work in the subject area, is required. The praxis may be conducted on campus or at an industrial location. The proposal will 1) outline the general technical scope of the project, 2) state the economic and technical relevance of the work and 3) give a time schedule for accomplishing the project. It is expected that this proposal will be worked out in close consultation with the faculty member supervising the work and cognizant industry people when the project is to be conducted off campus. Once the project is set into motion, the student is expected to adhere to the time schedule and to keep the supervisory committee informed on a regular basis of progress made. The project may focus on a well-defined practical problem or on a more general theoretical development. If the focus is a practical problem, economic considerations must also be incorporated in the praxis. If the focus is more general, the supervisory committee will determine whether or not economic aspects will be required.

The Praxis Report

The praxis report is expected to be a mature and competent piece of writing. The praxis format must follow the University guidelines as indicated in the Guidelines for Preparation of Theses and Dissertations. Upon successful completion of the praxis defense, the abstract original must be signed by the praxis director, and the original half-title page of the praxis must be signed by all the supervisory committee members attending the final examination. After the praxis has been checked and approved by the Lyle School of Engineering examiner, the praxis is uploaded electronically to the SMU/UMI Dissertation Publishing submission website. One extra copy of the abstract signed by the adviser and one copy of the original half-title page with signatures must be delivered to the director of Graduate Student Experience before the final examination period in a regular term and before examinations in a summer term.

Doctor of Philosophy Degrees

General requirements for a Ph.D. degree include the following components: 1) total academic credit, 2) residence requirements, 3) course requirements, 4) preliminary counseling examination, 5) qualifying examination, 6) admission to candidacy, 7) dissertation, 8) final examination and 9) supervisory committee. A student admitted to a doctoral program is expected to have been awarded a master's degree in the same or a closely related program or to earn such a master's degree during the course of the program. The following sections define and discuss these general requirements. Specific details about Ph.D. program requirements are found in the departmental sections of this catalog.

Total Academic Credit

The Lyle School of Engineering requires for a Ph.D. degree a *minimum* academic credit of 54 credit hours earned in coursework beyond the baccalaureate degree or 24 credit hours earned in coursework beyond a master's degree, in addition to 24 credit hours earned in dissertation work. There must be a minimum of 24 credit hours of graduate coursework and a minimum of 24 credit hours of dissertation work, none of which have been nor can be applied to any other degree. The student's supervisory committee determines the precise amount of course credit to be required, subject to the approval of the department chair and the associate dean. A student who is actively working on their dissertation must be enrolled in dissertation study each term until completion of all requirements for a Ph.D. degree.

Resident Requirement

The term *residence requirement* refers to the minimum number of required academic credit hours a student must complete while properly enrolled at SMU. The residence requirement is 30 credit hours of graduate credit, normally the last 30.

Time Limitations

A Ph.D. degree is given in recognition of the highest attainment in a specific field. It requires novel, high-quality research work recognized and accepted by other scholars in the field. Due to this need for timeliness, all requirements for a Ph.D. degree must be satisfied within five years after the date the qualifying examination is passed. If such period has expired without successful completion of a Ph.D. degree, the associate dean, in consultation with the thesis adviser and the department chair, may ask the student to retake the Ph.D. qualifying examination or may disallow the student from further study.

Preliminary Counseling Examination

Upon admission of each student into the program, the associate dean, on the recommendation of the department chair, appoints a faculty adviser. The faculty adviser is responsible for providing the student with advice on a proper plan of study on fundamental courses in the discipline to prepare for the preliminary counseling examination, which is designed to establish the academic strengths and weaknesses of the student. If required by the department, the individual department determines the format of the preliminary counseling examination. The background expected for this examination is similar to that of a master's level, and the final examination for the master's degree may substitute for this exam for students who complete master's degrees at SMU. Depending on the results of the preliminary counseling examination, one of the following three actions is taken: 1) the student is allowed to take advanced courses for a Ph.D., 2) the student is disallowed from further study at SMU or 3) remedial action in areas of academic weakness is recommended.

Every student who is admitted to a Ph.D. program must form a supervisory committee with the approval of the dissertation director, the department chair and the associate dean. Because the chair of this committee normally will also be the student's dissertation director, the student should decide upon a general area of the dissertation before requesting the appointment of a supervisory committee. It is essential that the student do this quickly because there are no assurances that graduate work completed before the appointment of the committee will be accepted as part of a Ph.D. program.

Course Requirements

The minimum academic coursework of 54 credit hours should include a major as well as a minor area of investigation. The individual departments identify specific course requirements for these areas. As a general guideline, at least 12 credit hours are required for the minor, which should be in an area providing breadth as well as support to the major field of investigation.

For a Ph.D. program, qualifying examinations and the dissertation are paramount. Course requirements are identified to facilitate the student's training toward the qualifying examination. Of the 24 credit hours required in coursework beyond a master's degree, 12 credit hours must be taken at SMU. Generally, up to 12 credit hours of graduate courses may be transferred into a Ph.D. program from an institution approved by the Graduate Division, provided that such courses 1) were completed in the five years prior to matriculation, 2) were taken toward a Ph.D. degree and 3) received grades of *B-* or higher. The request to transfer credit must be made using appropriate forms during the term of matriculation to the Graduate Division. Grades of courses transferred for credit are neither recorded nor used in computing GPAs. Acceptance of transfer credit requires approval of the student's faculty adviser, department chair and the associate dean. Transfer of any credit for courses taken at other institutions after admission to SMU is not normally permitted.

Qualifying Examination Process

These examinations must be taken after the student has completed some of the advanced coursework in the major and minor fields of investigation.

Each department within the Lyle School of Engineering specifies the formats, schedules and areas for the qualifying examinations. The student should contact their department for these requirements.

This examination process is comprehensive in scope, covering the student's entire academic career, and includes the major and minor areas planned for the Ph.D. degree. It is conducted by the supervisory committee with the aid of faculty members drawn from the major and minor areas of concentration, and it consists of both written and oral parts. As part of the oral examination, the student will be required to discuss the proposed dissertation topic. This is desirable because a student's program of study should be supportive of their intended dissertation research.

Successful performance on the examination results in a recommendation that the student be admitted to candidacy for a Ph.D. degree. The committee may believe that, while a student passed the major parts of the examination, their performance disclosed weaknesses requiring further coursework. The committee may then modify the student's plan of study to include specific additional courses before they may be recommended for admission to candidacy.

Should the student fail the examination process, the supervisory committee may recommend a re-examination, subject to approval by the department chair and the associate dean. The right of re-examination is not automatic; rather, it is a special privilege recommended in those cases in which the supervisory committee believes a student has the necessary potential but needs some additional preparation.

Admission to Candidacy

A graduate student does not become a candidate for a Ph.D. degree until the formal application for candidacy has been approved. Such admission requires the approval of the student's supervisory committee, the department chair and the associate dean. The approval is based upon 1) passing the qualifying examination, 2) the academic record of the student as attested by a 3.000 GPA or better (4.000 = *A*), 3) selection of a tentative title for the dissertation and 4) the student's overall fitness as judged by the supervisory committee. The formal application for candidacy should be submitted as soon as these four requirements have been met, as judged by the supervisory committee.

Dissertation Requirement

The dissertation format must follow the *Guidelines for Preparation of Theses and Dissertations*. Each student is also expected to submit articles for publication in reputable journals and conferences appropriate to the field of research.

The most clearly distinguishing characteristic of a program leading to a Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation is expected to be a mature and competent piece of writing and must make a significant and novel contribution to the engineering or applied science discipline. The work it reports may be basic scientific research, engineering research or creative design. The progress of the student toward a Ph.D. degree is monitored closely by the thesis adviser and the supervisory committee, with an annual report to the department chair. In the event a student is judged by the supervisory committee not to be making satisfactory progress, they will be placed on probation for one term, at the conclusion of which their progress will be reevaluated. Should the progress be found unsatisfactory, the student will be suspended.

Upon successful completion of the dissertation defense, the dissertation director must sign the abstract original, and all faculty members attending the final examination must sign the original half-title page of the dissertation. After the dissertation has been checked and approved by the Lyle School of Engineering examiner, the dissertation is uploaded electronically to the SMU/UMI Dissertation Publishing submission website. One extra copy of the abstract signed by the adviser and one copy of the original half-title page with signatures must be delivered to the director of Graduate Student Experience before the final examination period in a regular term and before examinations in a summer term.

Dissertation Research in Industrial Laboratories

Under special circumstances, some students may be permitted to undertake their dissertation in industrial laboratories in the Dallas-Fort Worth area or elsewhere. This situation may arise when the research requires special laboratory facilities that are not available at SMU but that are available elsewhere. Such an operation creates special problems for both the University and the company, particularly when the dissertation research is also the student's work assignment as an employee of the company. From the viewpoint of the school, the principal requirement is that the particular research on which the dissertation is to be based be undeniably the individual work of the student. The second requirement on which the school must stand is that the dissertation results be available for free dissemination via open publication, whatever those results may be.

To minimize difficulties arising out of these requirements, the Lyle School of Engineering has adopted the following regulations:

1. The chair of the student's supervisory committee must be a member of the resident tenured or tenure-track faculty of the school.
2. The student may register for dissertation-research credit only after appointment of a dissertation director by the department chair, subject to the approval of the associate dean.

3. The supervisory committee must approve the specific character of the work to be conducted, the conditions under which it is conducted and the time schedule for completion. It is expected that the supervisory committee shall have access to the student's experimental apparatus, and the chair of that committee shall join with the dissertation director in meeting at intervals with the student at the scene of the research to evaluate the process and the conditions under which the research is carried out.
4. The dissertation director has the responsibility to ensure that the student's work is identifiably the student's own and that needed equipment belonging to SMU will not be diverted from the dissertation research by the company except in cases of extreme need.

Supervisory Committee
The membership of the supervisory committee is selected by the student in consultation with the dissertation director. After the student has obtained the written consent of those selected, they must obtain the written endorsement of the department chair before transmitting the list to the associate dean for official certification. The supervisory committee is made up of at least five members. Three tenured or tenure-track faculty members are drawn from the student's major field, as well as one tenured or tenure-track faculty member from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. A minimum of three members must be resident tenured or tenure-track faculty of Southern Methodist University.

The duties of a supervisory committee shall be:
1. To assist the student in interpreting all regulations governing the degree sought. This duty does not absolve the student from the sole responsibility to remain informed concerning these regulations.
2. To meet immediately after its appointment for the purpose of passing on the qualifications of the student, to discuss and approve a plan of study, and to set a tentative time schedule for the qualifying examination.
3. To discuss and approve the dissertation project proposed by the student and the plans for implementing it.
4. To participate in the qualifying examination.
5. To convene whenever needed during dissertation research to review procedure, progress and expected results, and to develop suggestions for the remainder of the work. The supervisory committee may be convened by either the chair of the supervisory committee or the associate dean of graduate studies. The supervisory committee may suggest discontinuation of the student if sufficient progress toward a Ph.D. degree has not been achieved.
6. To conduct the final examination.

Final Examination
Upon completion of all other requirements, a final examination of the candidate will be announced, registered with the Graduate Division and subsequently conducted by the supervisory committee. The candidate must make six unbound copies of the complete draft version of their dissertation available to the Graduate Division for distribution to the members of the supervisory committee at least three weeks prior to scheduling of the final examination. This examination, which is conducted orally, must enable the committee to satisfy itself that the dissertation is an original piece of work, either in research or creative design; that it has been carried out in keeping with the highest standards of investigation and reporting; and that it makes a contribution to knowledge that is of value to the engineering profession or scientific community. Satisfactory performance on this examination is the last requirement to be met for a Ph.D. degree. The degree may be awarded at the end of the term in which the final examination is passed, but the prospective candidate should note that at least one academic year must elapse between the passing of the qualifying examination and the conferring of the degree.

Multidisciplinary Studies
A Ph.D. degree in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any one department but nevertheless are of interest to some faculty members of the school. In such cases, the composition of the supervisory committee will be made flexible in order to allow for the interdisciplinary nature of the program, with the single restriction that at least three of the five members of the supervisory committee are tenured or tenure-track faculty members in the Lyle School of Engineering. Additional information is found in the Multidisciplinary Studies section of this catalog.

Academic Programs

Applied Science

Applied Science, Ph.D.

A Ph.D. degree in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any one department but nevertheless are of interest to some faculty members of the school. In such cases, the composition of the supervisory committee will be made flexible in order to allow for the interdisciplinary nature of the program, with the single restriction that at least three of the five members of the supervisory committee are tenured or tenure-track faculty members in the Lyle School of Engineering. The major area of this degree will be designated as applied science. Admission to and oversight of program is at the discretion of a designated academic officer in the Lyle School of Engineering Dean's Office, who also serves as department chair.

Applicants to the program must meet all requirements for admission stated in the general admission requirements section for Doctor of Philosophy Degrees section of this catalog. Additionally, all applicants must secure the approval of a tenured or tenure-track member of the Lyle Engineering faculty to serve as dissertation adviser and dissertation committee chair, submit a tentative supervisory committee form with five members at least four of which must be tenured track Lyle faculty including the dissertation adviser, and submit a research proposal.

Applied Science, M.S.

Applicants to the M.S. with a major in applied science must meet all relevant admission requirements set forth in the Master of Science and Master of Arts Degrees section of this catalog. Additionally, all applicants must secure the approval of a tenured or tenure-track member of the Lyle Engineering faculty to serve as faculty adviser. Thesis track applicants must also submit a tentative supervisory committee form with at least three tenured track Lyle faculty members and submit a research proposal. Admission to and oversight of the program is at the discretion of a designated academic officer in the Lyle School of Engineering Dean's Office, who also serves as department chair.

Biomedical Instrumentation
Biomedical Instrumentation, M.S.

The Master of Science in Biomedical Instrumentation (MBI) is a joint program offered by the Departments of Electrical and Computer Engineering and Mechanical Engineering. The focus of the MBI program is to develop engineers with deep expertise in either ECE or ME with sufficient breadth of biological systems and the biomedical application space and who can demonstrate their ability by applying their knowledge to real world challenges in this area.

The program emphasizes the interdisciplinary nature of the biomedical field and is specifically focused on the analysis, design, and test of instrumentation in this area. The opportunity to engage in research leading to a master's thesis or a project in conjunction with industry will differentiate the program graduates from the competition.

Admission Requirements

All applicants must have a bachelor’s degree in mechanical engineering, electrical engineering, computer engineering, biomedical engineering, or related fields with an undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale. International students must also demonstrate the minimum English proficiency requirement as required by SMU and the Lyle School.

Articulation courses can be decided on a case-by-case basis depending on the background of the applicant.

Graduation requirements

Completion of 30 credit hours of graduate work with a GPA of 3.0 or higher.

Degree Requirements

Core Courses (21 Credit Hours)

- ECE 7340 - Medical Systems Designs
- ECE 7342 - Principles of Medical Imaging
- ME 7302 - Multivariable Linear Control Theory
- ME 7348/ECE 7348 - Physiology for Engineers
- ME 7350 - Bioinstrumentation II (Therapy)
- Two semester Master's Thesis or Industry Project (6 credits)

At least 2 courses from this subset of courses:

- ECE 7341 - Computational Neuroscience
- ECE 7345 - Topics in Applied Signal Analysis
- ECE 7354 - Biomechatronics
- ECE 7385 - Microcontroller Architecture and Interfacing
- ME 7318 - Microfluidics and Microfabrication
- ME 7332 - Heat Transfer Biomedical Sciences
- ME 7346 - Optimal and Robust Control
- ME 7347 - Frequency Domain Methods in Linear Control Systems
- ME 7394 - Selected Problems

Elective Course (3 Credit Hours)

- One free Engineering elective

Total: 30 Credit Hours

Civil and Environmental Engineering

Professor Kathleen M. Smits, **Chair**

Professors: Khaled F. Abdelghany, Usama S. El Shamy, Zhong Lu, Nicos Makris, Barbara S. Minsker, Halit Üster
Associate Professors: Andrew N. Quicksall, Brett Story, David A. Willis
Assistant Professor: Janille Smith-Colin
Senior Lecturer: John H. Easton
Clinical Associate Professor: Jessie Marshall Zarazaga
Adjunct Faculty: Yasser Abdelhamid, Samir Bougacha, Mark K. Boyd, Robert Casagrande, Gretchen Coleman, Jennifer Cottingham, Eva Csaky, Weiping Dai, Leven Deputy, John Furlong, Christopher Hill, Sina Iman, Qiguo Jing, S. Nazanin Kardi, Patrick Kennedy, Mehedy Mashnad, Steven D. McCauley, Elizabeth R. del Monte, Jon D. Rauscher, Goria Ruiz, Alex Radunsky, Paris Rutherford, Hosam Salman, Patricia A. Taylor, Philip K. Turner, Mikel Wilkins

General Information

Department Facilities

CEE departmental offices and instructional and research laboratories are located in the state-of-the-art J. Lindsay Embrey Engineering Building, which is certified as a Leadership in Energy and Environmental Design Gold Building in LEED's internationally recognized green building certification program. Teaching and research laboratories include dedicated space for air quality and meteorology, industrial hygiene, environmental microbiology, soil and water quality, mechanics of materials and structural engineering, hydraulics and hydrology, geotechnical engineering and transportation materials, infrastructure and environmental systems, and intelligent transportation systems.

The environmental teaching and research laboratories have sophisticated analytical capabilities for performing chemical analyses of air samples and for assessing the quality of water supplies and wastes and the effectiveness of water and waste treatment procedures Major equipment includes a Thermo Scientific inductively coupled plasma mass spectrometer, a PerkinElmer fourier transform infrared spectrometer with attenuated total reflectance, a Dionex ion chromatography unit, an Agilent gas chromatography and mass spectrometry unit, a PerkinElmer thermogravimetric analyzer with scanning calorimetry, a Quantachrome surface area analyzer, and an Agilent high performance liquid chromatograph. Other miscellaneous equipment includes continuous ambient air monitoring devices, UV-visible spectrophotometers, pH and other specific ion meters, incubating ovens, microscopes, anaerobic chamber, furnaces, centrifuges, dissolved oxygen meters, several temperature control baths, hot and cold rooms, autoclave, microscopes, and a UV light reader.

Civil engineering teaching and research laboratories include dedicated space for structural engineering, hydraulics and hydrology, geotechnical engineering and transportation materials, and intelligent transportation systems. The Structural laboratory is equipped for instruction and research on the behavior of materials under various loading conditions. This lab is equipped with an Instron 5582 universal materials testing machine, a 16' x 20' strong floor for small scale load and reaction frames, and comprehensive data acquisition capabilities. Data from string potentiometers, accelerometers, cameras, and strain gages is collected by a wired Strainbook 616 DAQ and Lord Microstrain wireless nodes through a Lord WSDA base station. Major hydraulics and hydrology laboratory equipment includes a 5-meter open channel flume with various accessories (e.g., undershot weir, rotary undershot gate, and sharp and broadcrested weirs), a basic hydraulics bench for fundamental fluid mechanics experiments (e.g., hydrostatic pressure forces, Bernoulli's theorem and pipe friction losses), and a hydrology study system for hydrology experiments (e.g., simulating rainfall over watersheds and measuring resulting outflow hydrographs, and groundwater flow profiles). The geotechnical engineering and transportation materials laboratory has a Geocomp soil testing equipment automated set, a Geocomp direct residual shear test system automated set, a pocket penetrometer and the torvane shear device, and liquid and plastic limit devices. Traditional geotechnical testing equipment such as sieve analysis, hydrometer, constant head/falling head permeameter, liquid and plastic limits, compaction, and relative density are also available.

The Embrey Building also houses computing facilities with general applications software and specialized software for engineering problems, including air dispersion modeling, AutoCAD, ArcGIS, hydrologic and hydraulic

modeling, statistical analysis and stochastic modeling, structural analysis and design, transportation systems planning and analysis, and water quality modeling.

Graduate Programs

Graduate programs in the Department of Civil and Environmental Engineering educate and train leaders in the fields of environmental protection, resource management, engineering design, and construction and facilities management. Programs are tailored to the individual needs and interests of students, so that students with interests in studying global climate change, protecting the quality of drinking water, designing the next generation of high-rise buildings or smart highways, managing commercial buildings, or managing large institutional and industrial facilities receive the training they need to excel in their careers.

Civil and environmental engineering are inextricably linked. While civil engineering focuses on the infrastructure of modern society, environmental engineering is concerned with the well-being and health of people and the environment. Civil and environmental engineering entered the early 1900s as a single integrated discipline, when it was critical to address sanitary problems to protect public health and to develop regional water supplies and the civil infrastructure to support rapid urbanization and early industrialization. Separate disciplines gradually emerged, evolving and broadening to address the overall quality and function of modern society – preserving the environment while enabling the realization of an enriched life through technology.

Graduate Degrees. The Civil and Environmental Engineering Department offers the following graduate degrees:

Civil Engineering	M.S.C.E.
Environmental Engineering	M.S.Env.E.
Sustainability and Development	M.A.
Civil and Environmental Engineering	Ph.D.

Civil Engineering Program. Civil engineers are engaged in planning, design, construction, maintenance and management of the infrastructure of modern society. They are responsible for the design of water-supply and wastewater treatment systems; transportation systems such as highways, railways, waterways, mass transit, airports, ports and harbors; dams, reservoirs and hydroelectric power plants; thermoelectric power plants; transmission and communication towers; high-rise buildings; and even aircraft and aerospace structures, shuttles and space stations. Every major structure critical to this country and global society depends on the work of civil engineers. The civil engineering program prepares graduates for professional and academic careers through a focus in the following areas: 1) construction management, 2) civil engineering leadership, 3) geomechanics and foundations, 4) structural analysis and design, and 5) transportation planning.

Environmental Engineering Program. Today, the environmental field is dynamic and wide-ranging, comprising many different disciplines and professional roles. Environmental engineering involves not only traditional water and wastewater management, but also the management of hazardous and radioactive materials, pollution prevention and waste minimization, innovative hazardous waste treatment and site remediation processes, environmental and occupational health, resource conservation and recovery, sustainable development of natural resources and air quality management, and air pollution control. In addition, modern manufacturing, both domestic and worldwide, is focusing on products fabricated from recycled and natural materials that are both competitive and harmlessly degraded in the environment. The trend toward global manufacturing will grow stronger in the years ahead. Environmental challenges presented by this movement must be overcome if the economic and lifestyle benefits of globalization are to be extended to all people of the world.

SMU's environmental engineering program prepares graduates for professional and academic careers dealing with a broad spectrum of environmental issues: 1) atmospheric systems and air-pollution control, 2) environmental and occupational health, 3) environmental chemistry and biology, 4) environmental systems and process modeling, 5) hazardous and waste materials management, 6) solid-waste management, 7) surface and groundwater quality management, and 8) wastewater management.

Contact Information. For more information about graduate programs in civil engineering and environmental engineering, students should call 214-768-3894 or visit the Department of Civil and Environmental Engineering

website at www.smu.edu/lyle/departments/cee. Additional contact and enrollment information is available from the Lyle School of Engineering at 214-768-1817 or www.smu.edu/Lyle/graduate.

Distance Learning. All M.S. and M.A. degrees offered by the Department of Civil and Environmental Engineering are available to distance learning students. The distance-learning program is managed by the Lyle School of Engineering and is available to students throughout the United States and many foreign countries. Lectures are available via streaming video on the Internet.

Civil and Environmental Engineering Ph.D.

Admission Requirements

Applicants are required to satisfy these requirements:

1. An M.S. degree in civil engineering, environmental engineering or a closely related discipline in engineering or the physical sciences from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.000 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies, and payment of appropriate application fee.
4. Official GRE graduate school admission test scores.
5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission:

- 550 – paper-based examination.
- 213 – computer-based examination.
- 80 – Internet-based examination.

Direct Admission into the Ph.D. Program

The Civil and Environmental Engineering (CEE) Department offers direct admission into its Doctoral Program for outstanding students with a bachelor's degree in civil or environmental engineering or related field. This special program would allow a student to move up to 18 SCH from the coursework hours requirement to the dissertation hours requirement, while retaining the 78 SCH required past the bachelor's degree. The minimum number of dissertation hours remains at 24 SCH. A student admitted into this program will therefore need to successfully complete a minimum of 36 SCH of coursework and a minimum of 24 SCH of dissertation with the total coursework and dissertation hours reaching a minimum of 78 SCH. The expected program of study for most students in this track is 36 SCH of coursework and 42 SCH of dissertation. A minimum of 36 SCH of the coursework must be from regularly scheduled, graduate-level courses, and cannot be one-on-one, directed study type courses.

Admission Requirements

This direct admission program is open only to outstanding students who have demonstrated excellence in their undergraduate (UG) career and who are well prepared to excel in their graduate coursework and research. Therefore, admission into this program shall be considered on an exceptional basis.

The selective admission process shall consist of the following minimum requirements:

1. An undergraduate degree in Civil or Environmental Engineering or related field,
2. An UG GPA of 3.5 or higher,
3. A GRE quantitative score of 85% or higher,
4. Strong letters of recommendation supporting the student's direct admission into the Ph.D. program, and
5. A written statement of purpose that projects maturity, purpose, commitment, and a demonstrated standard of excellence.

The CEE Graduate Admissions Committee will consider outstanding applicants who have specifically applied for direct Ph.D. admission and will determine their admission into this program. Exceptions to these requirements for extenuating circumstances are possible with adviser and CEE Graduate Admissions Committee approval. For example, students admitted into an MS program may be admitted directly into the PhD program after a period of outstanding performance (e.g., high SMU GPA and outstanding research productivity) at the adviser's request and with approval from the CEE Graduate Admissions Committee.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. At least 54 credit hours of coursework beyond the baccalaureate degree.
2. A minor of at least 12 credit hours providing breadth and support to the doctoral program.
3. Twenty-four credit hours of dissertation.

The major and minor courses comprising a degree plan for a doctoral student will be determined by the student's advisory committee. These plans will vary among students depending on their background and dissertation research topic. Possible Ph.D. program focus areas include geotechnical engineering, structural engineering, transportation systems management, air pollution control and atmospheric science, or water and wastewater engineering.

Preliminary Counseling Exam (PCE)

Students with a GPA less than 3.5 on four core courses, selected by their adviser at the start of their PhD program, must take the PCE within a semester after completing the core courses. The requirements for the PCE are detailed in the General Information section of the Lyle School's graduate catalog.

Qualifying Exam (QE)

All Ph.D. students are required to pass a QE to be admitted to candidacy.

The QE consists of two parts:

Part 1: Comprehensive Exam

Part 1 of the QE, the comprehensive exam, is administered by an ad-hoc committee consisting of at least three faculty in the student's major field, including the academic adviser. The ad-hoc committee should develop the exam and inform the student of its format and timing at least four weeks prior to the exam, which can be written, or oral. At a minimum, the exam assesses the student's ability to respond to open-ended questions, apply critical thinking skills, synthesize across course topics, and demonstrate adequate knowledge and skills to complete a dissertation. The comprehensive exam should be administered no later than 18 months (or part-time equivalent) after matriculation into the program, unless an exception is approved by the ad-hoc committee. A waiver to the comprehensive exam requirement can be granted by the ad-hoc committee, at their discretion, if:

1. The student has a GPA of 3.5 or greater; and
2. The student has submitted a peer-reviewed paper within the same 18-month period (or part-time equivalent) since matriculation. The paper must be approved by the ad-hoc committee as sufficiently rigorous and relevant to the thesis to merit the waiver.

Part 2: Thesis Proposal

Part 2 of the QE, the thesis proposal, is administered by the student's supervisory committee, which should be formed and approved by the department and Lyle School at least one month prior to the exam. The Part 2 exam should be completed no later than 12 months after completing 24 credit hours of coursework towards the PhD. For this exam, the student shall prepare and orally defend a written dissertation proposal. The proposal should include, at minimum, the first draft of the student's first research paper, as well as a plan for completion of the remainder of the dissertation. The written proposal should be submitted to the supervisory committee at least 14 days prior to the oral exam. During the oral exam, the student will present a summary of the dissertation proposal and committee members will ask questions about the proposal, as well as assess the student's ability to respond effectively to oral questioning.

Dissertation
All Ph.D. candidates will be required to complete and successfully defend a dissertation.

Civil Engineering, M.S.C.E.
The M.S.C.E. offers five areas of emphasis, civil engineering leadership, construction management, geotechnical engineering, structural engineering and transportation systems management, while offering breadth in the areas of environmental engineering and water resources. A minimum of 30 credit hours beyond the baccalaureate degree is required. For full-time graduate students, six credit hours may involve research and completion of a thesis, with approval from the student's adviser, with an additional 24 credit hours of coursework. The program also has the flexibility to meet the needs of part-time students, already working in industry, who typically take the nonthesis route with 30 credit hours of coursework. The vast majority of civil engineering graduate courses are offered with evening class times or via distance learning to accommodate the schedule of working professionals.

Admission Requirements
In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in civil engineering or a closely related engineering discipline.

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

1. A total of 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. Additional articulation courses may be required for students without a civil engineering undergraduate degree.
2. Given the multidisciplinary nature of civil engineering, the core curriculum and elective courses comprising the degree plans for M.S. students will vary, depending on the students' undergraduate background and their desired area of specialization.

The following sample degree plans are for students who have a civil engineering undergraduate degree and want a primary specialty in construction management, structural engineering, geotechnical engineering or transportation systems management:

Primary Specialty: Civil Engineering Leadership
Core Courses
Satisfactory completion of the core curriculum consisting of three courses (9 credit hours):

- CEE 7310 - Civil and Environmental Engineering Leadership Intensive
- CEE 7356 - Civil Infrastructure Systems
- CEE 7359 - Frontiers of Civil and Environmental Engineering

Elective Courses
Satisfactory completion of at least 21 credit hours (or 12 hours with a **secondary specialty**), selected from the following. *Students who complete the requirements of the Cox School of Business Graduate Certificate in Leadership and Management will receive that certificate. Note that a minimum of 6 term-credit hours must be selected from Lyle School of Engineering courses.*

At least 4 credit hours of coursework related to leadership, such as:

- FINA 6201 - Managerial Finance
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- OREM 8362 - Engineering Accounting

At least 6 credit hours of coursework related to other business skills, such as:

- BL 6274 - Legal Environment of Business
- CEE 7323 - Project Management
- CEE 7365 - Introduction to Construction Management
- CEE 7368 - Contracts in Design & Construction
- CEE 7370 - Quality Management in Construction
- CISB 6222 - Starting a Business
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- MNO 6210 - Coaching to Build Potential and Performance
- MNO 6214 - Strategic Management of Human Capital
- MNO 6218 - Global Leadership in a Complex World
- STRA 6201 - Strategic Management

Coursework on the frontiers of CEE, such as:

- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7308 - Smart Infrastructure and Environment
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7329 - Methods and Technology for Sustainability
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7362 - Engineering Analysis with Numerical Methods

Primary Specialty: Construction Management

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7365 - Introduction to Construction Management
- CEE 7368 - Contracts in Design & Construction
- CEE 7370 - Quality Management in Construction

At least two of:

- CEE 7310 - Civil and Environmental Engineering Leadership Intensive
- CEE 7323 - Project Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7356 - Civil Infrastructure Systems

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**). Recommended courses are listed below. *Students who complete the requirements of the Cox School of Business Graduate Certificate in Leadership and Management will receive that certificate.*

- BL 6274 - Legal Environment of Business
- BLI 6202 - Business Communications and Development
- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7308 - Smart Infrastructure and Environment
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7329 - Methods and Technology for Sustainability
- CEE 7359 - Frontiers of Civil and Environmental Engineering
- CEE 7362 - Engineering Analysis with Numerical Methods
- CISB 6222 - Starting a Business
- FINA 6201 - Managerial Finance
- MKTG 6201 - Marketing Management

- MNGT 6203 - Business Communications & Presentations
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- MNO 6210 - Coaching to Build Potential and Performance
- MNO 6214 - Strategic Management of Human Capital
- MNO 6218 - Global Leadership in a Complex World
- OREM 7303 - Integrated Risk Management
- OREM 8362 - Engineering Accounting
- STRA 6201 - Strategic Management

Primary Specialty: Geotechnical Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
- CEE 7385 - Advanced Soil Mechanics
- CEE 7386 - Foundation Engineering
- CEE 7387 - Geotechnical Earthquake Engineering
- CEE 7388 - Groundwater and Seepage

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7340 - Introduction to Solid Mechanics
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7391 - Special Projects
- CEE 8340 - Theory of Elasticity
- CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics
- CEE 8366 - Basic Concepts of Structural Stability

Primary Specialty: Structural Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7340 - Introduction to Solid Mechanics
- CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7375 - Advanced Concrete Design
- CEE 7377 - Advanced Steel Design

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis

- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7365 - Introduction to Construction Management
- CEE 7373 - Prestressed Concrete
- CEE 7385 - Advanced Soil Mechanics
- CEE 7386 - Foundation Engineering
- CEE 7391 - Special Projects
- CEE 8340 - Theory of Elasticity
- CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics
- CEE 8366 - Basic Concepts of Structural Stability
- CEE 8368 - Theory of Plate Behavior

Primary Specialty: Transportation Systems Management

Core Courses

Satisfactory completion of the core curriculum consisting of five courses (15 credit hours):

- CEE 7378 - Transportation Planning and Traffic Engineering
- CEE 7379 - Highways Design and Safety
- CEE 8379 - Analysis of Transportation Systems
- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 8360 - Optimization for Analytics

Elective Courses

Satisfactory completion of five elective courses (15 credit hours or 6 hours with a **secondary specialty**) chosen from:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7323 - Project Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7350 - Introduction to Environmental Management Systems
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7365 - Introduction to Construction Management
- CEE 7391 - Special Projects
- CEE 8378 - Transportation Demand Analysis
- CS 7345 - Advanced Application Programming
- OREM 7331/CS 7331- Data Mining
- OREM 7313 - Integrated Logistics Support
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8371 - Linear Programming
- OREM 8373 - Integer Programming
- OREM 8374 - Network Flows
- STAT 6336 - Statistical Analysis I

Secondary Specialties

Students can choose to group at least three elective courses (nine credit hours) into the following secondary specialties: civil engineering leadership, environmental health and compliance, global and sustainable development or smart and resilient infrastructure. Secondary specialties are optional. If a student wishes to pursue this option, he/she must complete the core courses from one CEE primary specialty and at least 9 credit hours in one of the secondary specialties as follows:

Civil Engineering Leadership

Required Courses

- CEE 7310 - Civil and Environmental Engineering Leadership Intensive
- CEE 7356 - Civil Infrastructure Systems

At least three credit hours of business and leadership skills, such as:

- BL 6274 - Legal Environment of Business
- BLI 6202 - Business Communications and Development
- CEE 7323 - Project Management
- CEE 7365 - Introduction to Construction Management
- CEE 7368 - Contracts in Design & Construction
- CEE 7370 - Quality Management in Construction
- CISB 6222 - Starting a Business
- FINA 6201 - Managerial Finance
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- OREM 8362 - Engineering Accounting
- STRA 6201 - Strategic Management

Environmental Health and Compliance

Required Courses

- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7353 - Environmental Epidemiology

Elective Courses

- CEE 7317 - Environmental Organic Chemistry
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7351 - Introduction to Environmental Toxicology

Global and Sustainable Development

Required Course

- CEE 7306 - Sustainable Urban Development and Design

At least one course (three credit hours) from the following:

- CEE 7307 - Infrastructure Design for the Developing World
- CEE 7330 - Design for Sustainable Buildings and Infrastructure

At least one course (three credit hours) from the following:

- CEE 7301 - Climate-Smart Inclusive Economic Development
- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7305 - Policy Impacts on Sustainability
- CEE 7309 - Global Resource Assessment and Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan

Smart and Resilient Infrastructure

Required Course

- CEE 7308 - Smart Infrastructure and Environment

At least one course (three credit hours) from the following:

- CEE 7304 - Civil and Environmental Informatics
- CEE 7324 - Geographical Information Systems and Mapping

At least one course (three credit hours) from the following:

- CEE 7325 - Disaster Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7376 - Intelligent Transportation Systems

Elective Courses

- CS 7323 - Mobile Applications for Sensing and Learning
- ECE 7345 - Topics in Applied Signal Analysis
- ECE 7393 - Special Topics (In-Field Drone Communications Experimentation)

Environmental Engineering, M.S.Env.E.

The M.S.Env.E. emphasizes engineering analysis and design of both technological and management-oriented solutions to environmental problems, while broadly addressing the fundamental science and regulatory aspects of the field. A minimum of 30 credit hours beyond the baccalaureate degree is required. For full-time graduate students, six credit hours may involve research and completion of a thesis, with approval from the student's adviser, with an additional 24 credit hours of coursework. The program also has the flexibility to meet the needs of part-time students, already working in industry, who typically take the nonthesis route requiring 30 credit hours of coursework. All environmental graduate courses are offered in the evening and via distance learning to accommodate the busy schedules of working professionals.

Admission Requirements

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

1. A B.S. in one of the engineering disciplines or in a quantitative science closely related to environmental engineering.
2. A minimum of one year of college-level calculus. An additional half-year of differential equations is desirable.
3. A minimum of one year of college-level chemistry. An additional half-year of organic chemistry is desirable.
4. A solid background in the fundamental engineering sciences, including thermodynamics and fluid mechanics, is desirable.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy these additional requirements: 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. Additional articulation courses may be required for students without rigorous engineering undergraduate degrees.

Primary Specialty: Environmental Engineering

Core Courses

Satisfactory completion of the core curriculum consisting of three courses (9 credit hours):

- CEE 7313 - Environmental Chemistry
- CEE 7321 - Physical and Chemical Processes and Treatment
- CEE 7322 - Biological Processes and Treatment

Processes and Treatment

Satisfactory completion of at least one processes and treatment course (three credit hours) chosen from environmental engineering courses and related engineering disciplines, including:

- CEE 7317 - Environmental Organic Chemistry
- CEE 7318 - Bioremediation of Inorganic Contaminants
- CEE 7319 - Soil Chemistry and Mineralogy
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7335 - Aerosol Mechanics
- CEE 7336 - Urban Hydrology and Hydraulics
- ME 7336 - Intermediate Fluid Dynamics

Tools/Applications

Satisfactory completion of at least one tools/applications course (three credit hours) chosen from environmental engineering courses, including:

- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7325 - Disaster Management
- CEE 7337 - Field and Laboratory Methods 1
- CEE 7338 - Field and Laboratory Methods 2
- CEE 7362 - Engineering Analysis with Numerical Methods

Elective Courses

Satisfactory completion of at least five courses (fifteen credit hours), or two courses (six credit hours) with a **secondary specialty**, chosen from courses listed above, below, or from any graduate course with prior approval from a CEE advisor and chair:

- CEE 7096 - Master's Thesis
- CEE 7196 - Master's Thesis
- CEE 7296 - Master's Thesis
- CEE 7396 - Master's Thesis
- CEE 7696 - Master's Thesis
- CEE 7323 - Project Management

- CEE 7350 - Introduction to Environmental Management Systems
- CEE 7351 - Introduction to Environmental Toxicology
- CEE 7353 - Environmental Epidemiology
- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 8360 - Optimization for Analytics
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8362 - Engineering Accounting
- OREM 8363 - Engineering Finance
- OREM 8364 - Engineering Management
- OREM 8378 - Optimization Models for Decision Support

Secondary Specialties

Students can choose to group at least three elective courses (nine credit hours) into the following secondary specialties: civil engineering leadership, environmental health and compliance, global and sustainable development or smart and resilient infrastructure. Secondary specialties are optional. If a student wishes to pursue this option, he/she must complete the core courses from one CEE primary specialty and at least 9 credit hours in one of the secondary specialties as follows:

Civil Engineering Leadership

Required Courses

- CEE 7310 - Civil and Environmental Engineering Leadership Intensive
- CEE 7356 - Civil Infrastructure Systems

At least three credit hours of business and leadership skills, such as:

- BL 6274 - Legal Environment of Business
- BLI 6202 - Business Communications and Development
- CEE 7323 - Project Management
- CEE 7365 - Introduction to Construction Management
- CEE 7368 - Contracts in Design & Construction
- CEE 7370 - Quality Management in Construction
- CISB 6222 - Starting a Business
- FINA 6201 - Managerial Finance
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- OREM 8362 - Engineering Accounting
- STRA 6201 - Strategic Management

Environmental Health and Compliance

Required Courses

- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7353 - Environmental Epidemiology

Elective Courses

- CEE 7317 - Environmental Organic Chemistry
- CEE 7320 - Biodegradation of Hazardous Organic Pollutants
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants
- CEE 7351 - Introduction to Environmental Toxicology

Global and Sustainable Development
Required Course

- CEE 7306 - Sustainable Urban Development and Design

At least one course (three credit hours) from the following:

- CEE 7307 - Infrastructure Design for the Developing World
- CEE 7330 - Design for Sustainable Buildings and Infrastructure

At least one course (three credit hours) from the following:

- CEE 7301 - Climate-Smart Inclusive Economic Development
- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7305 - Policy Impacts on Sustainability
- CEE 7309 - Global Resource Assessment and Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan

Smart and Resilient Infrastructure
Required Course

- CEE 7308 - Smart Infrastructure and Environment

At least one course (three credit hours) from the following:

- CEE 7304 - Civil and Environmental Informatics
- CEE 7324 - Geographical Information Systems and Mapping

At least one course (three credit hours) from the following:

- CEE 7325 - Disaster Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7376 - Intelligent Transportation Systems

Elective Courses

- CS 7323 - Mobile Applications for Sensing and Learning
- ECE 7345 - Topics in Applied Signal Analysis
- ECE 7393 - Special Topics (In-Field Drone Communications Experimentation)

Sustainability and Development, M.A.

Lyle's Sustainability and Development Program is unique for its concentration on sustainable solutions for impact. With a project-based and stakeholder focused educational model, graduates from multiple backgrounds including engineering, finance, design, government, social and earth sciences gain strategic approaches to sustainable outcomes for communities, economies and the built environment, both locally and internationally. Graduates move to leadership positions as sustainability experts within a range of fields, profiting from the practical and hands-on focus of the course. Highly interconnected with the Hunter and Stephanie Hunt Institute for Engineering and Humanity, the program collaborates with the institute on project-work, research and community participation. All graduate courses are offered with evening class times and via distance learning to accommodate international students, parents and working professionals.

Admission Requirements

Applicants holding a bachelor's degree from an institution of standard collegiate rank, recognized by the accrediting agencies in whose jurisdiction the college is located, may apply for admission to the M.A. in sustainability and development. Graduates of colleges not fully recognized will be treated as special cases and required to produce evidence attesting to the quality of their programs. Any student whose bachelor's degree is not equivalent to the comparable baccalaureate degree from SMU may be required to take sufficient additional work to make up the deficiency. All applicants must have an overall grade point average of 3.000 (on a 4.000 scale).

Degree Requirements

Candidates are required to satisfy these requirements: 30 credit hours, with a minimum graduate GPA of 3.000 on a 4.000 scale. All students must complete at least nine credit hours of core requirements to include:

Core Courses

- CEE 7306 - Sustainable Urban Development and Design
- CEE 7330 - Design for Sustainable Buildings and Infrastructure

And at least one of the following:

- CEE 7301 - Climate-Smart Inclusive Economic Development
- CEE 7307 - Infrastructure Design for the Developing World

Capstone Synthesis

Three credit hours of capstone experience are required and satisfied by:

- CEE 7128 - MASD Capstone 1A
- CEE 7228 - MASD Capstone 1B

Specialty Concentration Requirements

A depth component of an additional at least six credit hours is required in one specialty track, sustainable global development and design, climate-smart inclusive economic development, environmental justice or sustainable management.

Climate Smart Inclusive Economic Development

- CEE 7302 - Leadership in Development Sector
- CEE 7305 - Policy Impacts on Sustainability
- CEE 8330 - Engineering Sustainability for the Future
- OREM 8363 - Engineering Finance

Environmental Justice

- CEE 7312 - Risk Assessment and Health Effects
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7353 - Environmental Epidemiology
- CEE 7356 - Civil Infrastructure Systems

Sustainable Global Development and Design

- CEE 7305 - Policy Impacts on Sustainability
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 8325 - The Sustainable Urban Plan
- CEE 8328 - Defining the Future of Global Sustainability

- DSIN 7311 - Human-Centered Design

Sustainable Management

- CEE 7302 - Leadership in Development Sector
- CEE 7303 - Data Science Enabled Citizen Engineering
- CEE 7305 - Policy Impacts on Sustainability
- CEE 7312 - Risk Assessment and Health Effects
- CEE 7327 - Optimization and Reliability for Infrastructure and Environmental Systems
- OREM 8361 - Engineering Economics and Decision Analysis

Elective Courses

An additional twelve credit hours building towards the capstone focus area, is chosen from any of the courses above or below, other civil and environmental engineering courses, or other university electives (with permission of the adviser) is required.

- CEE 7325 - Disaster Management
- CEE 7365 - Introduction to Construction Management
- CEE 7378 - Transportation Planning and Traffic Engineering
- CEE 7380 - Management of Industrial and Mission-Critical Facilities
- DSIN 7314 - The Context and Impact of Design

Civil Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

Candidates will need to complete the regular admissions processes for both the Lyle School of Engineering and the Cox School of Business, including submission of all applicable test scores and supporting documents. For an application and additional information from the Lyle School of Engineering, students should see the Admissions section at www.smu.edu/lyle. For Cox School of Business admissions information, students should visit

www.smu.edu/cox/Degrees-and-Programs/One-Year-MBA or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours
Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)
Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Environmental Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

Candidates will need to complete the regular admissions processes for both the Lyle School of Engineering and the Cox School of Business, including submission of all applicable test scores and supporting documents. For an application and additional information from the Lyle School of Engineering, students should see the Admissions

section at www.smu.edu/lyle. For Cox School of Business admissions information, students should visit www.smu.edu/cox/Degrees-and-Programs/One-Year-MBA or contact the Cox Admissions Office: telephone 214-768-1214 or 1-800-472-3622; fax 214-768-3956; mbainfo@cox.smu.edu.

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)
Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Civil and Environmental Engineering Courses

CEE 7049 - Master's Full-Time Status
Credits: 0

CEE 7090 - CEE Seminar
Credits: 0
Lectures by invited speakers from industry and academia, including SMU faculty and students, dealing with engineering practice and research topics of current interest in environmental and civil engineering. All students, staff, and faculty are invited.

CEE 7096 - Master's Thesis
Credits: 0

CEE 7128 - MASD Capstone 1A
Credits: 1
This capstone course is required of all MASD students. Conducted as independent directed studies, the two capstone courses are the opportunity for individual focused research, bringing together topics covered over the course of students' MASD degree programs. Capstone projects should relate to students' areas of specialty and show knowledge of sustainability, specific focus on an issue of concern, an understanding of existing initiatives in the focus area, and evidence of participation or collaboration in project based work. In this first course, students choose a direction of study, develop a topic and arrange a faculty mentor (or approved outside professional mentor) with whom to work. In consultation with the mentor, students write up a short proposal and outline their capstone project. The project outline must include both a proposed research direction and a proposed project based study. The project proposal and outline must be submitted to and approved by the course instructor. During this first of two terms, students begin work on the project and are expected to make significant progress on the research portion of the work. Prerequisite: At least 9 credits in the MASD program.

CEE 7191 - Special Projects
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7192 - Special Projects
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7196 - Master's Thesis
Credits: 1

CEE 7228 - MASD Capstone 1B
Credits: 2
This capstone course is required of all MASD students. Conducted as independent directed studies, the two capstone courses are the opportunity for individual focused research, bringing together topics covered over the course of students' MASD degree programs. Students' capstone projects should relate to the general area of specialty developed, and should show knowledge of sustainability, a specific focus on an issue of concern, an understanding of existing initiatives in this area, and a project based initiative or collaborative work. Students spend the second of two full terms working on their final project from Capstone 1A, in consultation with their mentor. Students submit their final document to the mentor and course instructor, showing evidence of research based work, as well as project based work with stakeholder participation. Students are required to present their completed projects at an on-campus public presentation. (Distance students, while encouraged to present on-campus may present electronically, with prior arrangement.) Prerequisite: Capstone 1A.

CEE 7291 - Special Projects
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7292 - Special Projects
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7296 - Master's Thesis
Credits: 2

CEE 7301 - Climate-Smart Inclusive Economic Development
Credits: 3
The convergence of the risks of climate change with the unbalanced impacts of globalization and technological advancement, have led to increasing inequality, poverty and imbalance between utilizing and preserving the environment, while keeping the well-being of current and future generations in mind. Nation-states' ability to lead global social and environmental solutions are limited, thus the private sector and markets have a central role in fostering such development. This course will provide an understanding of (i) sustainable inclusive economic development ("SIED") through the lens of global resource utilization, (ii) its four pillars: economic, social, environmental and governance, and (iii) the key stakeholders and their roles and incentives.

CEE 7302 - Leadership in Development Sector
Credits: 3
Examines issues, strategies, and techniques related to leadership and management of third-sector organizations. Designed to provide future global development professionals with an overview of a range of concerns and practices, while honing their analytic skills. In addition to lectures and discussions, this course employs a heavy applied field

component through meetings and collaborations with governmental ministries and NGOs. Additionally, case analyses to contrast Rwanda with other examples will be a key element of the course. Prerequisite: Instructor approval.

CEE 7303 - Data Science Enabled Citizen Engineering
Credits: 3
Applying principles of data science and machine learning to solving complex engineering problems in a socially and environmentally responsible manner. Introduction to data preparation, feature selection, model selection, and regression, clustering, and classification approaches to machine learning. Experiential and project-based learning with community stakeholders to develop systems awareness (systems thinking and sensing) and data-driven reasoning. Ethical perspectives on the impacts of societal challenges that disproportionately affect vulnerable populations (e.g., climate change, increasing natural hazards, shrinking resources, loss of biodiversity, aging infrastructure). Prerequisite or corequisite: STAT 4340 or 4341; or instructor permission.

CEE 7304 - Civil and Environmental Informatics
Credits: 3
Data-driven analyses and decision making within the context of infrastructure and environmental challenges. Identifying and predicting trends, finding patterns, identifying stakeholder needs and recommendations, and engaging stakeholders and decision makers through the tools of machine learning, visualization, workflows and data/model services, and Web applications. Project-based and experiential learning that contributes to ongoing projects on urban grand challenges. Prerequisites: CEE 3310, CS 1340, CS 1341, or CS 1342 and STAT 4340 or STAT 4341 (or equivalents).

CEE 7305 - Policy Impacts on Sustainability
Credits: 3
Explores the fundamentals of public policy and the tools and approaches to influence the behavior of individuals to improve collective outcomes. In particular, the course explores these topics in the context of sustainable development. The course covers key concepts as well as practical application (policy analysis, design and implementation) and culminates in applying these tools to specific policy problems of the student's choosing.

CEE 7306 - Sustainable Urban Development and Design
Credits: 3
The classroom is the research base for an actual sustainable development and design project. The work builds on an immersion into the primary historical texts of sustainable urban development with readings covering the range of issues central to sustainable development: ecological, economic, and social. Practical workshop lab exercises introduce a number of the tools developers of sustainable projects need to draw upon, from research and data analysis, to GIS mapping, and financial brackets, which will be tested in the project-based portion of the course.

CEE 7307 - Infrastructure Design for the Developing World
Credits: 3
Engineering design in the developed world takes for granted the availability of several key resources, namely construction material, water, and electricity. This class examines engineering design in the absence of these resources. The course focuses on the development of shelter and sanitation in an efficient manner. Understanding the total energy cycle of a structure will be emphasized, as well as multiple alternative energy solutions. Additional material on topics such as developing solutions for extreme low cost, high population densities, and ecological sustainability will also be covered. Specifically, water and soil environmental contamination and sustainable management will be emphasized. The course looks at urban and rural settings. Further, the course integrates with other coursework in development leadership on certain topics such as natural resource management. This course involves a heavy lab component. Students work on interdisciplinary teams to assess and redesign projects related to structures, energy systems, and water systems. Prerequisite: Instructor approval.

CEE 7308 - Smart Infrastructure and Environment
Credits: 3
Provides fundamental knowledge and application of analysis and design techniques for collection, processing, and analysis of data streams from infrastructure components and systems. Topics include design of data streams, sensor

design and implementation, signal processing, and analysis of data in the context of infrastructure monitoring. Prerequisites: CEE 3310 or equivalent.

CEE 7309 - Global Resource Assessment and Management
Credits: 3
The globalization of the world's economy and politics has resulted in a globalization of resource use, in both materials and service terms. This course provides an understanding of how the management of global resources has an interrelated impact on the resilience of our environment and civilization and explores ways to assess resource use in global development projects. Students examine global energy distribution and production and its impact on air quality, goods production and transit, food availability, ocean use and impact, climate change, and global housing. Alongside the lectures, a series of practical workshop lab exercises introduce hands-on tools for global resource management, including food security indicators, environmental justice, risk management, and metrics for sustainable policy assessment.

CEE 7310 - Civil and Environmental Engineering Leadership Intensive
Credits: 3
Apply leadership principles in a civil and environmental engineering (CEE) context through guest speakers, real-world case studies and role playing. Understand challenges and opportunities of diverse CEE organizations, from start-ups to major corporations, including government and research organizations, consulting firms, and engineering companies. Learn how CEE projects are financed and funded, considering public and private sources and public/private partnerships. Explore the role of diversity, equity, inclusion, and ethics in leading CEE organizations. Develop a leadership vision and purpose and communication skills to address society's greatest challenges. Required on-site weekend retreat for leadership development and coaching.

CEE 7311 - Environmental and Hazardous Waste Laws
Credits: 3
Federal environmental laws, with emphasis on laws dealing with hazardous substances, such as CERCLA and RCRA; regulations and the regulatory framework; definitions and substantive requirements; roles of the states and the federal EPA; compliance and enforcement; and case studies.

CEE 7312 - Risk Assessment and Health Effects
Credits: 3
Introduction to toxicology as it relates to environmental and health effects of hazardous materials; toxicology methodology; risk management factors including legal aspects; human health and ecological risk assessment and risk communication; emergency response; computer databases.

CEE 7313 - Environmental Chemistry
Credits: 3
Covers chemical and biochemical processes, chemical thermodynamics, acid-base equilibria, precipitation and dissolution, oxidation-reduction processes, environmental transformations of organic materials, introductory taxonomy, microbial growth and kinetics, energy transfer, and microbial ecosystems. Also, controlling fate and transport of hazardous materials, with emphasis on chemical equilibria.

CEE 7314 - Environmental Regulations and Compliance
Credits: 3
Practical knowledge of federal and state environmental permitting processes and procedures is provided. Regulatory requirements are reviewed with emphasis on the 40 CFR regulations for water, air, and solid hazardous waste. Air, water, stormwater, and waste permits are reviewed, as well as permits-by-rule. Also explored are the consequences of noncompliance with regulations by presenting enforcement options available to government agencies.

CEE 7315 - Integrated Waste Management
Credits: 3
Comprehensive introduction to the fundamentals of the complex interdisciplinary field of hazardous waste management; current management practices; treatment and disposal methods; and site remediation. Topics include

detailed case studies and design examples to evaluate the effectiveness of different treatment and containment technologies in addressing today's hazardous waste situations.

CEE 7316 - Engineering Microbiology
Credits: 3
Examines aspects of microbiology that are particularly valuable to the practice of environmental engineering. Specific areas of focus include enzyme and growth kinetics, cell structure and physiology, the process of biotransformation, microbial and/or environmental interactions, and biogeochemical cycles. Elements of molecular biology and biotechnology are also presented as appropriate. Students gain a basic understanding and appreciation of microbial processes that are applicable in the field of environmental engineering. Prerequisites: CHEM 1303 and CEE 2321, or equivalent.

CEE 7317 - Environmental Organic Chemistry
Credits: 3
Examines the fundamental processes that govern transformation of organic chemicals in natural and engineering systems. The course is divided into three parts: organic chemistry overview, physical transformations of organic compounds, and organic chemical reactions in the environment. The organic chemistry overview provides knowledge regarding basic properties of organic compounds such as nomenclature and structures. Physical transformation of organic compounds provides an understanding in processes (such as sorption and volatilization) that control the distribution of organic chemicals between different phases (such as air, water, and soil). Environmentally mediated reactions (such as hydrolysis and photolysis) that control the breakdown of organic chemicals are the focus of chemical reactions.

CEE 7318 - Bioremediation of Inorganic Contaminants
Credits: 3
Focuses on bioremediation techniques and applications for removing inorganic contaminants (nitrogen, sulfur and phosphorus compounds, iron, heavy metals, metalloids and radionuclides) through the metabolic activities of microorganisms. Explores fundamental chemical and biological processes as well as engineering aspects. Prerequisites: Prior course experience with biochemistry or instructor approval.

CEE 7319 - Soil Chemistry and Mineralogy
Credits: 3
Examines soil solution chemistry and reactivity. Covers distribution and significance of common soil minerals, weathering, and general solid phase reactivity. Prerequisite: CEE 2321 or permission of instructor.

CEE 7320 - Biodegradation of Hazardous Organic Pollutants
Credits: 3
Students learn and integrate the basic principles of biochemistry required for understanding the biodegradation of hazardous and toxic organic compounds. Students become familiar with current biological remediation techniques and molecular microbiology and solve problems often encountered in application of bioremediation. Prerequisite: Prior course experience with biochemistry.

CEE 7321 - Physical and Chemical Processes and Treatment
Credits: 3
Introduces waste minimization techniques and objectives, and thoroughly reviews chemical equilibrium and chemical reaction kinetics. Design and analysis equations and procedures are rigorously derived for chemical reactors and physical unit operations. The treatment objectives examined include 1) solids-liquid separation accomplished by coagulation and flocculation, sedimentation, filtration, flotation, and solids handling processes; 2) immiscible liquid separation brought about by emulsion-breaking chemicals and gravity and flotation oil/water separators; 3) phase and species transformations through pH neutralization, chemical precipitation, chemical oxidation/reduction, air stripping, and solidification/stabilization; and 4) solute separation and concentration achieved with activated carbon absorption, synthetic ion exchange resins, and membrane separation techniques.

CEE 7322 - Biological Processes and Treatment
Credits: 3
Biological treatment topics include an overview of microbiology and microbial metabolism; kinetics of biological growth; aerobic suspended growth processes including the various modifications of the activated sludge process, aerated lagoons, and sequencing batch reactors; aerobic attached growth processes including trickling filters, biofilter towers, and rotating biological contactors; anaerobic processes including sludge digestion and liquid waste treatment with the anaerobic contact process and anaerobic filters; biosolids handling and disposal; composting; land treatment; in situ biotreatment and biotreatment of contaminated soils.

CEE 7323 - Project Management
Credits: 3
Role of project officer; systems and techniques for planning, scheduling, monitoring, reporting, and completing environmental projects; total quality management; project team management, development of winning proposals; contract management and logistics; case study application of project management to all environmental media and programs; community relations, risk communication, crisis management, consensus building, media, and public policy.

CEE 7324 - Geographical Information Systems and Mapping
Credits: 3
Introduces modern GIS software and tools, including map design, geodatabases, geospatial and attribute data, geocoding, and simple spatial analysis. Students use research-based projects to explore GIS as a tool for innovative spatial thinking and as a catalyst for sustainable strategies.

CEE 7325 - Disaster Management
Credits: 3
Introduces basic concepts in disaster management. Drawing on a range of sources, from the textbook to the U.S. National Response Plan to research papers, the course covers the fundamentals of preparedness, mitigation, response, and recovery. An all-hazards approach is taken, providing analysis of natural, technological, and man-made disasters. Also introduces key methods in the field, including simulation modeling, consequence analysis tools, design criteria, statistical and case study methods (lessons learned), and risk analysis.

CEE 7326 - Sustainable Transportation
Credits: 3
Covers planning and operations management of sustainable transportation systems with a focus on energy efficiency. Provides an integrated overview of main concepts and issues related to developing sustainable transportation systems for urban areas, freight transportation, and aviation. Also, advanced topics related to vehicle technologies, alternative energy, and smart cities. Presents findings from national and international case studies.

CEE 7327 - Optimization and Reliability for Infrastructure and Environmental Systems
Credits: 3
This course introduces the concepts of engineering systems optimization, reliability and risk assessment, and applies them to civil and environmental engineering systems. Topics include an introduction to engineering systems definition, classical methods of optimization, linear programming, integer programming, dynamic programming, nonlinear optimization, and reliability and risk concepts in engineering planning and design. Engineering applications will include transportation networks, fleet assignment, supply chain management, environmental engineering systems, fluid transport and water reservoir operation and structural engineering systems. Advance topics will include an introduction to chance-constrained optimization and basic decomposition approaches and their application to real-world problems.

CEE 7328 - Introduction to Sustainability
Credits: 3
Introduces basic concepts in sustainability. Drawing on a range of sources, including selected books and readings, the course explores the idea of total connectedness of resource use globally, with particular emphasis on the situation in North Texas. Addresses the issues of air quality and energy supply, sustainable construction, water use,

transit and other related areas of resource use, and waste generation. Guest lecturers provide a series of multiple viewpoints in areas of specific expertise. Prerequisite: Graduate standing or permission of instructor.

CEE 7329 - Methods and Technology for Sustainability
Credits: 3
Presents the specific technical strategies and methods for enhancing sustainable performance for a variety of green infrastructure project types and scales. Areas covered include methods for assessing sustainability; the Envision Rating System for Sustainable Infrastructure and other indicators, strategies for resource application, technologies for green infrastructure and natural systems, sustainable surface-water design, and sustainable return on investment analysis. The curriculum takes a project-based focus in applying environmental sustainability principles. Students utilize best practices to plan and design low-impact, real world development concepts and project details, with optimal sustainability outcomes for large scale public spaces and infrastructure. Prerequisite: Graduate standing, or permission of instructor.

CEE 7330 - Design for Sustainable Buildings and Infrastructure
Credits: 3
Covers basic methods of sustainable building and environmental design to assure minimal and efficient resource and energy use. Students undertake a design project and work to integrate green strategies into their proposal. Covers technical methods for assessing predictive resource use, including energy modeling, water balance calculations, daylight modeling, and energy generation estimations. Emphasis is placed on passive, non-mechanical building systems. Defining occupant comfort as a balance of multiple factors is addressed, as well as methods for effective use of water management and land use. Sustainable infrastructure will be addressed, including integrated storm water management, water quality and runoff management, and passive water systems. The USGBC's LEED system will be specifically addressed. Prerequisite: Graduate standing, or permission of instructor.

CEE 7331 - Air Pollution Management and Engineering
Credits: 3
Covers the science, engineering, public health, and economic aspects of air quality. Students develop in-depth understanding and broad knowledge of the sources and properties of air pollutants, air quality management, fate and transport of pollutants in the environment, regulations of air quality, and the operation and design of air pollution control systems. Reviews the status of science, policy, and regulations on several selected topics such as urban smog, regional haze, greenhouse gas and global climate change, stratospheric ozone depletion, and mercury emissions and control.

CEE 7332 - Groundwater Hydrology and Contamination
Credits: 3
Groundwater hydrology; aquifer and well hydraulics; flow equations and models; implications for landfill design; sources and nature of groundwater contaminants; monitoring and analysis; contaminant fate and transport; transport model for hazardous substances; groundwater pollution control measures; containment and treatment; groundwater quality management.

CEE 7334 - Fate and Transport of Contaminants
Credits: 3
Development and application of fate and transport models for hazardous substances with focus on water-sediment, water-soil, and water-air interfaces; material balance principle; mass transport and transformation processes; modeling of lakes and reservoirs; stream modeling; general flow case; groundwater models; multiphase and integrated modeling approaches; and case studies.

CEE 7335 - Aerosol Mechanics
Credits: 3
Fundamental and advanced principles of airborne particles, including their physical properties, aerodynamic behavior, and their collection, measurement, and analysis. The course emphasizes the origins and properties of atmospheric aerosols and the design of air pollution control equipment.

CEE 7336 - Urban Hydrology and Hydraulics
Credits: 3
Urban hydrology and watershed response to rainfall events; hydrologic systems; design of stormwater conveyance systems, storage facilities, inlets, and culverts; and use of engineering tools for assessing stormwater best management practices (BMPs) and green infrastructure implementation. Prerequisites: CEE 2342 and CEE 3323 (or equivalents) or instructor approval.

CEE 7337 - Field and Laboratory Methods 1
Credits:
The first of two courses comprising an integrated one year experience in fieldwork, laboratory methods, and data analysis relevant to environmental engineering. Addresses air, water, and soil sample collection and analysis. Topics include data collection and analyses relevant to biological, chemical, and physical processes and treatment; microbiology; industrial hygiene; statistical tools and analysis; and geographic information systems. Students design and conduct experiments, including: the use of field kits and state-of-the-art analytical laboratory equipment, the selection of appropriate sampling plans, and the evaluation of the reliability and significance of results. Covers instrumental analysis for data acquisition and statistical methods for air, water, and soil quality assessment. 8 hours per week, includes field trips. Prerequisite: CEE 2304, or pre- or corequisite: CEE 7313.

CEE 7338 - Field and Laboratory Methods 2
Credits: 3
The second of two courses comprising an integrated one year experience in fieldwork, laboratory methods, and data analysis relevant to environmental engineering. Continues air, water, and soil sample collection and analysis. Students design and conduct additional experiments for more sites (e.g, landfill, ambient air monitoring station, wastewater treatment plant, water treatment plant, industrial facilities, etc.) and use advanced instruments. They further explore instrumental and statistical methods used for characterization of water, air, and soil quality. 8 hours per week, includes field trips. Prerequisite or corequisite: CEE 7337.

CEE 7340 - Introduction to Solid Mechanics
Credits: 3
Three dimensional stress and strain, failure theories, introduction to two-dimensional elasticity, torsion of prismatic members, beams on elastic foundation, introduction to plates and shells, and energy methods. Prerequisites: CEE 2340 and MATH 2343.

CEE 7350 - Introduction to Environmental Management Systems
Credits: 3
An in-depth introduction to environmental management systems. Includes systems such as EMAS, Responsible Care, OHSAS 18000, ISO 14000, and the Texas EMS program. Takes a step-by-step look at the ISO 14001 standard, from the policy statement to the management to review, so students can fully understand the plan-do-check-act approach of the system. Also introduces management systems auditing the requirements of a system auditor, and the certification process.

CEE 7351 - Introduction to Environmental Toxicology
Credits: 3
Presents toxicology as it relates to environmental and health effects of hazardous materials. Examines toxicological methodologies, pharmacokinetics, mechanisms of action to toxicants, origin response to toxic substances, and relevant aspects of the occupational and regulatory environment. Includes toxicology of metals, radiation, industrial solvents and vapors, pesticides, teratogens, mutagens, and carcinogens. Examines risk communication and risk assessment as they relate to toxic substance exposure.

CEE 7352 - Management of Radioactive Hazards
Credits: 3
Principles of radioactive material production, uses, and hazards are presented with emphasis on their safe control and management. Topics in health physics and radiation protection related to the commercial nuclear industry are examined including uranium fuel production, light water reactor technologies, and industrial and medical uses of radioactive byproduct materials. Risk assessment methods and hazard management connected to the fuel cycles are

developed. The regulation of radioactive materials is studied, with emphasis on licensing of regulated industries, radioactive material transportation, radioactive waste management and disposal, radiological emergency preparedness, and decommissioning. Prerequisite: CEE 5313.

CEE 7353 - Environmental Epidemiology
Credits: 3
Introduction to the science of epidemiology. Design and conduct of studies examining health effects of environmental exposures. Strengths and limitations of research strategies and interpretation of study results. Areas of interest include air and water pollution, lead, and biological marker outcomes.

CEE 7354 - Environmental Engineering Principles and Processes
Credits: 3
Waste minimization and pollution prevention techniques and objectives are introduced. A comprehensive study is made of biological, chemical, and physical principles and treatment strategies for controlling pollutant emissions. Equal emphasis is placed on underlying theory and practical engineering application of both common and innovative water and wastewater treatment processes. Design equations, procedures, and process models are rigorously derived for chemical/biological reactors and physical unit operations. Emphasis is placed on engineering analysis and application of process modeling techniques for design unit processes to achieve specific treatment objectives.

CEE 7356 - Civil Infrastructure Systems
Credits: 3
Covers different civil infrastructure systems serving urban and rural communities. Introduces main concepts related to infrastructure project conceptualization and lifecycle analysis, demand and supply interactions, planning, and operations management. Topics such as infrastructure interdependences, resilience, sustainability, security and cyber-physical systems are discussed. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7357 - Civil Infrastructure Operations Management
Credits: 3
Introduces students to challenges related to managing complex civil infrastructure systems and common approaches used to address these challenges. Provides understanding of operation under uncertainty and the need to develop proactive and robust management strategies to attain desired performance measures for the infrastructure systems. The use of decision support systems for managing different civil infrastructure systems is presented. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7358 - Demand Forecasting for Infrastructure Systems
Credits: 3
Introduces students to the problem of long-term demand forecasting for civil infrastructure systems. Covers common techniques used to develop models for infrastructure demand forecasting including growth factor methods, regression and time series analysis, learning-based models, and utility-based models. Advanced topics related to the use of the activity-based framework for demand forecasting are also covered. Prerequisite: Senior/graduate standing or permission of instructor.

CEE 7359 - Frontiers of Civil and Environmental Engineering
Credits: 3
Explore emerging topics in civil and environmental engineering and their impacts on the profession. Gain understanding of emerging technologies and methods in the context of global and societal challenges, drawing from expert lectures and interviews, readings, multimedia sources, critical reviews, and discussions. Topics are driven by student interests related to research and practice trends. Develop a competitive funding proposal for a civil and environmental engineering project using an emerging technology or method. Consider approaches to fostering innovation and minimizing risks of novel technologies and methods, ensuring protection of public health, safety, and welfare.

CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
Credits: 3
A systematic approach to formulation of force and displacement method of analysis; representation of structures as assemblages of elements; and computer solution of structural systems. Prerequisite: CEE 3350 and CEE 3310 or CEE 7362 or consent of instructor.

CEE 7362 - Engineering Analysis with Numerical Methods
Credits: 3
Applications of numerical and approximate methods in solving a variety of engineering problems. Examples include equilibrium, buckling, vibration, fluid mechanics, thermal science, and other engineering applications. Prerequisite: CEE 3310/ME 3310 or equivalent, or permission of instructor.

CEE 7363 - Architectural and Structural Engineering
Credits: 3
The basic principles of structural analysis and mechanics of deformable bodies are introduced. Structural systems and principles are presented with an emphasis on architectural design. Students will be provided with a conceptual introduction to structures emphasizing the integration of structural and architectural design. Case studies of buildings are presented and discussed.

CEE 7364 - Introduction to Structural Dynamics
Credits: 3
Covers the dynamic responses of structures and the behavior of structural components to dynamic loads and foundation excitations. Also, single- and multidegree-of-freedom systems response and its applications to analysis of framed structures. Introduces systems with distributed mass and flexibility. Prerequisites: MATH 3313, CEE 3350/ME 3350 or CEE 5361/ME 5361, and CEE 3310 or CEE 7362.

CEE 7365 - Introduction to Construction Management
Credits: 3
Construction practice techniques and current technological tools are examined. Included are cost estimating, bidding, contracts and contract bonds, risk and umbrella excess insurance, labor law and labor relations. Building codes and regulations are examined. Business methods with respect to managing project time and cost including typical forms used in construction are addressed.

CEE 7366 - Introduction to Facilities Engineering Systems
Credits: 3
The inter-relationships of fire protection, HVAC, electrical, plumbing, lighting, telecommunications, energy management systems for buildings are examined. A life-cycle approach examines each of these systems with respect to cost, durability, maintainability, operability, and safety. Facility operations, facility maintenance and testing, and assessments are discussed.

CEE 7367 - Telecommunications in Facility Planning
Credits: 3
A thorough description of telecommunications technology is presented. Provides a working knowledge of the fundamental concepts of telecommunications technology for both voice and data. Topics include digital communications, standards and protocols, Ethernets, local area networks, fiber optics, and voice technologies.

CEE 7368 - Contracts in Design & Construction
Credits: 3
Covers the role of contracts in defining the roles and obligations of the parties involved in the design, construction, and construction management of a project. Students learn the basic structure and requirements of a contract and how laws and regulations affect contracts and relationships between parties to the contract. The impact of laws and regulations on the selection process for project participants, contracting provisions, and execution of construction is also considered. Systems thinking is applied to determine the best allocation of risk factors that are addressed in contracts. Prerequisites: Adviser approval and CEE 5365 or equivalent.

CEE 7369 - Electrical, Mechanical, and Piping Systems for Buildings
Credits: 3
Mechanical and electrical systems for buildings are examined with emphasis on practical aspects of the subjects. Space planning and architectural considerations, including cost and environmental impact of the mechanical and electrical systems are presented. Prerequisites: Undergraduate introduction to electrical circuits, classical mechanics, and fluid dynamics, or instructor's approval.

CEE 7370 - Quality Management in Construction
Credits: 3
Covers quality management as applied to construction projects. Students learn the principles of quality management and how these principles apply to the construction manager's professional services and construction processes. Uses data analytics to identify trends in quality to enhance testing efforts and structured problem-solving techniques to address the root causes of quality issues. Prerequisites: Adviser approval and CEE 5365 or equivalent.

CEE 7371 - Facility Financial and Asset Management
Credits: 3
Examines financial analysis and reporting, concepts and methods of accounting, budgeting, and evaluation of projects. Presents the role of facility managers in affecting corporate earnings and valuations. Includes the management of the facility over its entire life cycle, extending from planning and budgeting to the management of its assets and construction projects.

CEE 7373 - Prestressed Concrete
Credits: 3
Theory and application of prestressed concrete members, time-dependent deflections, and continuous prestressed beams. Prerequisite: CEE 4350 or equivalent.

CEE 7375 - Advanced Concrete Design
Credits: 3
Behavior, analysis, and design of concrete slender columns, two-way slab systems, and deep beams. Yield line analysis for slabs. Design and behavior of shear walls, retaining walls, and foundation systems. Prerequisite: CEE 4350 or equivalent.

CEE 7376 - Intelligent Transportation Systems
Credits: 3
Covers different topics related to intelligent transportation systems (ITS), including technological and institutional aspects, regional ITS architectures, and cost benefit analysis of ITS projects. Advanced traveler information systems, advanced public transportation systems, and advanced traffic network management systems are discussed. The application of ITS for safety, security, environmental quality, and sustainable mobility are also presented. Prerequisites: Senior/graduate standing or permission of instructor.

CEE 7377 - Advanced Steel Design
Credits: 3
Behavior and design of steel structures, including general methods of plastic analysis, plastic moment distribution, steel frames, unbraced and braced frames, and composite construction. Prerequisite: CEE 4350 or equivalent.

CEE 7378 - Transportation Planning and Traffic Engineering
Credits: 3
This course is concerned mainly with the analysis and modeling of urban transportation systems. The course consists of three main parts. The first part provides an overview of main definitions and terminologies involved in the planning and modeling of urban transportation systems. The second part introduces the concept of urban transportation planning systems along with an overview of various models used in travel demand forecasting. The third part describes principles of traffic operations, analysis and control. Prerequisites: Basic principles of probability and statistics.

CEE 7379 - Highways Design and Safety
Credits: 3
Provides an overview of the principals of highways design and traffic safety. Topics include highways functional classification, design control and criteria, driver performance, sight distance, horizontal and vertical alignments, cross section elements, design of freeways, intersections and interchanges, traffic safety, and environmental impact assessment.

CEE 7380 - Management of Industrial and Mission-Critical Facilities
Credits: 3
Efficient industrial centers require balanced consideration with respect to facility design and function. Mission-critical component management and information technology systems are designed for exceptionally reliable performance and efficient operation. This course emphasizes the component systems that are designed to maintain a high level of function. Covers electrical and mechanical reliability, efficiency, readiness, robustness, and flexibility, and the management of the information technology systems. Explores strategies designed to eliminate costly downtimes, with emphasis on standby generators; automatic transfer switches; uninterruptable power supplies; fuel, fire, and battery systems; energy security; and environmental and cooling technologies. Presents the implementation of sustainable technology, green certifications, and alternative energy strategies that are compatible with the mission-critical requirements of the facility. Includes operational approaches to reduce energy requirements for power and cooling, mandated safety standards, and environmental codes. Prerequisite: Graduate standing or permission of instructor.

CEE 7381 - Site Selection for Industrial and Mission-Critical Facilities
Credits: 3
Efficient industrial centers and facilities with mission-critical subsystems such as datacenters require balanced considerations with respect to facility design and site location. Site location plays an integral role in creating successful projects that especially support high reliability and promote sustainable design. While the important factors may vary from site to site, in any given instance a single factor can undermine the success of an otherwise excellent project. Ready availability and proper site selection that minimizes risk of disruption are particularly important factors for successful operation. Covers siting considerations, including power needs, electrical mix, weather patterns, building codes, proximity to the workforce and transportation, and other topics that bear on reliable operation. Emphasizes strategies of site selection to adequately safeguard hardware and mission-critical data. Prerequisite: Graduate standing or permission of instructor.

CEE 7383 - Heating, Ventilating, and Air Conditioning
Credits: 3
Examines the science and practice of controlling environmental conditions through the use of thermal process and systems. Specific applications include refrigeration, psychometrics, solar radiation, heating and cooling loads in buildings, and design of duct and piping systems. Theory and analysis are emphasized. Prerequisites: CEE 2331, CEE 2342, and ME 3332.

CEE 7384 - Energy Management for Buildings
Credits: 3
Procedures to select energy saving options for buildings are examined with emphasis on practical aspects of the subjects. Space planning, architectural considerations, cost and environmental impact of the mechanical and electrical systems are considered along with optimizing the life cycle cost of the proposed alternative. Software for life-cycle cost and energy analysis are used to calculate energy consumption and compare energy features of proposed, audit-determined feasible changes to a building.

CEE 7385 - Advanced Soil Mechanics
Credits: 3
Physicochemical properties of soil and soil stabilization. Advanced theories of soil deformation and failure as applied to slope stability and lateral loads. Soil-water interaction in earthen dams. Prerequisite: CEE 3385.

CEE 7386 - Foundation Engineering
Credits: 3
Application of soil mechanics principles to the design and construction of shallow and deep foundations. Topics include subsurface investigation procedures to obtain soil parameters for design and construction of structure foundations, bearing capacity and settlement analyses, construction procedures, and soil improvement techniques. Prerequisite: CEE 3385.

CEE 7387 - Geotechnical Earthquake Engineering
Credits: 3
This course provides fundamental knowledge and practical application of soil dynamics and geotechnical earthquake engineering. This includes an overview of seismic hazards, the fundamentals of vibration, wave propagation in elastic medium, properties of dynamically loaded soils, earthquake-induced ground motion, ground response analysis, lateral earth pressure on retaining walls, liquefaction of soils, and seismic stability of earth embankments. Prerequisite: CEE 3310 or CEE 7362.

CEE 7388 - Groundwater and Seepage
Credits: 3
Examines fundamental principles of flow through porous media and related engineering problems. Topics include the saturated seepage theory and flow nets; the unsaturated flow theory; suction-saturation and saturation-hydraulic conductivity relationships; the principle of effective stress; laboratory and field testing methods for determining material characteristics; and numerical models for flow-related engineering problems. Prerequisite: CEE 3310 or CEE 7362.

CEE 7391 - Special Projects
Credits: 3
Intensive study of a particular subject or design project, not available in regular course offerings, under the supervision of a faculty member approved by the department chair.

CEE 7392 - Special Projects
Credits: 3
Intensive study of a particular subject or design project, not available in regular course offerings, under the supervision of a faculty member approved by the department chair.

CEE 7396 - Master's Thesis
Credits: 3
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CEE 7418 - Engineering Microbiology
Credits: 4
Examines aspects of microbiology that are particularly valuable to the practice of environmental engineering. Specific areas of focus include enzyme and growth kinetics, cell structure and physiology, process of biotransformation, microbial and/or environmental interactions, and biogeochemical cycles. Elements of molecular biology and biotechnology are also presented as appropriate. Students gain a basic understanding and appreciation of microbial processes that are applicable in the field of environmental engineering. Prerequisites: CHEM 1303 and CEE 2321, or equivalent.

CEE 7491 - Special Projects
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7492 - Special Projects
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 7696 - Master's Thesis
Credits: 6

CEE 8049 - Ph.D. Full-Time Status
Credits: 0

CEE 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8190 - Special Topics
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8191 - Special Topics
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8192 - Special Topics
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8193 - Special Topics
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8194 - Special Topics
Credits: 1
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8290 - Special Topics
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8291 - Special Topics
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8292 - Special Topics
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8293 - Special Topics
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8294 - Special Topics
Credits: 2
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8325 - The Sustainable Urban Plan
Credits: 3
Focused on the strategic role of an urban plan in the sustainable environment, this course contrasts the inventive and critical aspects of developing a sustainable urban plan, exploiting the potentials and limits of government, finance, stakeholders, and urban design. Lectures, readings and workshops lead to a project-based site planning policy and design exercise, resulting in a site-specific urban proposal. The 'UrbanPlan' project, administered through the Urban Land Institute (Dallas), then introduces team based development approaches including a market simulation model, with local professional input.

CEE 8328 - Defining the Future of Global Sustainability
Credits: 3
To discuss the long-term future of global sustainability, what that term includes must be defined. Examines the national and international drivers of change, both current and trends toward the future that can be identified.

CEE 8330 - Engineering Sustainability for the Future
Credits: 3
Solving the global challenges of the future will require innovative engineering of problems that are understood now, and those not yet faced. Examines the status of cutting-edge technologies and analyzes what issues need to be addressed for the future survival of the planet.

CEE 8340 - Theory of Elasticity
Credits: 3
The study of stress, strain, and stress-strain relationships for elastic bodies. Classical solutions of two- and three-dimensional problems. The use of the Airy stress function is covered. Prerequisite: CEE 7340 or equivalent.

CEE 8364 - Finite Element Methods in Structural and Continuum Mechanics
Credits: 3
Theory and application of finite element; two- and three- dimensional elements; bending elements; applications to buckling, and dynamic problems. Prerequisite: CEE 7361.

CEE 8365 - Construction Methods and Rehabilitation
Credits: 3
Examines basic construction methods and equipment used to rehabilitate existing buildings and structures. Includes

building maintenance, space improvement, and building component alteration. Also, installation of utilities, including underground utility design. Prerequisites: CEE 7363, CEE 7365.

CEE 8366 - Basic Concepts of Structural Stability
Credits: 3
Unified approach to elastic buckling analysis of columns, plates, and shells using variational calculus (developed entirely in the course). Prerequisite: CEE 7340 or permission of instructor.

CEE 8368 - Theory of Plate Behavior
Credits: 3
Analysis of flat plates subjected to normal loading, inplane loading, and thermal stresses. Plates of various shapes, thick plates, and anisotropic plates are analyzed for both small and large deflections. Prerequisite: CEE 7340 or permission of instructor.

CEE 8370 - Facility Project Management
Credits: 3
Presents the principles and techniques of project management, beginning with the conceptual phase, through the coordination of design and construction, to project completion. Prerequisite: CEE 7370.

CEE 8378 - Transportation Demand Analysis
Credits: 3
An overview of the theory of discrete choice and applications related to modeling travel demand. Topics include theories of choice behavior, theory of estimation, binary choice models, multinomial choice models, multidimensional choice and nested logit, aggregate forecasting techniques, and estimation software. Prerequisite: Basic principles of probability and statistics.

CEE 8379 - Analysis of Transportation Systems
Credits: 3
An overview of techniques used to model and analyze transportation systems. Topics include queuing theory, graph theory, network modeling, development of algorithms, shortest path problem, vehicle routing problem, and simulation techniques. Applications to transportation systems. Prerequisite: Basic principles of probability and statistics.

CEE 8390 - Special Topics
Credits: 3
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8391 - Special Topics
Credits: 3

CEE 8392 - Special Topics
Credits: 3
Individual or group study of selected topics in environmental engineering approved by the department chair, the instructor, and the academic dean.

CEE 8393 - Special Topics
Credits: 3
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8394 - Special Topics
Credits: 3
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8490 - Special Topics
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8491 - Special Topics
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8492 - Special Topics
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8493 - Special Topics
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8494 - Special Topics
Credits: 4
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8590 - Special Topics
Credits: 5
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8591 - Special Topics
Credits: 5
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8592 - Special Topics
Credits: 5
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8593 - Special Topics
Credits: 5
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8594 - Special Topics
Credits: 5
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8690 - Special Topics
Credits: 6
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8691 - Special Topics
Credits: 6
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8692 - Special Topics
Credits: 6
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8693 - Special Topics
Credits: 6
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8694 - Special Topics
Credits: 6
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

CEE 8790 - Special Topics
Credits: 7
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8791 - Special Topics
Credits: 7
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8792 - Special Topics
Credits: 7
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8793 - Special Topics
Credits: 7
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8794 - Special Topics
Credits: 7
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8890 - Special Topics
Credits: 8
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8891 - Special Topics
Credits: 8
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8892 - Special Topics
Credits: 8
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8893 - Special Topics
Credits: 8
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8894 - Special Topics
Credits: 8
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8990 - Special Topics
Credits: 9
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8991 - Special Topics
Credits: 9
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8992 - Special Topics
Credits: 9
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8993 - Special Topics
Credits: 9
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8994 - Special Topics
Credits: 9
Individual or group study of selected topics in environmental or civil engineering. Topics must be approved by the department chair and the instructor.

CEE 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CEE 8396 and CEE 8996 (12 credit hours total) would be allowed during a fall term.

Computer Science

Professor Jia Zhang**, Chair** *ad interim*

Professors: Ginger Alford, Theodore W. Manikas, Jeff Tian, Jia Zhang
Associate Professors: Frank P. Coyle, Michael Hahsler, LiGuo Huang, Eric C. Larson, David Lin, Kasilingam Periyasamy, Klyne Smith, Nurcan Yuruk
Assistant Professors: Corey Clark, Maya El Dayeh, Mehak Gupta, Labiba Jahan

Graduate Programs

The department offers graduate programs in computer science, cybersecurity and software engineering. Faculty research interests include machine learning, artificial intelligence, software engineering, computer architecture, data mining, mobile computing, and information assurance,

In addition to the research labs, students in the Department of Computer Science have access to a wide range of facilities and equipment. Lyle also provides several open computer labs loaded with software students use in lab along with other software for projects or other work. CS students also have access to campus resources such as SMU Central University Library computer resources, general-use Linux servers, and High-Performance Computing (HPC).

Graduate Degrees. The Department of Computer Science offers the following graduate degrees:

Computer Science, Ph.D.

Students receiving a Ph.D. in computer science are expected to achieve and demonstrate a mastery of the discipline and to significantly advance the state of knowledge through an original research effort.

Admission Requirements

Applicants are required to satisfy the following:

1. (a) An M.S. degree in computer science or a related field, including computer engineering, electrical engineering, mathematics or physics, from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.

   (b) In the case of direct admission without a previous M.S. degree, the baccalaureate degree in computer science or a related field must be conferred prior to the time the student begins classes as a graduate student.

2. (a) Excellent academic performance in all completed coursework, with a GPA of at least 3.000 on a 4.000 scale in the student's baccalaureate coursework and master's coursework
   (b) In the case of direct admission without a previous M.S. degree, the student's GPA must be at least 3.400 on a 4.000 scale in the student's junior and senior years.

3. A reasonable level of mathematical maturity.
4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
5. Submission of official GRE graduate school admission test scores.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Submission of a notarized financial certification form (graduates from foreign countries only). Before being considered for admission, all international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency exam score as follows:
   - 550 - paper-based examination.
   - 213 - computer-based examination.
   - 80 - Internet-based examination.

- A score of 6.5 on the IELTS English language proficiency examination is acceptable in place of the above scores for the TOEFL examination.

Direct Admission into the Ph.D. Program

The Computer Science Department offers direct admission to the Ph.D. program for highly qualified students having a bachelor's degree in computer science or a related degree. The combined minimum number of course and dissertation credits for the Ph.D. degree is 78 credits beyond the bachelor's degree. A student directly admitted with a bachelor's degree in computer science or related degree must successfully complete a minimum of 36 credit hours of coursework and a minimum of 24 credit hours of dissertation with the total coursework and dissertation hours reaching a minimum of 78 credit hours. The most common program of study would be for a student to take 36 credit hours of course work and 42 credits of dissertation.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The graduation requirements fall into the categories of completion of a specified number of graduate credit hours in appropriate subjects with an acceptable GPA, demonstration of understanding of the discipline of computer science as evidenced by examination, and completion of a substantial research effort documented in a doctoral dissertation. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.
2. All requirements must be completed within seven years of entry into the program.

The steps for completion of the doctoral program are:

1. Initial advising.
2. Basic coursework to prepare for the commencement of research work.
3. Selection of a dissertation director and advising committee.
4. Advanced coursework in the chosen research area and guided thesis research to prepare for the qualifying examination.
5. Successful completion of the qualifying examination as determined by the doctoral advising committee.
6. Dissertation research supervised by the candidate's doctoral adviser.
7. Successful defense of the research leading to the Ph.D.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Initial Advising

Upon entry into the Ph.D. program, students are assigned a faculty adviser who acts as an academic adviser. The responsibilities of this adviser are to examine the student's prior background and current state of knowledge and to recommend courses to be taken in preparation for conducting research.

Credit Requirements

Graduate Credit Hours

For a student admitted with a master's degree, a minimum of 54 graduate credit hours of coursework is required beyond the baccalaureate degree in order to achieve the Ph.D. degree. In addition to these 54 credit hours of coursework, 24 credit hours are required for dissertation credit with the total coursework and dissertation hours reaching a minimum of 78 credit hours. Of the 54 graduate credit hours of coursework, a maximum of 30 credit hours may be transferred if an entering student possesses an M.S. in an appropriate major from another institution.

Core Courses

Students must select **four** core courses from the following list. If a student has already received credit for any of these courses (or their equivalent at another university), this will count towards the core course requirement.

- CS 7314 - Software Testing and Quality Assurance
- CS 7319 - Software Architecture and Design

- CS 7320 - Artificial Intelligence
- CS 7324 - Machine Learning in Python
- CS 7330 - File Organization and Database Management
- CS 7339 - Computer System Security
- CS 7340 - Service-Oriented Software Engineering
- CS 7343 - Operating Systems
- CS 7349 - Data and Network Security
- CS 7350 - Algorithm Engineering
- CS 7381 - Computer Architecture
- CS 8350 - Algorithms II

Minor Requirement
A minor with a minimum of 12 credit hours supporting the chosen research area is required. These courses may be taken in CS or in another department in the Lyle School of Engineering. The minor requirement may be satisfied by transfer credit.

Seminar Requirement
All full-time Ph.D. students are required to enroll in the CS seminar class CS 8098 at least one time, preferably in their first year as a Ph.D. student. The CS 8098 course is graded on a pass/fail basis.

Grades
No graduate credit is earned for a course in which a grade of less than *C-* is received. Such courses do, however, count toward the total GPA. A student must have a GPA of at least 3.000 on a 4.000 scale to graduate. If at any point, a student's GPA drops below 3.000, the student is placed on academic probation. The student then has one term to raise their GPA to 3.000 or be dismissed from the program. For part-time students, one term is taken to mean six credit hours. A grade of *I* (Incomplete) affects the GPA for the term in which the grade is granted rather than when it is removed; therefore, a student is placed on academic probation if they are granted a grade of *I* on currently completed work in the course and that grade causes the student's GPA to drop below 3.000.

Advanced Study
Advanced study in computer science consists of a major concentration area. A concentration area consists of a number of courses that are related to a specific subfield of computer science. The major concentration consists of a minimum of 18 credit hours, no more than six of which can be independent study.

Credit earned for the core courses (CS 7330, CS 7343, CS 7350 and CS 7381) will not be counted for the concentration area. The student must file an advanced study degree plan with the department. No degree plan is accepted until approved by the chair of CS. Credits received prior to filing a degree plan are not guaranteed to count toward graduation.

Research Adviser and Supervisory Committee
Before the student has completed 18 credit hours or two years of Ph.D. study (whichever comes first), they must identify a dissertation director and form a supervisory committee. It is the responsibility of the student to find a faculty member willing to provide a research topic or to supervise a topic of the student's choosing. The dissertation director must be one of the full-time tenure or tenure-track faculty members of the CS Department. This requirement will be satisfied by successful completion and filing of the Recommendation and Certification of Appointment of Supervisory Committee form.

The dissertation director, together with the student, should prepare the advanced study degree plan. They should also form the supervisory committee. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, and one resident tenured or tenure-track faculty member is chosen from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track

faculty of SMU. The names of the supervisory committee members must be submitted to the chair of the CS Department and the director of the graduate division for approval.

Qualifying Examination

The student must complete all the core courses with an average grade of *B*+ (3.300) or better before they can appear for the qualifying examination. The student will give a written proposal to the committee members. The timing of this submission will be determined by the thesis adviser and usually occurs at the 40–50 percent completion point of the thesis research.

Committee members will submit questions to the Ph.D. dissertation director. The director and the members will negotiate the content of the questions. The questions will generally be from areas related to the student's area of research and, hence, the questions will be submitted only after the student has submitted the written proposal. However, should a majority of the committee judge that the student has not shown strong credentials in one or more of the core areas, the examination may include questions designed specifically to determine whether or not the student has sufficient background in those areas. Examinations will be graded by each submitting member and given back to the chair. The chair, along with the other members, will decide the outcome (pass/fail) of the examination.

The written portion of the qualifying examination is a take-home (open-book) examination with four questions. Although there will be more than four members in the committee, usually one member will be from outside CS and will not be required to submit a question. The questions will be given to the students on a Friday as determined by the committee chair, and the answers will be due back on the following Friday. The student must attain an average score of 70 percent and a minimum score of 50 percent on each individual question in order to receive a passing grade.

After passing the written portion, the student will appear for the oral portion of the qualifying examination. In addition to evaluating the presentation based on the proposed research, the oral part will also address any deficiencies the written examination may reveal. The student should schedule the oral presentation at the time the written proposal is submitted, even though they will be eligible to appear for the oral presentation only after passing the written portion.

Students will have a maximum of two attempts to pass the qualifying examination.

If a student changes her or his area of research significantly or if significant changes are made to the composition of the supervising committee, the student may be required to repeat the qualifying examination.

Change of Committee or Concentration

A student may change concentration, dissertation director or supervisory committee at any point, subject to the approval of the CS faculty. Such a change will generally require the formation of a new supervisory committee and will definitely require the filing of a new advanced study plan. The student must take a qualifying examination in the new concentration area to be admitted to candidacy. In the event that the student changes concentration after being admitted to candidacy, the candidacy is revoked and the student must pass the qualifying examination in the new concentration. Two attempts are allowed for a student in this position. A student may also change areas before being admitted to candidacy. In this event, it is possible that one or more unsuccessful attempts will have been made to pass the qualifying examination. The student may, at the discretion of the CS supervisory committee be allowed two attempts in the new concentration, but under no circumstances will more than three attempts be allowed at the examination. It is also possible that a student will change dissertation director or composition of the supervisory committee while still retaining the same concentration area. Such changes may be made only with the approval of the CS supervisory committee. If the dissertation director is changed, the new dissertation director may, at their discretion, require a new qualifying examination. In addition, if the makeup of the supervisory committee changes substantially, the CS supervisory committee may require a new qualifying examination to be taken with the newly constituted committee.

Doctoral Dissertation

The most clearly distinguishing characteristic of a program leading to the Ph.D. degree is the requirement that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation must make a contribution to knowledge that is of value to the computer science discipline, and it is expected to be a

mature and competent piece of writing. The work reported in the dissertation may be basic scientific research, engineering research or creative design.

Upon the successful completion of the dissertation defense, the dissertation is electronically uploaded to the SMU/UMI Dissertation Publishing submission website. The original abstract must be signed by the dissertation director, and the original half-title page of the dissertation must be signed by all of the CS faculty members attending the dissertation defense.

Dissertation Defense

Final Examination:

Upon completion of all other requirements, a dissertation defense by the candidate will be announced, registered with the Graduate Division and subsequently conducted by the supervisory committee. The candidate must make six unbound copies of their dissertation available to the members of the supervisory committee at least two weeks in advance of the dissertation defense. This defense, which is conducted orally, must enable the supervisory committee to satisfy itself that the dissertation is an original piece of work, either in research or creative design that it has been carried out in keeping with the highest standards of investigation and reporting, and that it makes a contribution to knowledge that is of value to the computer profession or scientific community. The defense must be scheduled with the CS departmental office and posted in the Lyle School of Engineering. This defense is open to the public, with the possible exception of a period open only to committee members and CS faculty in which general questions in computer science may be asked. Satisfactory performance on this defense constitutes the last requirement to be met for the Ph.D. degree.

Software Engineering, D.Engr.

Students receiving a D.Engr. with a major in software engineering are expected to achieve and demonstrate a solid foundation and depth in software engineering practice, a breadth across the engineering discipline, and a significant and industrially relevant engineering innovative experience through the D.Engr. praxis.

Admission Requirements

Applicants are required to satisfy the following requirements:

1. A master's degree in software engineering, computer science, computer engineering, engineering management or a related discipline.
2. Submission of official test scores from the GRE graduate school admission test score and submission of TOEFL/IETLS English language proficiency exam scores if English is not the applicant's native language.
3. Approval of the director of the software engineering program.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the D.Engr. degree, candidates are required to satisfy the following: The graduation requirements fall into the categories of completion of a specified number of graduate credit hours in appropriate subjects and completion of a praxis. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.

1. Twenty-four credit hours of core software engineering courses. These credit hours must come from graduate-level courses in software engineering, as specified.
2. Twelve credit hours of core engineering management courses. These credit hours must come from graduate-level courses in engineering management, as specified.
3. Fifteen credit hours in a technical specialty. These credit hours must be taken in software engineering, computer science, computer engineering, engineering management, systems engineering or other technical areas consistent with anticipated doctoral work demands.
4. Fifteen credit hours of electives. All elective credit hours must come from graduate-level courses and must be approved by the advisory committee. These courses should, in some way, complement and strengthen the student's degree plan. They should broaden the student's understanding of the issues and problems relating to the application of software technologies to different engineering disciplines.
5. Twelve credit hours of praxis. These credit hours must be taken in residence. The student enrolls for these credit hours in the course of preparing the praxis project.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Core Courses in Software Engineering

Required Courses

The following courses or their equivalents must be included in the degree plan:

- CS 7314 - Software Testing and Quality Assurance
- CS 7315 - Software Project Planning and Management
- CS 7316 - Software Requirements
- CS 7319 - Software Architecture and Design

Additional Courses

In addition, at least four of the following courses must be taken:

- CS 7318 - Object-Oriented Analysis and Design
- CS 8314 - Software Metrics and Quality Engineering
- CS 7312 - User Interfaces, User Experience
- CS 8317 - Software Reliability and Safety
- CS 8340 - Advanced Topics in Software Engineering

Core Courses in Engineering Management

Required Courses

The following courses, or their equivalents, must be included in the degree plan:

- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 7377 - Statistical Design and Analysis of Experiments

Additional Courses

In addition, at least two of the following courses must be taken:

- OREM 8360 - Optimization for Analytics
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8364 - Engineering Management
- OREM 8378 - Optimization Models for Decision Support

Engineering Praxis

The student must perform a suitable engineering praxis proposed by the student and approved by the praxis adviser and the supervisory committee. The praxis must include a significant and industrially relevant engineering innovative experience, typically revolving around a well-defined project relevant to current software engineering practice. Good scholarship and the significance of the student's praxis could be demonstrated by relevant technical publications, patents (or patent applications) or invention disclosures. As a culmination of the doctoral program, the student must submit an acceptable written praxis report and pass the oral praxis presentation and defense.

Upon the successful completion of the praxis defense, the praxis is uploaded to the SMU/UMI Praxis Publishing website. The original abstract must be signed by the praxis adviser, and the original half-title page of the praxis must be signed by all of the CS faculty members attending the praxis defense.

Sample Doctoral Degree Plans

The courses comprising a degree plan for a D.Engr. with a major in software engineering will be determined by the student's supervisory committee. The plans will vary among students depending on their background and praxis topics. Sample degree plans cover both basic degree requirements and technical specialties. All students must select

a technical specialty track that is approved by their committee and that relates to their praxis topic. The following are *examples* of technical specialty tracks appropriate for a D.Engr. with a major in software engineering candidates:

Security

- CS 7339 - Computer System Security
- CS 7349 - Data and Network Security
- CS 7359 - Software Security
- CS 8349 - Advanced Network and System Security
- CS 8352 - Cryptography and Data Security

Networks/Distributed Computing

- CS 7344 - Computer Networks and Distributed Systems
- CS 8377 - Fault-Tolerant Computing

Data Management

- CS 7330 - File Organization and Database Management
- CS 7331 - Data Mining
- CS 8330 - Database Management Systems
- CS 8331 - Advanced Data Mining
- CS 8337 - Information Storage and Retrieval

Embedded Systems

- CS 7385 - Microcontroller Architecture and Interfacing
- CS 8317 - Software Reliability and Safety

High-Performance Applications Engineering

e.g., computer gaming

- CS 7350 - Algorithm Engineering
- CS 7381 - Computer Architecture
- CS 7382 - Computer Graphics

Recognition of Previous Postbaccalaureate Coursework

Students with an M.S. in software engineering, engineering management or other related areas may apply up to 30 credit hours of their M.S. degree credits toward their D.Engr. with a major in software engineering, subject to approval of their supervisory committee.

Computer Science, M.S.

Admission Requirements

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

1. A bachelor's degree in computer science, computer engineering or a closely related discipline. Applicants with undergraduate degrees in disciplines other than computer science may be admitted to the program and may be required to take articulation coursework and/or satisfy the competency requirement (see below).
2. A minimum GPA of 3.000 on a 4.000 scale in the student's junior and senior years.
3. A reasonable level of mathematical maturity.

Degree Requirements

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

- Either 30 hours of coursework or 24 hours of coursework plus 6 hours of Master's Thesis.
- Six hours of core courses from a list of 4 courses: CS 7330 - File Organization and Database Management, CS 7350 - Algorithm Engineering, CS 7343 - Operating Systems and System Software, and CS 7381 - Computer Architecture.
- 12 hours of a CS Specialization. Specializations consist of 6 hours of specialization core classes with the remaining 6 hours taken from a list of depth specialization electives. Students electing a thesis may apply their 6 hours of thesis as depth specialization electives.
- 12 hours of broadening electives. Broadening electives may be chosen from any CS graduate level course. Students may choose broadening electives outside of the CS department with advisor approval.
- A minimum of two 8000 level courses must be listed on the degree plan.

The CS Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high-level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

Students may fulfill (**1**) by either:

1. Demonstrating their programming ability in a departmental examination.
2. Successful completion of CS 1341 - Principles of Computer Science.
3. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

Students may fulfill (**2**) by demonstrating competence in the following core areas of Computer Science:

1. Computer Architecture
2. Programming Languages
3. Data Structures and Algorithms
4. Database Management Systems
5. Operating Systems and Concurrency
6. Networks and Distributed Systems

   Competence in core areas may be demonstrated by one of the following:
   - Completing a course from an ABET Accredited program that covers a core area.
   - Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science Department and should be taken prior to beginning of the first semester.
   - Completing CS 7311 - Foundations of Computing. (*Note that this course does not count toward the 30-hour degree requirement.*)

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval.

Of the 30 credit hours needed for graduation, at least six credit hours must be at the 8000 level, with the remainder at the 7000 level or above.

Distribution of Courses

Courses are considered to be core, specialization or elective. Core courses cover material considered fundamental to graduate-level computer science and are required of all students. Each student is expected to specialize in some area of computer science. The specialization area is a mechanism by which a student can tailor a coherent program of study to their interests. Electives are courses taken to round out the 30 credit hour requirement. Transferred credit

hours may be used to satisfy any of these requirements. The specific requirements are discussed in detail in the following subsections.

Course Requirements

A student who elects to take the nonthesis option must take six credit hours of core courses, 12 credit hours of specialization and 12 credit hours of electives. The electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval. Those who elect to take thesis option will substitute the specialization with thesis credit hours.

Core Courses

Choose two courses from the following:

- CS 7330 - File Organization and Database Management
- CS 7343 - Operating Systems
- CS 7350 - Algorithm Engineering
- CS 7381 - Computer Architecture
  *In addition to the core course options listed above, all students must take the following course: CS 8098 - Computer Science Seminars.

Total: 12 Credit Hours

Specialization

AI and Machine Learning

Specialization Core (6 Credit Hours)

- CS 7320 - Artificial Intelligence
- CS 7324 - Machine Learning in Python

Specialization Depth Electives

Choose two courses from the following:

- CS 7323 - Mobile Applications for Sensing and Learning
- CS 7330 - File Organization and Database Management
- CS 7331 - Data Mining
- CS 7337 - Information Retrieval and Web Search
- CS 8321 - Machine Learning and Neural Networks
- CS 8325 - Logic Programming
- CS 8331 - Advanced Data Mining
- CS 8337 - Information Storage and Retrieval

Software Engineering

Specialization Core: (6 Credit Hours)

Choose two courses from the following:

- CS 7314 - Software Testing and Quality Assurance
- CS 7319 - Software Architecture and Design
- CS 7340 - Service-Oriented Software Engineering

Specialization Depth Electives

Choose two courses from the following:

- CS 7313 - Software Configuration Management
- CS 7315 - Software Project Planning and Management

- CS 7316 - Software Requirements
- CS 7317 - Leadership for Architecting Software Systems
- CS 7318 - Object-Oriented Analysis and Design
- CS 7359 - Software Security
- CS 8314 - Software Metrics and Quality Engineering
- CS 7312 - User Interfaces, User Experience
- CS 8317 - Software Reliability and Safety
- CS 8340 - Advanced Topics in Software Engineering

Cybersecurity

Specialization Core (6 Credit Hours)

- CS 7339 - Computer System Security
- CS 7349 - Data and Network Security

Specialization Depth Electives

Choose two courses from the following:

- CS 7346 - Cloud Computing
- CS 7349 - Data and Network Security
- CS 7359 - Software Security
- CS 7369 - Hardware Security and Trojan Detection
- CS 8343 - Advanced Operating Systems
- CS 8349 - Advanced Network and System Security
- CS 8352 - Cryptography and Data Security
- CS 8359 - Advanced Software Security

Theory of Computation

Specialization Core (6 Credit Hours)

- CS 7350 - Algorithm Engineering
- CS 8350 - Algorithms II

Specialization Depth Electives

Choose two courses from the following:

- CS 7341 - Compiler Construction
- CS 7370 - Probability and Statistics for Scientists and Engineers
- CS 8325 - Logic Programming
- CS 8377 - Fault-Tolerant Computing

Thesis Option

A student may elect to write a master's thesis, which counts as the six credit hours of concentration. The student must register for at least six credit hours under CS 7(1–6)96. If the thesis option is chosen, all other requirements are the same. The six credit hours of thesis satisfy the six required credit hours for advanced courses.

A master's thesis represents one or more of the following: synthesis of divergent ideas or a scholarly critique of current literature, a creative research activity or a significant design project, the results of which must be documented in a well-written thesis. The thesis should be of publishable quality, and it is recommended that it be submitted to an appropriate conference or journal before the thesis defense.

A thesis must be supervised by a faculty adviser selected by the student. Any full-time faculty member supporting the student's concentration area may serve as the thesis adviser. It is the student's responsibility to find an adviser willing to provide a thesis topic or willing to supervise a topic of the student's choosing.

Once the student has found an adviser and a topic has been selected, the student and adviser should jointly form a thesis supervisory committee. This committee must consist of at least three members, two of whom must represent the concentration area. The adviser chairs this committee. The makeup of this committee must be approved by the chair of CS and the director of the Graduate Division.

The student must provide the members of the committee with a written thesis proposal. Typically, this will be done before faculty agrees to serve on the committee.

A thesis is judged by the supervisory committee based upon technical merit, originality and presentation. The thesis must be presented orally to the committee at a thesis defense. A copy of the thesis must be made available to each member of the committee at least two weeks before the planned defense. The defense must be scheduled with the CS department office and posted on appropriate bulletin boards. The defense is open to the public.

Cybersecurity, M.S.

Cybersecurity is the computer science discipline concerned with the design and development of secure systems and applications. Cybersecurity covers security of computer networks and systems as well as physical security. In addition to the technical aspects such as cryptography, protocols and access control, the curriculum deals with the policy and management issues, integration and logistics, and budgeting. Centering on the problems of working professionals in the critical field of security, the SMU program in cybersecurity serves the needs of both full-time and part-time students.

Admission Requirements

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

1. A bachelor's degree in one of the quantitative sciences, mathematics or computer science or in one of the engineering disciplines.
2. A minimum of one year of college-level calculus.
3. A minimum of two years of industry experience or submission of official GRE general graduate school admission test scores.

Degree Requirements

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

Core Courses

Satisfactory completion of the core curriculum encompassing four courses:

- CS 7339 - Computer System Security
- CS 7343 - Operating Systems
- CS 7349 - Data and Network Security
- CS 7359 - Software Security

Advanced Elective Courses

Satisfactory completion of three advanced elective courses from the following:

- CS 7314 - Software Testing and Quality Assurance
- CS 7331 - Data Mining
- CS 7359 - Software Security
- CS 7369 - Hardware Security and Trojan Detection
- CS 8317 - Software Reliability and Safety
- CS 8331 - Advanced Data Mining
- CS 8349 - Advanced Network and System Security
- CS 8352 - Cryptography and Data Security

or

- ECE 8372 - Cryptography and Data Security

- CS 8359 - Advanced Software Security
- CS 8377 - Fault-Tolerant Computing
- OREM 7313 - Integrated Logistics Support

Elective Courses

Satisfactory completion of three elective courses; these courses may be any of the available graduate-level course offerings in the Lyle School of Engineering.

Note

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Additional Requirements

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

- Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
- Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
- Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
- Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CS Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high-level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

   Students may fulfill (**1**) by either:

   a. Demonstrating their programming ability in a departmental examination.
   b. Successful completion of CSE 1341 - Principles of Computer Science.
   c. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

   Students may fulfill (**2**) by demonstrating competence in the following core areas of Computer Science:

   a. Computer Architecture
   b. Programming Languages
   c. Data Structures and Algorithms
   d. Database Management Systems
   e. Operating Systems and Concurrency
   f. Networks and Distributed Systems

   Competence in core areas may be demonstrated by one of the following:

   - Completing a course from an ABET Accredited program that covers a core area.
   - Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science & Engineering Department and should be taken prior to beginning of the first semester.

- Completing CS 7311 - Foundations of Computing. *(Note that this course does not count toward the 30-hour degree requirement.)*

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least six credit hours must be at the 8000-level CS courses, with the remainder at the 7000 level or above.

Software Engineering, M.S.

Software engineering is the computer science discipline concerned with developing large applications. Software engineering covers not only the technical aspects of building software systems, but also management issues.

The SMU master's degree program in software engineering offers a balanced approach to management issues, such as directing programming teams, scheduling and budgeting, and technical expertise necessary to succeed in this critically important field. Many of the courses are based upon those proposed by the Software Engineering Institute, specifically founded by the Department of Defense to assist in the development of a sound foundation for this rapidly emerging field. Centering on the problems of working professionals in this field, the SMU program in software engineering serves the needs of both the full-time and part-time student.

Admission Requirements

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

1. A bachelor's degree in one of the quantitative sciences, mathematics or computer science, or in one of the engineering disciplines.
2. A minimum of one year of college-level calculus.
3. A minimum of two years of experience in software development and/or maintenance, or submission of official GRE graduate school admission test scores.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy the following: 30 credit hours of coursework consisting of 12 credit hours of core courses and 18 credit hours of electives as follows:

Core Courses

Satisfactory completion of the core curriculum encompassing four courses:

- CS 7314 - Software Testing and Quality Assurance
- CS 7315 - Software Project Planning and Management
- CS 7316 - Software Requirements
- CS 7319 - Software Architecture and Design

Advanced Elective Courses

Satisfactory completion of three advanced elective courses from the following:

- CS 7318 - Object-Oriented Analysis and Design
- CS 7340 - Service-Oriented Software Engineering
- CS 7345 - Advanced Application Programming
- CS 7349 - Data and Network Security
- CS 8314 - Software Metrics and Quality Engineering
- CS 7312 - User Interfaces, User Experience
- CS 8317 - Software Reliability and Safety
- CS 8340 - Advanced Topics in Software Engineering

Elective Courses

Satisfactory completion of three elective courses from available graduate-level course offerings.

Note: Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Additional Requirements

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

- Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
- Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
- Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
- Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The CS Department requires that the courses taken constitute a coherent program leading to mastery of computer science. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Students entering the program without an undergraduate degree in computer science must satisfy the following competency requirements in addition to the degree requirements listed above:

1. The ability to write programs in a high-level language such as Java, C++, Python, etc.
2. Demonstrate competence in six core areas of computer science.

Students may fulfill (**1**) by either:

a. Demonstrating their programming ability in a departmental examination.
b. Successful completion of CS 1341 - Principles of Computer Science.
c. Obtaining a certificate of achievement from EDX (or comparable entity) in one of the high-level programming languages (e.g. Java, C++, Python).

Students may fulfill (**2**) by demonstrating competence in the following core areas of Computer Science:

a. Computer Architecture
b. Programming Languages
c. Data Structures and Algorithms
d. Database Management Systems
e. Operating Systems and Concurrency
f. Networks and Distributed Systems

Competence in core areas may be demonstrated by one of the following:

- Completing a course from an ABET Accredited program that covers a core area.
- Obtaining 70% or better on a departmental examination that covers a core area. Exams will be based on a set of specified readings published by the Computer Science & Engineering Department and should be taken prior to beginning of the first semester.
- Completing CS 7311 - Foundations of Computing. *(Note that this course does not count toward the 30 hours degree requirement.)*

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least six credit hours must be at the 8000-level CS courses, with the remainder at the 7000 level or above.

Computer Science/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 50 Credit Hours

Total for Joint MS-MBA: 74 Credit Hours

Software Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)
Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)
Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)
Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Computer Science Courses

CS 7049 - Master's Full-Time Status
Credits: 0
Full-time status for students in the master's program.

CS 7096 - Master's Thesis
Credits: 0
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CS 7190 - Special Topics
Credits: 1
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7191 - Special Topics
Credits: 1
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7192 - Special Topics
Credits: 1
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7193 - Special Topics
Credits: 1
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7194 - Special Topics
Credits: 1
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7196 - Master's Thesis
Credits: 1
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CS 7290 - Special Topics
Credits: 2
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7291 - Special Topics
Credits: 2
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7292 - Special Topics
Credits: 2
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7293 - Special Topics
Credits: 2
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7294 - Special Topics
Credits: 2
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7296 - Master's Thesis
Credits: 2
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CS 7310 - Python for Computer Science
Credits: 3
Provides a grounding in the Python programming language for students pursing study in artificial intelligence and data science. Topics include Python language fundamentals, data structures, functional programming, object-oriented programming, concurrency/multi-threading, software testing, plotting and visualization. Intended as articulation for students entering the computer science master's degree programs.

CS 7311 - Foundations of Computing
Credits: 3
A comprehensive foundation course covering the major topic areas of computer science. Topics include computer organization, compilation and execution processes, data structures, algorithmic analysis and order of growth, function abstraction and the run-time stack, pointers and dynamic allocation, recursion, object-oriented programming concepts, processes and threads, concurrency and deadlock, and memory management. Prepares students without a computer science background for master's degree work in the Computer Science Department. Credit cannot be applied toward a master's degree in computer science, software engineering, or security engineering. Prerequisite: Ability to program in a high-level language such as Python, Java or C++.

CS 7312 - User Interfaces, User Experience
Credits: 3
Design and evaluation methodologies for user interfaces (UI) to enhance user experience (UX) and usability. Includes introduction to HCI (human-computer interaction) and UI/UX; usability concept and measurement; UI development process; user/usage characterization and analysis; prototyping; UCD (user-centered design) and other design techniques, usability evaluation, and feedback for usability improvement. Different types of user interactions supported by UI or different interaction styles are studied, ranging from 1) direct manipulation using GUI (graphical user interface), multi-sensory/multi-media UI and VR/AR (virtual reality and augmented reality), 2) navigation using menus and forms, and 3) command and natural language UI. Students perform the analysis, design, and evaluation of a UI through course projects and homework assignments.

CS 7313 - Software Configuration Management
Credits: 3
Successful software development and maintenance requires an understanding and application of many activities and functions throughout the software engineering process. One of the key areas is software configuration management. Students explore the principles and practices of the software configuration management function and mandatory role, including how CM is defined, planned, implemented, and measured over the life cycle of any development or maintenance project. Focuses on understanding specific roles of project team members and the tasks they plan and execute: managers who must support the CM efforts; project managers who must plan and design the CM system for their projects; those who implement the system; those who manage and administer the system; and the testers, engineers, and quality assurance personnel who are affected by the system.

CS 7314 - Software Testing and Quality Assurance
Credits: 3
Examines the relationship of software testing to quality, with emphasis on testing techniques and the role of testing in the validation of system requirements. Topics include module and unit testing, integration, code inspection, peer reviews, verification and validation, statistical testing methods, preventing and detecting errors, selecting and implementing project metrics, and defining test plans and strategies that map to system requirements. Testing principles, formal models of testing, performance monitoring, and measurement also are examined.

CS 7315 - Software Project Planning and Management
Credits: 3
Intended for individuals who seek to plan and/or lead a software development project in industry or academia.

Covers the process of planning and managing a software development project from initiation to implementation. Primary topics include Schedule, Risk, Issue, Financial, Scope, and Change Management. Other key topics deal with controlling functions for tracking progress, estimating of cost, duration, complexity, functionality, and delivery management. Additional topics addressed include the software development process, capability maturity models, software lifecycle models (Waterfall, Agile, Iterative), configuration management, quality assurance, measurement, and process improvement. Prerequisites: Graduate students in computer science, software engineering, computer engineering or engineering management (business majors with permission). It is helpful to have experience in software development, planning, or management outside of the classroom environment (i.e., development of software that will be delivered to a customer).

CS 7316 - Software Requirements
Credits: 3
Focuses on defining and specifying software requirements that can be used as the basis for designing and testing software. Topics include use-cases for describing system behavior, formal methods, specifying functional versus nonfunctional requirements, and the relationship of requirements to software testing.

CS 7317 - Leadership for Architecting Software Systems
Credits: 3
Principles of leadership and software architecture in building large software systems or leading large teams. Involves a mix of personal assessment, reflection, and the development of leadership and influence skills and concepts unique to each student. Examines the process of developing large software systems in a constantly changing commercial environment.

CS 7318 - Object-Oriented Analysis and Design
Credits: 3
Provides an overview of object-oriented analysis and design by integrating the work of Booch, Rumbaugh, Jacobson, Gamma, Helm, Johnson, and Vlissides. Topics cover the basic concepts of object-oriented analysis and design, Unified Modeling Language and its processes, design patterns, design modularity, and stakeholder/value driven design. Prerequisite: Junior or senior standing.

CS 7319 - Software Architecture and Design
Credits: 3
Successful software development requires both an understanding of software design principles and a broader understanding of software architectures that provide a framework for design. The course explores the role of design in the software life cycle, including different approaches to design, design trade-offs, and the use of design patterns in modeling object-oriented solutions. Focuses on important aspects of a system's architecture, including the division of functions among system modules, synchronization, asynchronous and synchronous messaging, interfaces, and the representation of shared information.

CS 7320 - Artificial Intelligence
Credits: 3
Introduces basic principles of problem-solving, planning, and reasoning under uncertainty used in artificial intelligence. This includes solving problems using search, logic, probabilistic reasoning, and machine learning. This course requires working knowledge of programming and the ability to implement advanced data structures and algorithms from scratch. Prerequisites: Knowledge equivalent to material taught in CS 3353.

CS 7322 - Introduction to Natural Language Processing
Credits: 3
Introduction of the core problems of Natural Language Processing. Presents algorithms for basic NLP problems from morphology, text preprocessing, language modeling, tagging, parsing, and lexical semantics. Solutions using various approaches – from rule based methods to corpus based method – with methods from traditional algorithmic solution to modern machine learning approaches are covered. Prerequisites: CS 3353, MATH 3304.

CS 7323 - Mobile Applications for Sensing and Learning
Credits: 3
Equips students with the practical skills necessary to develop mobile applications that take advantage of the myriad sensing and control capabilities of modern smartphones. Focuses on interfacing with phone hardware, efficient computing on the phone and in the cloud using virtualized servers, and efficient analysis of the peripheral sensor streams of today's smartphones. Students integrate real-time control and/or automation using a third-party hardware platform to interface with the mobile platform.

CS 7324 - Machine Learning in Python
Credits: 3
Introduces the processes of learning from data. Provides an overview of a number of machine learning techniques, including pre-processing, visualization, classification, and regression, used in analytics. Covers classic and contemporary learning techniques, with emphasis on artificial neural networks and deep learning methods. Material covered will be reinforced through hands-on experience using state-of-the art tools. Class examples and assignments will come from the programming language Python. Knowledge of linear algebra, calculus, introductory algorithm analysis, statistics/probability, and an introduction to python programming is suggested.

CS 7328 - Software Engineering
Credits: 3
Focuses on theories, methods, and tools for professional development of high-quality large-scale software. Discusses fundamental principles of modern software engineering as well as engineering practices that crosscut system, project, and user perspectives. Students learn to iteratively define requirements, architect, design, implement, integrate, test, deploy, and present a solution. Students work on self-organizing teams and manage the work collaboratively. Prerequisite: Knowledge equivalent to material taught in CS 3341. Corequisite: CS 7330.

CS 7330 - File Organization and Database Management
Credits: 3
A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Prerequisite: Knowledge equivalent to CS 2341.

CS 7331 - Data Mining
Credits: 3
Introduces data mining techniques (classification, association analysis, and cluster analysis) used in analytics. All material covered is reinforced through hands-on experience using state-of-the art tools to design and execute data mining processes. Prerequisites: Knowledge equivalent to CS 1342, CS 4340/OREM 3340/STAT 4340, OREM 3309. Reserved for Lyle majors.

CS 7337 - Information Retrieval and Web Search
Credits: 3
Introduces the field of information retrieval, with an emphasis on its application in Web search. Also introduces the basic concepts of stemming, tokenizing and inverted indices, text similarity metrics, and the vector-space model. Students study popular Web search engines and apply the concepts in several Java-based projects. Prerequisite: Knowledge of CS 3353 or permission of instructor.

CS 7339 - Computer System Security
Credits: 3
Investigates a broad selection of contemporary issues in computer security, including an assessment of state-of-the-art technology used to address security problems. Includes sources for computer security threats and appropriate reactions, basic encryption and decryption, secure encryption systems, program security, trusted operating systems, database security, network and distributed systems security, administering security, and legal and ethical issues. Prerequisite: Knowledge equivalent to CS 5343.

CS 7340 - Service-Oriented Software Engineering
Credits: 3
Discusses the contemporary third generation of software engineering, which focuses on the development of software systems by composition of reusable services (remotely accessible software programs) often provided by other service providers. Students learn some major enabling technologies and solution methods in the field of Service-Oriented Software Engineering (SOSE), including Software as a Service (SaaS), API and mashup, service-oriented architecture, software search engine, machine learning-powered software categorization, artificial intelligence-driven software composition, semantic web-based software profiling, microservices, container and DevOps. Literature survey and project work are essential ingredients of this class, and both research and practical projects build upon one another. Prerequisite: Senior or Graduate standing. Programming experience is required.

CS 7341 - Compiler Construction
Credits: 3
Reviews programming language structures, loading, execution, and storage allocation; the compilation of simple expressions and statements; and the organization of a compiler, including compile-time and run-time symbol tables, lexical analysis, syntax analysis, code generation, error diagnostics, and simple code optimization techniques. Also, the use of a recursive high-level language to implement a complete compiler. Prerequisites: Knowledge of material taught in CS 2341, CS 3342.

CS 7343 - Operating Systems
Credits: 3
Theoretical and practical aspects of operating systems: timesharing and multiprogramming operating systems, network operating systems and the Internet, virtual memory management, interprocess communication and synchronization, file organization, and case studies. Prerequisites: Knowledge equivalent to material taught in CS 2340, CS 3341, and CS 3353.

CS 7344 - Computer Networks and Distributed Systems
Credits: 3
Introduces network protocols, layered communication architecture, wired and wireless data transmission, data link protocols, network routing, TCP/IP and UDP, email and the World Wide Web, distributed computing, mutual exclusion, linearizability, and locks. Prerequisite: Knowledge equivalent to material taught in CS 3341.

CS 7345 - Advanced Application Programming
Credits: 3
Covers advanced programming techniques that span a range of programming languages and technologies. Topics include server-side application development, client graphical user interface implementation, application frameworks, design patterns, model-based development, and multithreading. The specific programming language or languages covered may vary from term to term. Prerequisite: Knowledge of material taught in CS 3345 or consent of instructor.

CS 7346 - Cloud Computing
Credits: 3
Explores architectures for cloud computing, and provides hands-on experience with virtualization technologies. Topics include cloud computing architectures such as infrastructure as a service, platform as a service, and software as a service. Covers programming models for cloud computing, the fundamentals of virtualization technologies that enable scalability, and an introduction to the security and energy efficiency challenges of cloud computing.

CS 7349 - Data and Network Security
Credits: 3
Investigates a broad selection of contemporary issues in computer security, including an assessment of state-of-the-art technology used to address security problems. Includes sources for computer security threats and appropriate reactions, basic encryption and decryption, secure encryption systems, program security, trusted operating systems, database security, network and distributed systems security, administering security, and legal and ethical issues. Prerequisite: CS 7339.

CS 7350 - Algorithm Engineering
Credits: 3
Covers algorithm design techniques; methods for evaluating algorithm efficiency; data structure specification and implementation; and applications to fundamental computational problems in sorting and selection, graphs and networks, scheduling and combinatorial optimization, computational geometry, and arithmetic and matrix computation. Also, introduction to parallel algorithms and to computational complexity and a survey of NP-complete problems. Prerequisites: Knowledge of material covered in CS 2341 and CS 3353.

CS 7359 - Software Security
Credits: 3
As software is delivered across network and Web-based environments, security is critical to successful software deployment. This course focuses on software security issues that pertain to the network application layer in the classic OSI model. At the application network layer, issues related to encryption, validation, and authentication are handled programmatically rather than at the network level. Students work with APIs for cryptography, digital signatures, and third-party certificate authorities. The course also explores issues related to XML and Web services security by examining standards and technologies for securing data and programs across collaborative networks. Prerequisite: CS 7339.

CS 7369 - Hardware Security and Trojan Detection
Credits: 3
Introduces several contemporary topics in hardware security, with a particular emphasis on hardware Trojans. Other topics include physically unclonable functions, the problem of counterfeiting, security implications of design for testability in hardware, intellectual property protection, and secure coprocessors and smart cards.

CS 7370 - Probability and Statistics for Scientists and Engineers
Credits: 3
Introduction to fundamentals of probability, probability distributions, and statistical techniques used by engineers and physical scientists. Topics include basic concepts and rules of probability, random variables, probability distributions, expectation and variance, sampling and sampling distributions, statistical analysis techniques, statistical inference estimation and tests of hypothesis, correlation and regression, and analysis of variance. Prerequisite: Knowledge of calculus required.

CS 7381 - Computer Architecture
Credits: 3
Introduces the state of the art in uniprocessor computer architecture, with a focus on the quantitative analysis and cost-performance trade-offs in instruction set, pipeline, and memory design. Topics include quantitative analysis of performance and hardware costs, instruction set design, pipeline, delayed branch, memory organization, and advanced instruction-level parallelism. Prerequisite: Knowledge of material taught in CS 4381.

CS 7382 - Computer Graphics
Credits: 3
Introduction to classic computer graphics pipeline concepts including modeling, texturing, light and shading, 2D and 3D transformations, and image formation using GPU computing techniques and an industry standard graphics shading language. Prerequisite: Knowledge of material covered in CS 3353.

CS 7385 - Microcontroller Architecture and Interfacing
Credits: 3
Emphasizes the design of embedded systems using microcontrollers. Briefly reviews microcontroller architecture. Includes hierarchical memory systems and interfacing of memory and peripherals, industry standard bus interfaces and other applicable standards, and topics in real-time operating systems and system-level design considerations. The corequisite laboratory requires students to develop software using assembler and high-level languages. Prerequisite: Knowledge of material covered in CS 3381 or ECE 3181, ECE 3381.

CS 7387 - Digital Systems Design
Credits: 3
Modern topics in digital systems design, including the use of HDLs for circuit specification and automated synthesis tools for realization. Programmable logic devices are emphasized and used throughout the course. The course has heavy laboratory assignment content and a design project. Prerequisite: Knowledge of material taught in CS 3381.

CS 7390 - Special Topics
Credits: 3
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7391 - Special Topics
Credits: 3
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7392 - Special Topics
Credits: 3
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7393 - Special Topics
Credits: 3
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7394 - Special Topics
Credits: 3
Individual or group study of selected topics in computer science. Prerequisite: Permission of instructor.

CS 7396 - Master's Thesis
Credits: 3
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CS 7696 - Master's Thesis
Credits: 6
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

CS 8049 - Ph.D. Full-Time Status
Credits: 0
Full-time status for students in the Ph.D. program.

CS 8091 - Special Topics
Credits: 0

CS 8092 - Special Topics
Credits: 0

CS 8095 - Independent Study
Credits: 0

CS 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit

hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

CS 8098 - Computer Science Seminars
Credits: 0
Seminars and colloquia in various specialized and general topics in computer science, given by the resident faculty and invited guests.

CS 8190 - Special Topics
Credits: 1
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8191 - Special Topics
Credits: 1
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CS 8192 - Special Topics
Credits: 1
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CS 8193 - Special Topics
Credits: 1
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8194 - Selected Problems
Credits: 1
Independent investigation of topics in computer science approved by the department chair and the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8195 - Selected Problems
Credits: 1
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

CS 8290 - Special Topics
Credits: 2

CS 8291 - Special Topics
Credits: 2
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CS 8292 - Graduate Seminar
Credits: 2
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CS 8293 - Special Topics
Credits: 2
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8294 - Selected Problems
Credits: 2
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8295 - Selected Problems
Credits: 2
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8296 - Dissertation
Credits: 2
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

CS 8314 - Software Metrics and Quality Engineering
Credits: 3
Addresses techniques of software quality engineering, with emphasis on the role of metrics. Draws from practical experience and uses many examples from industry. Includes the psychological and behavioral aspects of quality and quality assurance. Metrics and quality are presented in relationship to the software process and software process maturity models. Selection of quality metrics is addressed in terms of the goal-question-metric paradigm as well as various quality models. Also, methods of storing data for historical purposes, analyzing data, and presenting data to others.

CS 8317 - Software Reliability and Safety
Credits: 3
In-depth study of techniques for ensuring software reliability and safety. Topics include software reliability engineering, software safety engineering, and recent developments in those areas. Reliability concepts applied to the software domain and safety concepts applied to computer-intensive systems will be discussed. Specific techniques such as software reliability models and analysis methods, operational profiles, safety and hazard analysis using fault trees and event trees, and formal verification for safety-critical software systems will be covered.

CS 8321 - Machine Learning and Neural Networks
Credits: 3

Introduction to the principles and motivation behind forms of machine learning with emphasis on neural networks. Survey of important topics and current areas of research, including the use of deep learning for training massive networks. Prerequisite: CS 7324 or permission of instructor.

CS 8325 - Logic Programming
Credits: 3
Explores logic-based computing and logic programming. Introduces fundamentals of logic programming and covers basic techniques for solving problems in Prolog, including nondeterministic programming, incomplete data structures, definite clause grammars, and meta interpreters. Examines implementation of a logic programming system as a generalization of both traditional programming language systems and traditional databases. Prerequisites: CS 2341, CS 3342.

CS 8330 - Database Management Systems
Credits: 3
An extensive investigation of distributed databases and implementation issues. Included are design, data replication, concurrency control, and recovery. Implementation project included. Prerequisite: CS 7330.

CS 8331 - Advanced Data Mining
Credits: 3
Provides a review of several data mining topics and an in-depth technical discussion of advanced data mining techniques. In addition, research methods applied in the field will be studied. Prerequisite: CS 7331.

CS 8337 - Information Storage and Retrieval
Credits: 3
Examination of techniques used to store and retrieve unformatted/textual data. Examination of current research topics of data mining, data warehousing, digital libraries, hypertext, and multimedia data. Prerequisite: CS 7330.

CS 8340 - Advanced Topics in Software Engineering
Credits: 3
In-depth study of specific topics in software engineering techniques, methodologies, and issues. Topics will change from term to term and will include advanced software reliability models, software development process models, advanced object-oriented design, and cleanroom software engineering.

CS 8343 - Advanced Operating Systems
Credits: 3
Theoretical and practical aspects of operating system design, implementation, system organization, and resource management. The emphasis is on distributed operating systems and advanced research issues. Prerequisite: CS 7343.

CS 8349 - Advanced Network and System Security
Credits: 3
In-depth analysis of secure networks and systems, security audit, intrusion detection and prevention, storage security, firewall configurations, security log analysis, DMZs, honeypots, malicious codes, and mobile and grid computing security. Prerequisite: CS 7349.

CS 8350 - Algorithms II
Credits: 3
Analysis of dynamic data structures, lower bound theory, problem equivalence and reducibility, complexity theory, probabilistic algorithms, machine models of sequential and parallel computation, parallel algorithms. Prerequisite: CS 7350.

CS 8352 - Cryptography and Data Security
Credits: 3
Cryptography is the study of mathematical systems for solving two kinds of security problems on public channels: privacy and authentication. Covers the theory and practice of both classical and modern cryptographic systems. The fundamental issues involved in the analysis and design of a modern cryptographic system will be identified or studied. Prerequisite: ECE/STAT/CS 4340 or equivalent.

CS 8359 - Advanced Software Security
Credits: 3
Advanced software security architectural patterns, software reverse engineering, and malware analysis. Advanced software exploitation techniques including shell coding, return-oriented programming, ASLR, and DEP bypassing. Advanced Web application security and secure coding principles/practices. Security testing techniques, fuzzing, operating system security, and root kits. Prerequisite: CS 5359, or CS 7359, or equivalent.

CS 8377 - Fault-Tolerant Computing
Credits: 3
Faults, errors and failures, hardware fault tolerance, reliability, availability, reliable distributed systems, checkpointing and recovery, atomic actions data and process resiliency, software fault tolerance, and case studies. Prerequisite: Permission of the instructor.

CS 8381 - Quantum Logic and Computing
Credits: 3
Survey of quantum logic and quantum computing from the viewpoint of a computer engineer or computer scientist. Focuses on issues in reversible computation, quantum information modeling, quantum logic circuit design, models of quantum computation, and quantum computer algorithms. Also surveys existing and emerging circuit models used to implement quantum logic circuits. Introduces principles of quantum mechanics as related to quantum computation. Prerequisite: CS 7381 or CS 7385, or ECE 7381 or ECE 7385, or consent of instructor.

CS 8386 - Testing of VLSI Circuits
Credits: 3
The objective of testing is to verify that the manufactured custom chips function correctly according to their specifications. Testing process includes fault modeling, mainly automated simulation, test pattern generation, and testable and self-testing design synthesizing. Structured chips such as memories, PLAs, and FPGAs are also tested for correctness. The course surveys the state-of-the-art test approaches used in industry and in other research environments. Prerequisites: Knowledge of digital logic design, data structures, and algorithms.

CS 8390 - Special Topics
Credits: 3
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8391 - Special Topics
Credits: 3
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of instructor.

CS 8392 - Special Topics
Credits: 3
Individual or group study of selected advanced topics in computer science. Prerequisite: Permission of the instructor.

CS 8393 - Special Topics
Credits: 3
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8394 - Selected Problems
Credits: 3
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8395 - Selected Problems
Credits: 3
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit

hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

CS 8490 - Special Topics
Credits: 4
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8491 - Special Topics
Credits: 4

CS 8492 - Special Topics
Credits: 4

CS 8493 - Special Topics
Credits: 4
Special and intensive study of selective topics in computer science aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8494 - Selected Problems
Credits: 4
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8495 - Selected Problems
Credits: 4
Independent investigation of topics in computer science approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8496 - Dissertation
Credits: 4

CS 8596 - Dissertation
Credits: 5

CS 8693 - Special Topics
Credits: 6
Special and intensive study of selective topics in computer science or computer engineering aimed at encouraging students to follow recent developments through regular critical reading of the literature.

CS 8694 - Selected Problems
Credits: 6
Independent investigation of topics in computer science or computer engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8695 - Selected Problems
Credits: 6
Independent investigation of topics in computer science or computer engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

CS 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit

hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

CS 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, CS 8396 and CS 8996 (12 credit hours total) would be allowed during a fall term.

Data Engineering
Data Engineering, M.S.

Data engineering is the discipline concerned with the design of systems and use of analysis methods for the acquisition, storage, management, security, and processing of data. Data engineering incorporates a number of different fields including acquisition and storage system design, analytics, machine learning, statistics, security, and database management. Centering on the problems of both working professionals as well as researchers in the critical field of data engineering, the SMU program in data engineering serves the needs of both full-time and part-time students.

Admission Requirements

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

1. A bachelor's degree in one of the engineering disciplines, quantitative sciences, mathematics, or computer science.
2. A minimum of one year of college-level calculus and an introductory course in probability and statistics.

Degree Requirements

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

1. Satisfactory completion of the core curriculum encompassing the four courses:
   - OREM 7353 Information System Design Strategies
   - CS 7331/OREM 7331 - Data Mining, or CS 7324 - Machine Learning in Python
   - CS 7370/OREM 7370 - Probability and Statistics for Scientists and Engineers, or ECE 7375 - Random Processes in Engineering
   - ECE 7385/CS 7385 - Microcontroller Architecture and Interfacing, or CS 7387/ECE 7387 - Digital Systems Design

2. For the coursework-only option, satisfactory completion of six elective courses from the following list with at least three of the six courses at the advanced elective or 8000 level. For the coursework-only option with a specialty track, satisfactory completion of four courses from a technical specialty track, two additional courses from the following list, and at least three of these six courses must be at the advanced elective or 8000 level. For the thesis option, satisfactory completion of four courses from the following list with at least one of the four courses at the advanced elective or 8000 level, six credit hours of ENGR M.S. thesis credit, and the successful defense of the M.S. thesis. For convenience, the elective courses are organized under broad topic areas in data engineering.

(Any deviation from the stated requirements must be approved in writing from the student's adviser and the MSDE program director.)

Foundational Courses Supporting Data Engineering

- CS 7350/OREM 7350 - Algorithm Engineering
- OREM 7377 - Statistical Design and Analysis of Experiments

Advanced Electives

- CS 8350 - Algorithms II
- ECE 8371 - Information Theory
- ECE 8372/CS 8352 - Cryptography and Data Security

Data System Architecture

- CS 7337 - Information Retrieval and Web Search
- CS 7330/OREM 7330 - File Organization and Database Management
- CS 7346/ECE 7346 Cloud Computing

- ECE 7374 - Digital Image Processing
- OREM 7360 - Management of Information Technologies
- OREM 7361 - Simulation for Systems Analytics

Advanced Electives

- CS 8330 - Database Management Systems
- CS 8337 - Information Storage and Retrieval
- ECE 8364 - Statistical Pattern Recognition
- ECE 8378 - Performance Modeling and Evaluation of Computer Networks
- ECE 8381 - Quantum Logic and Design
- OREM 8330 - Advanced Database Management Systems
- OREM 8337 - Information Retrieval
- OREM 8356 - Global Perspectives for Information Engineering

Data Acquisition and Sensing

- ECE 7369 - Trojan Detection and Hardware Security
- ECE 7373 - DSP Programming Laboratory
- ECE 7376 - Introduction to Computer Networks
- ECE 7377 - Embedded Wireless Design Lab

Advanced Electives

- ECE 8382 - Digital Signal Processing Architectures
- ECE 8375 - Error Control Coding
- ECE 8388 - Embedded Computing System Design
- ECE 8389 - Foundations of Formal Verification and Validation

Data Analysis Applications and Support

- CS 7320 - Artificial Intelligence
- CS 7323 - Mobile Applications for Sensing and Learning
- CS 7339 - Computer System Security
- CS 7349 - Data and Network Security
- CS 7359 - Software Security
- ECE 7365 - Adaptive Algorithms for Machine Learning
- OREM 7303 - Integrated Risk Management
- OREM 7356 - Decision Analysis for Engineers
- OREM 7357 - Analytics for Decision Support

Advanced Electives

- CS 8321 - Machine Learning and Neural Networks
- CS 8331/OREM 8331 - Advanced Data Mining
- CS 8359 - Advanced Software Security

Articulation

All students entering the program are expected to possess knowledge equivalent to the following Lyle courses.

- CS 1341 - Principles of Computer Science
- CS 1342 - Programming Concepts
- ECE 2381 - Digital Logic Design
- ECE 3381 - Microcontrollers and Embedded Systems
- OREM 3309 - Information Engineering
- OREM 3340 - Statistical Methods for Engineering and Applied Scientists or ECE 3360 - Statistical Methods in Electrical Engineering

Students entering the program with an undergraduate degree other than those from the quantitative sciences, mathematics, statistics, engineering disciplines, or computer science may be asked to take one or more articulation courses. Such students will receive conditional admission to the program. Students must receive a grade of B or better in each articulation course to continue in the program. Credit from the articulation courses will not count toward the 30-hour M.S. degree requirements.

Sample Degree Tracks

Any of the elective courses may be used towards completion of the master's degree in data engineering with at least one course at the advanced elective or 8000 level. The courses comprising this requirement should be determined by the student's background and experience, and approved by the student's adviser. Sample tracks are given for guidance in developing an area of expertise within the wide scope of the data engineering field. The following are examples of appropriate tracks for a M.S. degree in data engineering where a student and their advisor would pick three electives and three advanced electives under each example track.

Data Security

- CS 7349 - Data and Network Security
- CS 7359 - Software Security
- ECE 7369 - Trojan Detection and Hardware Security
- OREM 7382 - Information Technology Security and Risk Management

Advanced Electives

- CS 8349 - Advanced Network and System Security
- CS 8352/CS 8352 - Cryptography and Data Security
- CS 8359 - Advanced Software Security
- ECE 8375 - Error Control Coding

Data Management

- CS 7330/OREM 7330 - File Organization and Database Management
- CS 7337 - Information Retrieval and Web Search
- ECE 7346/CS 7346 - Cloud Computing
- OREM 7357 - Analytics for Decision Support
- OREM 7360 - Management of Information Technologies

Advanced Electives

- CS 8330/OREM 8330 - Advanced Database Management Systems
- CS 8337/OREM 8337 Information Retrieval
- OREM 8356 - Global Perspectives for Information Engineering

Data Engineering with Intelligence and Learning

- CS 7320 - Artificial Intelligence
- CS 7323 - Mobile Applications for Sensing and Learning
- ECE 7365 - Adaptive Algorithms for Machine Learning

Advanced Electives

- CS 8321 - Machine Learning and Neural Networks
- CS 8331/CS/OREM 8331 Advanced Data Mining
- ECE 8378 - Performance Modeling and Evaluation of Computer Networks

Data Acquisition and Preprocessing

- CS 7346/ECE 7346 - Cloud Computing
- ECE 7374 - Digital Image Processing

Advanced Electives

- CS 8352/ECE 8372 - Cryptography and Data Security
- ECE 8375 - Error Control Coding
- ECE 8382 - Digital Signal Processing Architectures
- ECE 8388 - Embedded Computing System Design

Data Engineering Research

- ENGR 7696 - Master's Thesis
- Four additional three credit-hour course elective including at least one course at the 8000 level

Residency and Level Requirements

A minimum of 30 graduate credits must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credits may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least nine credit hours must be 8000-level Lyle courses for the coursework-only option. For M.S. thesis students, the requirements are six credit hours of ENGR Master's Thesis with an additional three hours of 8000-level Lyle courses, and all remaining credits in courses at the 7000 level or higher.

Datacenter Systems Engineering

Professors Klyne Smith and M. Volkan Otugen, **Program Directors**

Professor: Sukumaran V.S. Nair, M. Volkan Otugen
Associate Professor: Mohammad Khodayar
Adjunct Professors: David Braucher, Vidroha Debroy, Nagarajan Sridhar, Rumanda Young

Datacenter Systems Engineering, M.S.

The Master of Science in Datacenter Systems Engineering is the only one of its kind in the U.S.; it prepares graduate students for positions as managers and technologists for the rapidly growing number of datacenters worldwide. This degree prepares students for the future of digital infrastructure. The degree covers datacenter infrastructure engineering from a multidisciplinary perspective and builds upon undergraduate degrees as diverse as mechanical engineering, civil and environmental engineering, computer science, electrical engineering, chemistry, business management, and finance.

Datacenters are essential to computing processing power, large data storage, retrieval, and high volume transaction processing. Recently, ChatGPT gave the world early insights into the power of generative artificial intelligence (AI). As generative AI continues to expand, datacenters around the globe will continue to evolve to support new capabilities. At SMU Lyle, we're preparing tomorrow's engineers by offering the master's degree program focusing on datacenter systems engineering.

Qualified students with undergraduate degrees in engineering, computer science or one of the physical sciences or mathematics are required to complete 30 credit hours (typically 10 courses). Students entering the program with an undergraduate degree other than in engineering or one of the physical sciences or mathematics may be asked to articulate the necessary courses.

Students are required to complete the five core courses and three Group I electives (or 9 credit hours) from one or more of the four optional specializations: facilities/infrastructure; data engineering and analytics; networks, virtualization and security; and business specialization.

The two additional Group II electives may be selected with adviser approval from the offerings of the Lyle School of Engineering, Cox School of Business and Dedman College (Physics, Chemistry, Mathematics or Statistics departments). The student is responsible for ensuring that the prerequisites for the elective courses have been met.

The core courses, encompassing the activities of the datacenter, reflect the breadth of the technology as it is conducted in the industry. The Group I course concentrations serve to develop or extend competence in one or more of the technical fields of interest to the student. The Group II electives enable the student to build interests broadly by selecting courses under the guidance of the academic adviser from the Lyle School of Engineering or the University as a whole.

Admission Requirements

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

1. B.S. in one of the engineering disciplines, computer science, one of the quantitative sciences or mathematics.
2. A minimum of two years of college-level mathematics, including one year of college-level calculus.

Degree Requirements

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

1. A total of 30 credit hours with a GPA of at least 3.00.
2. Satisfactory completion of the core curriculum encompassing 15 credit hours (five required courses).
3. Satisfactory completion of nine credit hours from Group I electives.
4. Satisfactory completion of six credit hours from Group II electives.

Core Courses

- CEE 7380 - Management of Industrial and Mission-Critical Facilities
- CS 7346 - Cloud Computing

- CS 7339 - Computer System Security
  or
- CS 7349 - Data and Network Security

- ECE 7301 - Power Management for Industrial and Mission-Critical Facilities
- OREM 7357 - Analytics for Decision Support

Group I Electives

Business Specialization

- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- OREM 8362 - Engineering Accounting
- RE 6211 - Real Estate Investment

Data Engineering and Analytics

- CS 7312 - User Interfaces, User Experience
- CS 7320 - Artificial Intelligence
- CS 7330 - File Organization and Database Management
- CS 7340 - Service-Oriented Software Engineering
- CS 8321 - Machine Learning and Neural Networks
- OREM 7352 - Information Systems Architecture
- OREM 7353 - Information System Design Strategies for Analytics
- OREM 8331/CS 8331 - Advanced Data Mining
- OREM 8337/CS 8337 - Information Storage and Retrieval

Facilities Infrastructure Management

- CEE 7308 - Smart Infrastructure and Environment
- CEE 7325 - Disaster Management
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7366 - Introduction to Facilities Engineering Systems
- CEE 7369 - Electrical, Mechanical, and Piping Systems for Buildings
- CEE 7370 - Quality Management in Construction
- CEE 7381/ME 7381 - Site Selection for Industrial and Mission-Critical Facilities
- CEE 7383/ME 7383 - Heating, Ventilating, and Air Conditioning
- CEE 7384 - Energy Management for Buildings
- CEE 7392 - Special Projects
- EETS 7307 - Telecommunications for Data Systems Engineering
- EETS 8391 - Special Topics
- OREM 8363 - Engineering Finance
- ME 7330 - Heat Transfer
- ME 7336 - Intermediate Fluid Dynamics

Networks, Virtualization and Security

- CS 7339 - Computer System Security
- CS 7344 - Computer Networks and Distributed Systems
- CS 7359 - Software Security (Virtualization)
- CS 8343 - Advanced Operating Systems

- CS 8349 - Advanced Network and System Security
- CS 8352/ECE 8372 - Cryptography and Data Security
- EETS 7304 - Network Protocols
- OREM 7382 - Information Technology Security and Risk Management
- OREM 8356 - Global Perspectives for Information Engineering
- OREM 8364 - Engineering Management

Group II Electives

With adviser guidance and approval, students may select two courses (or six credit hours) from graduate-level courses offered by the Lyle School of Engineering, Cox School of Business and Dedman College (departments of Physics, Chemistry, Mathematics or Statistics).

Design and Innovation

Clinical Assistant Professor Jessica Burnham, **Program Director**

Clinical Assistant Professors: Jessica Burnham, Justin Childress
Adjunct Instructors: Seth Orsborn, JT Ringer, Rickey Crum

Design and Innovation, M.A.

Created in the Lyle School of Engineering and first offered in 2015, the multidisciplinary Master of Arts in Design and Innovation (MADI) degree program is a joint program of the Lyle School of Engineering and the Meadows School of the Arts, and as such, it is housed in and administered by both schools. Students in this program earn one degree that is supported by both schools.

This project-based program focuses on teaching Human-Centered Design skills and processes of creative thinking and problem-solving in a multidisciplinary and applied setting. The degree is grounded in the methodologies of Human-Centered Design, including Design Research, Design Thinking, problem definition frameworks, idea generation and rapid prototyping. The program involves coursework in theories of design, 2D and 3D tools, innovation processes, and project-based design studios focused on real-world design challenges. Additionally, the degree allows for coursework in electives outside of the Lyle and Meadows Schools to build cross-disciplinary experiences and knowledge. This degree is for students seeking to become more versatile thinkers regardless of their disciplinary background, a design background is not required for admission. Students who earn this degree are well-suited for future careers in the public and private sector focused on Design Research Strategy, Design and Innovation Consulting, Design Research and Experiential Design practices among other areas.

Admission Requirements

In addition to meeting the Lyle School of Engineering degree requirements, candidates are required to hold a bachelor's degree from an institution of standard collegiate rank recognized by the accrediting agencies in whose jurisdiction the college is located or to be in the final year of an accredited bachelor's degree program. Students must submit two letters of recommendation and a personal statement to fulfill the admission requirement process.

Degree Requirements

In addition to meeting the Lyle School of Engineering admission requirements, candidates must meet the following degree requirement: satisfactory completion of the following courses with an overall graduate GPA of at least 3.000. Only a few of the advanced elective courses have prerequisites, ensuring that students are able to fulfill program requirements on a reasonable timeline. Students wishing to choose any of the electives below will need to have met all course requirements and prerequisites. Enrollment in open electives will be at the discretion of the academic department where the course is offered and the course instructor. Open electives are designed to allow students to gain specialized skills in the field that they may go on to practice or to pursue a personal passion or interest that will complement their future work.

Core Courses

- DSIN 7211 - Professional Practice in Design
- DSIN 7311 - Human-Centered Design
- DSIN 7312 - Designing the Visual Environment (2D Design)
- DSIN 7313 - Form and Composition
- DSIN 7314 - The Context and Impact of Design
- DSIN 7315 - Design Studio for Social Impact
- DSIN 7316 - Design Studio for Business
- DSIN 7317 - Design and Innovation Capstone 1
- DSIN 7318 - Design and Innovation Capstone 2

Total: 26 Credit Hours

Suggested Elective Courses

Two (2) 3-hour courses or up to six (6) credit hours of electives must be completed with a satisfactory grade in order to fulfill the Master of Arts in Design and Innovation degree. The following is a list of highly recommended courses, but students are allowed to take courses from across the University to complete the degree. Some courses will require approval for enrollment. It is the student's responsibility to obtain this approval in conjunction with approval from their program advisor. All electives need to be taken at the 6000 level or higher.

Two three-credit hour courses or up to six credit hours from the following list or any other course approved by academic adviser:

- DSIN 7190 - Special Topics
- DSIN 7304 - Building Creative Confidence
- DSIN 7390 - Special Topics
- DSIN 7391 - Special Topics
- DSIN 7392 - Special Topics
- DSIN 7393 - Special Topics
- ADV 6102 - Purpose-Driven Marketing
- ADV 6103 - Business-To-Business Advertising
- ADV 6372 - Responsibility and Social Entrepreneurship
- ADV 6383 - Creativity, Art, and Problem-Solving
- AMAE 6203 - Strategic Internal and External Communication
- ANTH 6305 - Applied Anthropology
- ANTH 6319 - Research Methods in Ethnology
- ANTH 6384 - Political Economy: Global Processes and Problems
- ARHS 6000-level course(s) approved by program administrators and the Meadows Art History Department
- CEE 7301 - Climate-Smart Inclusive Economic Development
- CEE 7302 - Leadership in Development Sector
- CEE 7305 - Policy Impacts on Sustainability
- CEE 7306 - Sustainable Urban Development and Design
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 8325 - The Sustainable Urban Plan
- CISB 6222 - Starting a Business
- CISB 6223 - Early-Stage Valuation and Fund
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- CRCP 6360 - Interactive and Experiential Design
- CRCP 6370 - Artificial Intelligence in the Metaverse
- CRCP 6390 - Data Expression
- CS 7312 - User Interfaces, User Experience
- ME 7369 - Innovation Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- MNO 6202 - Leading Teams and Organizations
- MNO 6222 - Organizational Innovation and Change by Design
- MNO 6232 - Ethical Leadership and Corporate Social Responsibility
- OREM 7301 - Systems Engineering Process
- OREM 7365 - Program and Project Management

Total: 5-6 Credit Hours

Total: 31-32 Credit Hours (31 credit hour minimum)

Design and Innovation Courses

DSIN 7190 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7211 - Professional Practice in Design
Credits: 2
Prepares advanced students by giving them the tools, instruction, and feedback necessary to locate and engage with potential professions in a variety of design-dependent fields. Students interact regularly with working professions via presentations, portfolio reviews, and mock interviews. Students are expected to build a visual portfolio of work, compile and design a resume, and research specific jobs that they feel align with their particular design interests. Students emerge from the class understanding how to communicate the value of their skillsets, as well as have the tools and materials to reinforce that information. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7304 - Building Creative Confidence
Credits: 3
Focuses on traditional and nontraditional strategies, tools, and mind-shifts required for creativity. Students develop tactical skills to generate, express, and develop their ideas. Investigates the essential components of successful innovation and ways to overcome cultural and personal blocks against creativity. Work is individually produced.

DSIN 7311 - Human-Centered Design
Credits: 3
A fast-paced, project-based examination of human-centered design, which is a well-established process and set of methods aimed at devising solutions based on people's needs. Explores HCD's foundation in design research that emphasizes primary, contextual research such as interviews, observations, and adapted ethnographic methods, with a focus on empathy for the user and rapid prototyping to quickly express possible solutions. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7312 - Designing the Visual Environment (2D Design)
Credits: 3
Introduces students to the understanding and appreciation of 2-D design through assignments focused on the process of ideation, iteration, and critique. The first half of the course discusses overall design principles, 2-D layout, and visual design exploration methods, and culminates in a midterm assignment that utilizes a full repertoire of design skills. Course work is largely project-based, with an emphasis on both field and scholarly research, collaboration, writing, and executions of common communication design solutions (such as booklets, posters, editorial layouts, logos, digital layouts, and language-oriented typographic explorations). Every assignment builds upon the other, and it is critical that each one be approached with that in mind. Students are evaluated on the depth of their research, their ability to communicate that research, and their ability to apply what they have learned to true-to-life design challenges.

DSIN 7313 - Form and Composition
Credits: 3
Introduces 3-D design and composition through assignments focused on the process of creating and building different pieces of work and receiving criticism. Includes overall design principles, 3-D form making, regular presentations, and a culminating final assignment to utilize a full repertoire of design skills. Concentrates on design production with brief training on various digital and analog tools. Students do not need to have a design production background to complete the assigned projects and all content, feedback, and work time is expected to happen during normal class time hours. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7314 - The Context and Impact of Design
Credits: 3
Focuses on a series of broad cultural topics through a design lens. Includes discussion and exploration of design

topics that cut across eras, mediums, and scales. Emphasizes the idea of the intentionality of a design, as situated in its original context, as well as a design's continuing relevance to modern life.

DSIN 7315 - Design Studio for Social Impact
Credits: 3
Students demonstrate their ability to manage and operate a full Human-Centered Design (HCD) project, from start to finish, with a real-life client. Students use problem-solving techniques, individually and collectively, to achieve an appropriate design solution in an unscripted and dynamic situation much like an actual employment scenario. Projects are determined each semester dependent on potential partnerships, available resources, and current municipal and local issues or topical events in the DFW area. The course provides an opportunity for the direct application of HCD processes and acquired skills, as well as problem definition, design research, team collaboration, rapid prototyping and testing, storytelling, and a series of presentations. The course culminates with a public presentation and critique of the students' work by faculty and external stakeholders. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7316 - Design Studio for Business
Credits: 3
The studio class is the MADI program's premiere course where students are expected to show their ability to manage and operate a full Human-Centered Design (HCD) project, from start to finish, with a real-life client. Students use problem-solving techniques, individually and collectively, to achieve an appropriate design solution in an unscripted and dynamic situation much like an actual employment scenario. Projects are determined each semester dependent on potential partnerships, available resources, and current municipal and local issues or topical events in the DFW area. The course provides an opportunity for the direct application of HCD processes and acquired skills, as well as problem definition, design research, team collaboration, rapid prototyping and testing, storytelling, and a series of presentations. The course culminates with a public presentation and critique of the students' work by faculty and external stakeholders. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7317 - Design and Innovation Capstone 1
Credits: 3
With a focus on frameworks for working through the uncertain front-end of the Human-Centered Design process, this course covers in-depth processes and professional best practices of design research strategy. Building upon the skills and theory acquired in Human-Centered Design (DSIN 5303/DSIN 7311), advanced theory and methods necessary to be successful in the field of design are taught and applied on an individual project level. Students learn to deeply understand the systems at play that affect designed solutions and use this understanding to frame areas of opportunity for new designs that span product, service, and policy. This course provides tools and applications for students to use when exploring a problem from multiple angles while building a robust context that informs future design decisions. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7318 - Design and Innovation Capstone 2
Credits: 3
A culminating course that allows MADI students to deeply explore a design topic of their choosing. Focuses on the inseparability of design research and design practice, and completes the project arc that was started in DSIN 7317. Each student completes a project plan, prototype, and textual case study that relates to the topic they explored in the Capstone 1 course. Prerequisite: Restricted to master's in design and innovation (MADI) students only.

DSIN 7321 - Digital Product Design
Credits: 3
Discusses the fundamentals of digital product design, with a specific focus on planning and designing the user experiences and interfaces of interactive web and mobile applications. Emphasis is placed on critical analysis of a product's goals, defining and evaluating key functionalities based on both client direction and user analysis, defining target markets, layout planning, navigation, information hierarchy, and contemporary visual approaches to interaction design. Course work is largely project-based, and explores best practices in user experience and how to design user interfaces that function on digital devices. Students are required to research contemporary practices in user interface design and integrate that research into their own design process. The course involves two distinct

project categories: the critical visual analysis of existing digital products, and designing the user experience/interface of a digital product that solves a specific problem.

DSIN 7331 - Innovation and Design Attitude
Credits: 3
Explores the nature and relationship among design and innovation. Beyond this intellectual foundation, the course serves as an environment for students to cultivate a spirit of innovation, practice creative and analytical problem solving, and develop an interdisciplinary and collaborative orientation conducive to succeeding in today's organizations. As a result, the course blends theoretical understanding with hands-on, contextualized, experiential learning exercises and projects.

DSIN 7332 - Product Design Studio
Credits: 3
The design of innovative new products depends on the creative application of design methods and tools. Product design is most effectively learned by physically exploring the possibilities of design. Design processes and methods are learned through exploring, doing, and reflecting upon the process and the insights gained through them. Good product design is dependent on effective teamwork and how to give and receive critical feedback. This class encourages creative and novel thinking and doing while being comfortable with managing ambiguity and possibility. All of this is wrapped in a team-based, semester-long product design project. Prerequisite: DSIN 7331.

DSIN 7333 - Integrated Product Design
Credits: 3
Introduces the skills, processes, and techniques required for effective integrated product design and provides the opportunity to apply this knowledge in a real-world project. Beginning with learning about new product development, what it actually entails, and how it integrates design, marketing, and engineering, students then proceed to tackle a corporate sponsored project in which they learn the new product design method through its application. Prerequisites: DSIN 7331 and DSIN 7332.

DSIN 7390 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7391 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7392 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

DSIN 7393 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

Electrical and Computer Engineering

Professor Mahesh Krishnamurthy, **Chair**

Professors: Jerome K. Butler, Joseph D. Camp, Jung-Chih Chiao, Scott C. Douglas, Jennifer Dworak, Gary A. Evans, Ping Gui, Duncan L. MacFarlane, Mahesh Krishnamurthy, Suku Nair, Behrouz Peikari, Dinesh Rajan, Mitch Thornton, Jianhui Wang
Associate Professors: Carlos E. Davila, Mohammad Khodayar, Choon S. Lee, M. Scott Kingsley
Assistant Professors: Prasanna Rangarajan, Kenneth Berry
Adjunct Faculty: Radi M. Alzoubi, Veepsa Bhatia, Hakki C. Cankaya, Shaibal Chakrabarty, Sudipto Chakraborty, Mohamed Ezzat, Mark Hoffman, Clark D. Kinnaird, Bhalaji Kumar, Theodore Moise, Jason Moore, James Olivier, John Rhymer, Steven G. Pelosi, Leonid Popokh, Kamakshi Sridhar, Justin Steadman, Nagarajan Sridhar, Kexu Sun, Matthew Tonnemacher, Philip Wrage

General Information

The discipline of electrical and computer engineering is at the core of today's technology-driven society. Personal computers, computer-communications networks, integrated circuits, optical technologies, digital signal processors and wireless communications systems have revolutionized the way people live and work, and extraordinary advances in these fields are announced every day. Degrees in electrical and computer engineering offer exceptional opportunities for financial security, personal satisfaction and an expansion of the frontiers of technology. The Department of Electrical and Computer Engineering at SMU offers a full complement of courses at the bachelor's degree level in communications, networks, digital signal processing, optoelectronics, electromagnetics, microelectronics, computer architecture, digital systems, and hardware security.

The mission of the department is as follows:

Through quality instruction and scholarly research, to engage each student in a challenging electrical and computer engineering education that prepares graduates for the full range of career opportunities in the high-technology marketplace and enables them to reach their fullest potential as a professional and as a member of society.

Departmental goals include the following:

- Becoming one of the nation's leading electrical and computer engineering departments by building peaks of research excellence and by being a leader in innovative educational programs.
- Offering undergraduate curricula that equips graduates for careers that require ingenuity, integrity, logical thinking, and the ability to work and communicate in teams, and for the pursuit of graduate degrees in engineering or other fields such as business, medicine and law.
- Offering world-class Ph.D. programs that prepare graduates for academic careers, for research careers in the high-technology industry or for technical entrepreneurship.
- Promoting lifelong learning animated by a passion for the never-ending advance of technology.

Department Facilities

The department has access to the Lyle School of Engineering academic computing resources, consisting of shared-use computer servers and desktop client systems connected to a network backbone. In addition to servers and shared computational resources, the Lyle School of Engineering maintains a number of individual computing laboratories associated with the departments. Specific department laboratory facilities for instruction and research include the following:

Antenna Laboratory. This laboratory consists of two facilities for fabrication and testing. Most of the antennas fabricated at the SMU antenna lab are microstrip antennas. Antennas are made with milling machines. Fabricated antennas are characterized with a network analyzer. Workstations are available for antenna design and simulation with COMSOL and HFSS. Radiation characteristics are measured at the SMU Antenna Characterization Chamber in the SMU East campus, where the frequency ranges from 500 MHz to 40 GHz.

Biomedical Engineering Laboratory. This laboratory contains instrumentation for carrying out research in electrophysiology and psychophysics. Four Grass physiographs permit the measurement of electroencephalograms as well as visual and auditory evoked brain potentials. The lab also contains a state-of-the-art dual Purkinje eye tracker and image stabilizer, a Vision Research Graphics 21-inch Digital Multisync Monitor for displaying visual

stimuli, and a Cambridge Research Systems visual stimulus generator capable of generating a variety of stimuli for use in psychophysical and electro-physiological experiments.

Circuit Fabrication Laboratory. This lab is fully equipped with modern fabrication tools to design and fabricate multi-layer circuit boards of various sizes, complexity, and design rules, ideally suited for RF and microwave applications. An automated circuit board plotter produces PCB prototypes from CAD files, for both rigid and flexible substrates. An integrated through-hole electroplating system yields reliable copper layers on the surfaces of all existing vias, including multilayer boards. The boards are passed through six cascaded baths that are integrated in a safe enclosed benchtop system. Multi-layer boards are fabricated using a benchtop multi-layer hydraulic press to aid in bonding the layers together. The lab also includes an automated de-solder/solder tool for surface mount components, and supporting instruments such as oscilloscopes, multi-meters, and microscopes.

Integrated Circuits Design, Simulation and Measurement Laboratory. This facility has state-of-the-art design tools and equipment to conduct design, simulations, and measurements of integrated circuits and systems. The tools, facility and equipment include electronic design automation (EDA) tools such as Cadence, ADS, Synopsys, HFSS, Mentor Graphics, and Xilinx software; IC measurement equipment including a high-speed sampling oscilloscope, spectrum analyzer, RF signal sources and a network analyzer, etc. The SMU high-performance computer cluster is used for mixed-signal simulations.

Multimedia Systems Laboratory. This facility includes an acoustic chamber with adjoining recording studio to allow high- quality sound recordings to be made. The chamber is sound isolating with double- or triple-wall Sheetrock on all four sides, as well as an isolating ceiling barrier above the drop ceiling. The walls of the chamber have been constructed to be nonparallel to avoid flutter echo and dominant frequency modes. Acoustic paneling on the walls of the chamber are removable and allow the acoustic reverberation time to be adjusted to simulate different room acoustics. The control room next to the acoustic chamber includes a large, 4-foot-by-8-foot acoustic window and an inert acoustic door facing the acoustic chamber. Up to 16 channels of audio can be carried in or out of the chamber to the control room. Experiments conducted in the Multimedia Systems Laboratory include blind source separation, deconvolution and dereverberation. Several of the undergraduate courses in electrical engineering use sound and music to motivate system-level design and signal processing applications. The Multimedia Systems Laboratory can be used in these activities to develop data sets for use in classroom experiments and laboratory projects for students to complete.

NeuroMechatronics Lab. This laboratory is a fully equipped biomechatronics facility, which supports the activities of faculty, graduate students, and undergraduate students in theoretical and experimental tasks related to research in human-robot interfaces. The lab has the equipment to analyze, interpret, and decode the biomechanics and biological signals of human across a wide range of activities. In addition, this laboratory has the equipment to rapid prototype and test data-driven control systems in robotic and wearable devices designed to improve the quality of life in impaired individuals. The main equipment in the lab consists of a 16-camera motion capture system, wireless electromyography and electroencephalography sensors, and a lower-limb robotic exoskeleton.

Photonic Architectures Laboratory. This laboratory is a fully equipped optomechanical prototyping facility, supporting the activities of faculty and graduate students in experimental and analytical tasks. The lab is ideally suited for the prototyping, integration and testing of optical devices and systems. It includes infrastructure for imaging at microscopic and macroscopic scales. The lab has five optical tables three of which include vibration isolation. It also contains an assortment of light sources, both coherent and incoherent sources, at visible and infrared wavelengths. Devices for patterning light including Spatial Light Modulators, deformable mirror and pattern projectors. The lab also includes an assortment of detectors ranging from single pixel area detectors to focal plane arrays (FPA) at visible and infrared wavelengths. The lab additionally contains lock-in FPA's and Time-of-Flight (ToF) sensors featuring support for per-pixel homodyne detection. The lab also hosts a variety of measurement equipment including a wavefront sensor and a surface profilometer. A vast array of manual and motorized optomechanical components are also available. Support electronics hardware includes various test instrumentation, such as arbitrary waveform generators, and a variety of CAD tools for optical and electronic design, including optical ray trace and finite difference time domain software.

Photonic Characterization Laboratory. This laboratory is dedicated to characterizing the optical and electrical properties of photonic devices. Equipment in this laboratory program includes optical spectrum analyzers, optical multimeters, visible and infrared cameras, an automated laser characterization system for edge-emitting lasers, a

manual probe test system for surface-emitting lasers, a manual probe test system for edge-emitting laser die and bars, and near- and far-field measurement systems.

Photonics Devices and Systems Laboratory. The PDSL houses a wealth of resources for developing and applying photonic components, devices and systems, including optics, mounting hardware, optical tables, design software, electronic instrumentation and fabrication equipment. Examples of ongoing research areas include communications and instrumentation, particularly for biomedical applications.

Photonics Simulation Laboratory. This laboratory has developed and continuously updates software for modeling and designing semiconductor lasers, optical waveguides, optical fibers, couplers, switches and optical waveguide isolators. These programs include:

- WAVEGUIDE: Calculates near-field, far-field and effective indices of dielectric waveguides and semiconductor lasers. Each layer can contain gain or loss.
- GAIN: Calculates the gain as a function of energy, carrier density and current density for strained and unstrained quantum wells for a variety of material systems.
- GRATING: Uses the Floquet Bloch approach and the boundary element method to calculate reflection, transmission and outcoupling of dielectric waveguides and laser structures with periodic layers or interfaces.
- FIBER: Calculates the fields, effective index, group velocity and dispersion for fibers with circularly symmetric index of refraction profiles.
- WAVEGUIDEISOLATOR: Calculates the bi-directional propagation constants in optical waveguides with ferromagnetic layers for the design, fabrication and analysis of integrated waveguide isolators.

PhysioTronics Lab. This laboratory is equipped with radio frequency equipment and biomedical signal recording facility, supporting the activities and research in wearables, implantable devices, and human-computer interfaces. The lab has the equipment to measure, detect, analyze and classify physiological, bioelectrical and biochemical signals of human and artificial phantoms. The laboratory has three sections including wet, dry and computer labs. Chemical hood, wet etching, and chemical processing equipment are available in the wet lab for rapid prototyping and biochemical tests. Dry lab contains microwave and millimeterwave network analyzer, signal function generators, and equipment for electronics assembly. Computer lab has multiple workstations for simulation and data analysis. The PhysioTronics Lab focuses on developing novel robotic, wearable, and implantable devices and system designed to improve wellbeing and life quality of patients and to address grand challenges in global healthcare.

Semiconductor Processing Cleanroom. The 2,800 square-foot cleanroom, consisting of a 2,400 square-foot, Class 10,000 room and a Class 1,000 lithography area of 400 square feet, is located in the Jerry R. Junkins Engineering Building. A partial list of equipment in this laboratory includes acid and solvent hoods, photoresist spinners, two contact mask aligners, a thermal evaporator, a plasma asher, a plasma etcher, a turbo-pumped methane hydrogen reactive ion etcher, a four-target sputtering system, a plasma-enhanced chemical vapor deposition reactor, a diffusion-pumped four pocket e-beam evaporator, an ellipsometer and profilometers. Other equipment includes a boron-trichloride reactive ion etcher, a chemical-assisted ion-beam etcher, a four-tube diffusion furnace, numerous optical microscopes and a scanning electron microscope. The cleanroom is capable of processing silicon, compound (III-V) semiconductors and piezo-electric materials for microelectronic, photonic and nanotechnology devices.

Smart Energy Lab. This laboratory is focused on the current and future challenges in power and energy system operation and planning. Such challenges include large-scale optimization of power systems with uncertainty, resilience, recovery, and restoration of power networks exposed to severe weather conditions, protecting power networks against cyber and physical attacks, interdependence among power, natural gas, hydrogen, and water infrastructure systems, transportation electrification, and the application of machine learning and quantum computing to solve the future economic, environmental, and equity challenges in the energy infrastructure systems.

Submicron Grating Laboratory. This laboratory is dedicated to holographic grating fabrication and has the capability of 70 nm lines and spaces. Equipment in this laboratory includes a floating air table, a 266 nm UV laser, and an Atomic Force Microscope. This laboratory is used to make photonic devices with periodic features such as distributed feedback, distributed Bragg reflector, and grating-outcoupled and photonic crystal semiconductor lasers

along with grating couplers and silicon photonic devices. A millimeter wave (100 GHz range) system allows experimental confirmation of grating theories by using gratings machined in aluminum nitride waveguides.

Wireless Systems and Vehicular Networks Lab. This laboratory contains an array of infrastructure for experimentation across a number of wireless frequency bands, platforms and environments for research and instruction in lab-based courses on wireless communications and networking. The infrastructure includes 1) state-of-the-art test equipment for repeatability, control and observability of wireless channels, including complex channel emulators, fixed and mobile spectrum analyzers, wide-band oscilloscopes, and signal generators; 2) a wide range of reprogrammable wireless testbeds that operate from 400 MHz to 6 GHz for IEEE 802.11, cellular, and Bluetooth network and protocol development; and 3) a fleet of unmanned aerial vehicles (UAVs) of diverse sizes for carrying programmable wireless hardware and various sensing modalities, including Light Detection and Ranging (LiDAR) units.

Graduate Programs

The discipline of electrical and computer engineering is at the core of today's technology-driven society. Personal computers, computer-communications networks, integrated circuits, optical technologies, digital signal processors and wireless communications systems have revolutionized the way people live and work, and extraordinary advances in these fields are announced every day. In today's truly technological society, graduate education in electrical and computer engineering offers exceptional opportunities for financial security and personal satisfaction.

The Department of Electrical and Computer Engineering at SMU offers a full complement of courses at the master's and Ph.D. level in biomedical devices, computer architecture, CAD, wireless communication networks, digital signal processing, lasers and optoelectronics, photonics, electromagnetics, microelectronics, VLSI design, systems and control, and image processing and computer vision. The courses and curriculum are designed and continuously updated to prepare the student for engineering research, design and development at the forefront of these fields.

A professionally oriented master's degree in telecommunications systems is also offered through the Electrical and Computer Engineering Department, and courses in the curriculum (designated EETS) prepare the student for leadership roles in telecommunications systems management and planning and for developing new telecommunications products, services and applications.

For current SMU students in the Bachelor of Science in Electrical Engineering (EE), Computer Engineering (CpE) or a Computer Science (CS) major with a grade point of 3.0 or higher qualify for admission to the ECE Accelerated Pathways program. Students with a grade point below 3.0 that are interested in the ECE Accelerated Pathways program are encouraged to petition the admissions committee and attach one or more supporting letters from SMU faculty.

Direct Admission into the Ph.D. Program

The Electrical and Computer Engineering Department offers direct admission to the Ph.D. program for highly qualified students having a bachelor's degree in electrical engineering, computer engineering, or a related degree. The combined minimum number of course and dissertation credits for the Ph.D. degree is 78 credits beyond the bachelor's degree. A student admitted into this "fast-track" program must successfully complete a minimum of 36 credit hours of coursework and a minimum of 24 credit hours of dissertation with the total coursework and dissertation hours reaching a minimum of 78 credit hours. The expected program of study for most students in this track student would take 36 credits of course work plus 42 credits of dissertation.

Admission Requirements

This direct admission to PhD program is open to exceptional students who, upon completion of their undergraduate degree, wish to pursue a Ph.D. degree in either Electrical Engineering or Computer Engineering. To be considered for admission to this program, applicants must typically meet the following requirements:

1. An undergraduate degree in electrical engineering, computer engineering, or related degree.
2. An undergraduate GPA of 3.5 or higher.
3. A GRE quantitative score of 85% or higher.
4. Strong letters of recommendation supporting the student's direct admission to the Ph.D. program.
5. A statement from the applicant describing his/her motivation for pursuing the Ph.D. degree.

A direct admission student who earns a cumulative GPA of less than 3.5 or fails to pass the Research-based Qualifying Exam within the first year after admission will be suspended from the Ph.D. program and switched to the Master of Science program.

Graduate Degrees. The Electrical and Computer Engineering Department offers the following graduate degrees:

Computer Engineering, Ph.D.

Students receiving a Ph.D. in computer engineering are expected to achieve and demonstrate a mastery of the discipline and to significantly advance the state of knowledge through an original research effort.

Admission Requirements

Applicants are required to satisfy the following:

1. An M.S. degree in computer engineering or a related field, including computer science, electrical engineering, mathematics or physics, from a U.S. college or university accredited by a regional accrediting association, or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing. In the case of direct admission without a previous M.S. degree, the baccalaureate degree must be conferred prior to the time the student begins classes as a graduate student, and the student will fulfill the requirements for, obtain an M.S. degree, and then continue working toward the Ph.D. Also, the student's GPA must be at least 3.400 on a 4.000 scale in the student's junior and senior years.
2. Excellent academic performance in all completed coursework, with a GPA of at least 3.000 on a 4.000 scale.
3. A reasonable level of mathematical maturity.
4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
5. Submission of official GRE graduate school admission test scores.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Submission of a notarized financial certification form (graduates from foreign countries only). Before being considered for admission, all international students whose native language is not English and who have not graduated from an American university must provide official proof of English proficiency before their applications may be considered for admission. Scores from TOEFL, IELTS and Duolingo will be accepted as long as they meet the minimum requirements specified by Lyle School of Engineering.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The graduation requirements fall into the categories of completion of a specified number of graduate credits in appropriate subjects with an acceptable GPA, demonstration of understanding of the discipline of computer engineering as evidenced by examination and completion of a substantial research effort documented in a doctoral dissertation. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.300 overall (cumulative) GPA during their course of study.
2. All requirements must be completed within seven years of entry into the program.

The steps for completion of the doctoral program are:

1. Initial advising.
2. Basic coursework to prepare for the commencement of research work.
3. Selection of a dissertation director and supervisory committee.
4. Advanced coursework in the chosen research area and guided thesis research to prepare for the qualifying examination.
5. Successful completion of the qualifying examination as determined by the doctoral advising committee.
6. Dissertation research supervised by the candidate's doctoral adviser.
7. Successful defense of the research leading to the Ph.D.

Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Initial Advising

Upon entry into the Ph.D. program, students are assigned a faculty adviser who acts as an academic adviser. The responsibilities of this adviser are to examine the student's prior background and current state of knowledge and to recommend courses to be taken in preparation for the commencement of research work.

Credit Requirements

Prerequisites

All students entering the program are expected to possess knowledge equivalent to the following CS and ECE courses:

- CS 2353 - Discrete Computational Structures
- ECE 1341 - Principles of Computer Science
- ECE 1342 - Programming Concepts
- ECE 2341 - Data Structures
- ECE 2381 - Digital Logic Design
- ECE 3381 - Microcontrollers and Embedded Systems
- ECE 3382 - Digital Computer Design
- ECE 4343 - Operating Systems
- ECE 4344 - Computer Networks and Distributed Systems

Graduate Credit Hours

A minimum of 54 graduate credit hours is required beyond the baccalaureate degree in order to achieve the Ph.D. degree. Of this, a minimum of 21 credit hours must be at the 8000 level. In addition to these 54 credit hours, 24 credit hours are required for dissertation credit. Of the 54 graduate credit hours, a maximum of 30 credit hours may transfer from an appropriate major from another institution.

Core Courses

The following core courses must be taken at SMU if the student has not received credit for these at another university:

- ECE 7343 - Operating Systems and Systems Software
- ECE 7344 - Computer Networks
- ECE 7381 - Computer Architecture
- ECE 7385 - Microcontroller Architecture and Interfacing
- ECE 7387 - Digital Systems Design

Minor Requirement

A minor, usually in an area of computer science, electrical engineering, computer engineering or mathematics, with a minimum of 12 credit hours supporting the chosen research area is required. The minor requirement may be satisfied by transfer credit.

Grades

No graduate credit is earned for a course in which a grade of less than *C-* is received. Such courses do, however, count toward the total GPA. A student must have a GPA of at least 3.000 on a 4.000 scale to graduate. If at any point a student's GPA drops below 3.000, the student is placed on academic probation. The student then has one term to raise their GPA to a minimum of 3.000 or be dismissed from the program. For part-time students, one term is taken to mean six credit hours. A grade of *I* (Incomplete) affects the GPA for the term in which the grade is granted rather than when it is removed; therefore, a student is placed on academic probation if they are granted a grade of *I* on currently completed work in the course and that grade causes the student's GPA to drop below 3.000.

Additional Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates for the PhD in Computer Engineering, are required to satisfy the following:

Supervisory Committee. The supervisory committee plays an important role in guiding students and monitoring their progress at all stages of the Ph.D. program. As such, the committee should be constituted as early as possible after the student has begun doctoral work and before they have completed the coursework. The committee will be selected by the student in consultation with the dissertation director, who must be a member of the regular (tenure-track) faculty of the Electrical and Computer Engineering Department. The committee chair must be a member of the regular faculty of the department and will normally be the dissertation director. After the student has obtained the written consent of those selected, they must obtain the written endorsement of the department chair before transmitting the list to the associate dean for official certification. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, as well as one resident tenured or tenure-track faculty member from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track faculty of Southern Methodist University.

Qualifying Examination. The qualifying examination for admission to candidacy for the Ph.D. degree has two parts. The first part is called the Research-based Exam:

1. Six credit hours (dissertation or special topic under the advisor) are to be taken during that first year, which are focused on the student's research area. These 6 credit hours should be taken in addition to courses that teach or solidify fundamentals related to the student's research area.
2. The exam will be oral and will be administered by the end of the first year of commencing the PhD program, by a committee consisting of at least three tenured/tenure-track faculty members, two of which must be from the ECE Department. The entire supervisory committee is not required for this exam.
3. The student will submit a written report (at least 1 week prior to the oral exam) describing the research results from the first year, followed by an oral presentation and exam. At the oral presentation, the Committee will ask the student questions about the research results as well as questions on fundamental topics underpinning the student's research area. The student will be able to use a whiteboard to respond. The committee will assess the student's aptitude for doing research, as well as the student's knowledge of the fundamental topics required for this research.
4. If the Committee concludes that the student has passed the exam, with the Department Chair's approval, the student may continue in the PhD Program. In addition, the Committee may recommend that one or more courses be taken that will enhance the student's likelihood of success in the PhD program.
5. If the Committee determines that the student did not pass the exam, the student will not be allowed to continue in the PhD program.
6. The first part of the qualifying exam may be waived provided the student has previously successfully defended an MS thesis at SMU and the student's PhD advisor agrees to the waiver.

The second part of the Qualifying Examination is the Oral Dissertation Proposal, which will be administered by the student's supervisory committee (all members). The exam will be taken after the student has passed the Research-based Exam and has completed most of the required coursework.

The main focus of the Oral Dissertation Proposal will be on the research the student proposes to conduct for their dissertation. The student is expected to write up a description of the research problem, the previous results, and the approach or approaches they propose to consider in the investigation. The write-up must be made available to the supervisory committee at least two weeks prior to the scheduled date of the exam, and it should clearly indicate the significance and originality of the research, the proposed approaches and the expected results.

The student will be admitted to candidacy upon passing the Oral Dissertation Proposal. A student who does not pass the Oral Dissertation Proposal may be permitted by the supervisory committee to retake it once. If, after admission to candidacy, the student decides to change their research area, the student will be required to take the qualifying exam again and be readmitted to candidacy before being permitted to complete the dissertation.

Final Examination. Upon completion of all other requirements, the student is required to take a final examination conducted by their supervisory committee, in which the student will present the dissertation. The student will notify the Lyle School of Engineering Graduate Division in advance of the date, time, and place of the exam so that it can be publicized on campus. The student should provide copies of the complete draft version of the dissertation to the supervisory committee at least three weeks prior to the date of the final exam. It is recommended that students submit the results of their research for publication at conferences or in journals before taking the final exam.

The supervisory committee may ask questions and make comments or require changes in the dissertation to satisfy itself that the quality of the work is in keeping with the highest standards of research. If the dissertation requires substantial changes, the student should submit the revised dissertation to the supervisory committee for re-examination. At least one academic year must elapse between passing the oral dissertation proposal and degree conferral.

Electrical Engineering, Ph.D.

Admission Requirements

1. An M.S. degree in electrical engineering or in a closely related discipline from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA 3.000 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
4. Official GRE graduate school admission test quantitative score of 151 or greater (revised scale).
5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must provide official proof of English proficiency before their applications may be considered for admission. Scores from TOEFL, IELTS and Duolingo will be accepted as long as they meet the minimum requirements specified by Lyle School of Engineering.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates for the PhD degree in Electrical Engineering are required to satisfy the following:

Supervisory Committee. The supervisory committee plays an important role in guiding students and monitoring their progress at all stages of the Ph.D. program. As such, the committee should be constituted as early as possible after the student has begun doctoral work and before they have completed the coursework. The committee will be selected by the student in consultation with the dissertation director, who must be a member of the regular (tenure-track) faculty of the Electrical and Computer Engineering Department. The committee chair must be a member of the regular faculty of the department and will normally be the dissertation director. After the student has obtained the written consent of those selected, they must obtain the written endorsement of the department chair before transmitting the list to the associate dean for official certification. The supervisory committee is made up of at least five members. Three resident tenured or tenure-track faculty members are drawn from the student's department, as well as one resident tenured or tenure-track faculty member from each minor field. The chair of the supervisory committee shall be a resident tenured or tenure-track member of the school faculty and shall normally be the dissertation director and a member of the student's department. Thus, a minimum of four members must be resident tenured or tenure-track faculty of Southern Methodist University.

Qualifying Examination. The qualifying examination for admission to candidacy for the Ph.D. degree has two parts. The first part is called the Research-based Exam:

1. Six credit hours (dissertation or special topic under the advisor) are to be taken during that first year, which are focused on the student's research area. These 6 credit hours should be taken in addition to courses that teach or solidify fundamentals related to the student's research area.

2. The exam will be oral and will be administered by the end of the first year of commencing the PhD program, by a committee consisting of at least three tenured/tenure-track faculty members, two of which must be from the ECE Department. The entire supervisory committee is not required for this exam.
3. The student will submit a written report (at least 1 week prior to the oral exam) describing the research results from the first year, followed by an oral presentation and exam. At the oral presentation, the Committee will ask the student questions about the research results as well as questions on fundamental topics underpinning the student's research area. The student will be able to use a whiteboard to respond. The committee will assess the student's aptitude for doing research, as well as the student's knowledge of the fundamental topics required for this research.
4. If the Committee concludes that the student has passed the exam, with the Department Chair's approval, the student may continue in the PhD Program. In addition, the Committee may recommend that one or more courses be taken, that will enhance the student's likelihood of success in the PhD program.
5. If the Committee determines that the student did not pass the exam, the student will not be allowed to continue in the PhD program.
6. The first part of the qualifying exam may be waived provided the student has previously successfully defended an MS thesis at SMU and the student's PhD advisor agrees to the waiver.

The second part of the Qualifying Examination is the Oral Dissertation Proposal, which will be administered by the student's supervisory committee (all members). The exam will be taken after the student has passed the Research-based Exam, and has completed most of the required coursework.

The main focus of the Oral Dissertation Proposal will be on the research the student proposes to conduct for their dissertation. The student is expected to write up a description of the research problem, the previous results, and the approach or approaches they propose to consider in the investigation. The write-up must be made available to the supervisory committee at least two weeks prior to the scheduled date of the exam, and it should clearly indicate the significance and originality of the research, the proposed approaches and the expected results.

The student will be admitted to candidacy upon passing the Oral Dissertation Proposal. A student who does not pass the Oral Dissertation Proposal may be permitted by the supervisory committee to retake it once. If, after admission to candidacy, the student decides to change their research area, they will be required to take the qualifying exam again and be readmitted to candidacy before being permitted to complete the dissertation.

Final Examination. Upon completion of all other requirements, the student is required to take a final examination conducted by their supervisory committee, in which the student will present the dissertation. The student will notify the Lyle School of Engineering Graduate Division in advance of the date, time and place of the exam so that it can be publicized on campus. The student should provide copies of the complete draft version of the dissertation to the supervisory committee at least three weeks prior to the date of the final exam. It is recommended that students submit the results of their research for publication at conferences or in journals before taking the final exam.

The supervisory committee may ask questions and make comments or require changes in the dissertation to satisfy itself that the quality of the work is in keeping with the highest standards of research. If the dissertation requires substantial changes, the student should submit the revised dissertation to the supervisory committee for re-examination. At least one academic year must elapse between passing the oral dissertation proposal and degree conferral.

Computer Engineering, M.S.Cp.E.

Admission Requirements

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

1. A bachelor's degree in computer engineering, computer science or closely related discipline. Applicants with undergraduate degrees in other disciplines may also be admitted to the program and may be required to take articulation coursework.
2. A minimum GPA of 3.000 on a 4.000 scale in the student's junior and senior years.
3. A reasonable level of mathematical maturity.

Degree Requirements

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

1. Either 24 credit hours of coursework and a master's thesis or 30 credit hours of coursework.
2. Twelve credit hours of core courses. Students on campus are required to register for a seminar course (for zero credit hours) for at least one term and secure a grade of Pass.
3. Six credit hours of concentration. Thesis students take six credit hours of thesis, instead of concentration.
4. Twelve credit hours of electives. All students are allowed to take at most three credit hours of independent study, which will be counted as one elective course.

The ECE Department requires that the courses taken constitute a coherent program leading to mastery in computer engineering. These requirements are discussed in the subsequent subsections. Any deviation from the stated requirements must be approved in writing from the student's adviser and department chair.

Articulation

All students entering the program are expected to possess knowledge equivalent to the following courses:

- CS 2353 - Discrete Computational Structures
- ECE 1341 - Principles of Computer Science
- ECE 1342 - Programming Concepts
- ECE 2341 - Data Structures
- ECE 2381 - Digital Logic Design
- ECE 3381 - Microcontrollers and Embedded Systems
- ECE 3382 - Digital Computer Design

Note

Students with deficiencies may be granted conditional admission to the program and be required to take some of courses as articulation. Students are required to complete these articulation courses, maintaining a minimum 3.000 GPA. A student who fails to achieve this record is automatically dropped from the graduate program, may not enroll in graduate courses and may be denied the right to petition for readmission. Students who maintain the minimum 3.000 GPA in these courses may advance into the balance of their plan of study. As nearly as possible, these articulation courses should be completed before the courses in the balance of the plan of study are attempted. An articulation course must be completed before undertaking any graduate coursework, which requires it as prerequisite.

Residency and Level Requirements

A minimum of 30 graduate credit hours must be earned toward an M.S. degree, of which at least 24 must be earned in residency at SMU. Up to six credit hours may be transferred with departmental approval. Of the 30 credit hours needed for graduation, at least nine credit hours must be at the 8000 level, with the remainder at the 7000 level or above. For the 8000-level courses, at least six credit hours must be ECE or CS courses.

Distribution of Courses

Courses are considered to be core, concentration or elective. Core courses cover material fundamental to graduate-level computer engineering and are required of all students. Each student is expected to specialize in some area of computer engineering. The concentration area is a mechanism by which students can tailor a coherent program of study to their interests. Electives are courses taken to round out the 30 credit hour requirement. Transferred credit hours may be used to satisfy any of these requirements. The specific requirements are discussed in detail in the following subsections.

Course Requirements

A student who elects to take the nonthesis option must take 15 credit hours of core courses and 15 credit hours of electives. The electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval. Those who elect to take the thesis option will substitute 6 of the elective credit hours with thesis credit hours.

Core Courses

- ECE 7343 - Operating Systems and Systems Software
- ECE 7344 - Computer Networks
- ECE 7381 - Computer Architecture
- ECE 7385 - Microcontroller Architecture and Interfacing
- ECE 7387 - Digital Systems Design

Total: 15 Credit Hours

Electives

Electives may be selected from available graduate-level course offerings in the Lyle School of Engineering, subject to the residency and level requirements and adviser approval.

Total: 15 Credit Hours

Thesis Option

A student may elect to write a master's thesis, which counts as the six credit hours of electives. The student must register for at least six credit hours under ECE 7(1–6)96. If the thesis option is chosen, all other requirements are the same. The six credit hours of thesis satisfy six of the nine required credit hours for advanced (8000 level) courses.

A master's thesis represents one or more of the following: synthesis of divergent ideas or a scholarly critique of current literature, a creative research activity or a significant design project, the results of which must be documented in a well-written thesis. The thesis should be of publishable quality, and it is recommended that it be submitted to an appropriate conference or journal before the thesis defense.

A thesis must be supervised by a faculty adviser selected by the student. Any full-time faculty member supporting the student's concentration area may serve as the thesis adviser. It is the student's responsibility either to find an adviser willing to provide a thesis topic or willing to supervise a topic of the student's choosing.

Once the student has found an adviser and a topic has been selected, the student and adviser should jointly form a thesis supervisory committee. This committee must consist of at least three members. The adviser chairs this committee. The makeup of this committee must be approved by the chair of ECE and the director of the graduate division.

The student must provide the members of the committee with a written thesis proposal. Typically, this will be done before the faculty agrees to serve on the committee.

A thesis is judged by the supervisory committee based upon technical merit, originality and presentation. The thesis must be presented orally to the committee at a thesis defense. A copy of the thesis must be made available to each member of the committee at least two weeks before the planned defense. The defense must be scheduled with the ECE department office and posted in appropriate bulletin boards. The defense is open to the public.

Electrical Engineering, M.S.E.E.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy this additional requirement: a B.S. degree in electrical engineering or a closely related discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy additional requirements. The plan of study involves these requirements:

Articulation Courses
Articulation courses, if necessary, are used to prepare a student for graduate study in electrical engineering (to bring the student's knowledge to the required level). Students must complete any required articulation courses with a GPA of 3.000 prior to entering the program.

Required Courses
Of the 10 courses (30 credits) required for an MSEE degree, candidates take a minimum of 8 ECE graduate courses with at least one 8000 level course. The remaining two courses may be taken from outside the ECE department, subject to the conditions noted:

1. An M.S. thesis can be used in place of 6 hours of ECE courses, including 8000 level courses
2. Any revision must be approved by the student's advisor, the Department Chair, and the Director of the Graduate Division.
3. Non-ECE courses are restricted to Biology, Business, Chemistry, Civil and Environmental Engineering, Computer Science, Earth Sciences, ECE Telecommunications (with the exception of EETS 7301 and EETS 7302), Engineering Management and Information Sciences, Mathematics, Mechanical Engineering, Physics and Statistics.

Optional Master's Thesis
An M.S. thesis can be used in place of 6 hours of ECE courses, including 8000 level courses, provided the four course track requirement is met.

Degree Plan of Study
The student should file a degree plan of study with the help of their adviser as soon as possible after admission, but no later than the end of the second term after matriculation. Courses not listed on the degree plan of study should not be taken without the approval of the adviser. Any revision or alteration of the degree plan must be approved by the student's adviser, the Department Chair, and the Director of the Graduate Division.

Network Engineering, M.S.
Advances in technology have dramatically changed the networking industry. In recognition of the critical need for current and relevant professional education in this rapidly evolving field, the Lyle School of Engineering offers this professional program focused on the engineering, operation, and management of networks. The flexible curriculum prepares the student for technical and management roles in telecommunications companies, Internet and cloud service providers, equipment manufacturers, and enterprise/corporate organizations. It is offered both on- and off-campus via remote delivery systems.

Admission Requirements
In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy these additional requirements:

1. A B.S. in one of the sciences, mathematics or computer science or in one of the engineering disciplines.
2. A bachelor's degree in liberal arts or business with additional background in differential and integral calculus and physics.
3. Computer programming experience preferred.

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

Core Curriculum
Satisfactory completion of the core curriculum encompassing three courses:

- EETS 7301 - Introduction to Networks
- EETS 7302 - TCP/IP Network Administration
- EETS 7304 - Network Protocols

- EETS 8303 - Switching and Routing With Lab

Additional Courses
Satisfactory completion of seven additional courses, four of which must be from the list of advanced electives. The seven courses may all be from the list of advanced electives; however, up to three additional electives can be substituted to fulfill degree requirements.

Advanced Electives
- EETS 7316 - Wireless, Cellular, and Personal Telecommunications
- EETS 7353 - Cloud Engineering
- EETS 7355 - Software Defined Network
- EETS 8304 - Multiprotocol Label Switching
- EETS 8313 - Internet Telephony
- EETS 8315 - Advanced Topics in Wireless Communication
- EETS 8317 - Switching and QoS Management in IP Networks
- EETS 8321 - Network Security
- EETS 8332 - Advanced Network Design With Lab
- EETS 8334 - Advanced Cloud Engineering
- EETS 8337 - Telecommunications Network Management
- EETS 8341 - Optical and DWDM Networks
- EETS 8353 - Network Automation and Programmability
- EETS 8355 - Data Center Network Engineering with Lab
- EETS 8357 - Development Operations (DevOps) for Network Engineers

Additional Electives
Elective courses may be taken from other departments in the Lyle School of Engineering with adviser approval. Examples include:

- CS 7349 - Data and Network Security
- ECE 7370 - Communication and Information Systems
- ECE 7379 - Optimization in Wireless Networks
- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8362 - Engineering Accounting
- OREM 8363 - Engineering Finance
- OREM 8364 - Engineering Management

Cloud Engineering Certificate
A cloud-based infrastructure offers many financial and operational advantages. Most companies have already or are planning to migrate some or all their data center facilities to a cloud provider. Cloud engineers apply skills in computing, software, networking, databases, and other disciplines to successfully implement and operate cloud architecture.

Certificate Requirements
- EETS 7304 - Network Protocols
- EETS 7353 - Cloud Engineering
- EETS 8334 - Advanced Cloud Engineering

Development Operations Certificate
DevOps is a team effort where software developers work with operations staff to rapidly implement software that runs efficiently and effectively. As a DevOps engineer you are an important member of a multidisciplinary team where your individual skills will directly contribute to the success of the enterprise.

Certificate Requirements

- EETS 7302 - TCP/IP Network Administration
- EETS 7304 - Network Protocols
- EETS 8357 - Development Operations (DevOps) for Network Engineers

Integrated Circuit Design Certificate

The Integrated Circuit Design Certificate offers courses and hands-on design experiences in digital, analog and mixed-signal integrated circuits (IC) design using CMOS. The digital IC course (ECE 7356) includes VLSI digital circuits design from digital circuit synthesis using hardware description language, to transistor level design and optimization, and automatic place and route. The Analog IC course (ECE 7321) covers the design and simulations of high-gain and low-power amplifier which are one of the most important IC building blocks. Finally, the advanced-level courses (ECE 8355 and ECE 8356) cover two of the most widely used circuits for many IC applications: phase-locked loops (PLLs) and analog-to-digital converters (ADCs). Industrial leading design tools such as Cadence will be used throughout these courses for design, implementation, simulations, and verification.

Certificate Requirements

- ECE 7321 - Semiconductor Devices and Circuits
- ECE 7356 - VLSI Design and Lab

Choose one of the following two courses:

- ECE 8355 - Transistor Integrated Circuits
- ECE 8356 - Advanced VLSI Design and Lab

Power Engineering Certificate

The Power Engineering Certificate is a valuable credential that plays a crucial role in today's energy industry. Power system analysis and power system operation are core courses within this certificate, providing essential knowledge and skills in managing and analyzing complex power systems. These courses equip applicants with the ability to analyze and optimize the performance of power systems, ensuring efficient and reliable electricity generation and transmission. The inclusion of the electricity market course offers insights into the economic and regulatory aspects of the power industry, enabling applicants to navigate the intricacies of electricity markets and make informed decisions. Elective courses such as power system planning and distribution system modeling and analysis further enhance the applicant's expertise, covering critical areas of power system design, expansion, and optimization. By earning a power engineering certificate, applicants demonstrate their competency in power system analysis, operation, market dynamics, and planning, making them highly qualified candidates for careers in the power sector.

Certificate Requirements

- ECE 7351 - Power System Operation and Electricity Markets
- ECE 7352 - Power Systems Analysis

Choose one of the following two courses:

- ECE 7353 - Power System Planning
- ECE 8390 - Special Topics (Distribution System Modeling and Analysis)

VLSI Design and Reliability Certificate

Modern integrated circuits and systems are used in a variety of mission-critical applications, such as health care, finance, automotive, and defense. It is critical that such systems be free from defects or be able to detect and manage any errors that may occur. As a result, industry spends significant resources on the design, fault tolerance, and testing both at manufacturing and in the field for these circuits and systems. This certificate includes courses that provide the student with a background in many topics critical to these areas.

Certificate Requirements

- ECE 7356 - VLSI Design and Lab
- ECE 8386 - Testing of VLSI Circuits

Choose one of the following two courses:

- ECE 7322 - Semiconductor Devices and Fabrication
- ECE 7387 - Digital Systems Design

Computer Engineering/Business Administration, M.S.Cp. E./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Electrical Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours
Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Network Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours
Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Electrical and Computer Engineering Courses

ECE 7049 - Masters Full-Time Status
Credits: 0

ECE 7090 - Graduate Seminar
Credits: 0

ECE 7096 - Master's Thesis
Credits: 0
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7190 - Special Topics
Credits: 1
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7196 - Master's Thesis
Credits: 1
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7290 - Special Topics
Credits: 2
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7296 - Master's Thesis
Credits: 2
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7301 - Power Management for Industrial and Mission-Critical Facilities
Credits: 3
Overview of the issues in power management (maximize uptime, minimize costs, reduce risk, improve reliability, and increase operation efficiency) in a data center or other mission-critical facility. Topics include DC and AC power concepts (three-phase power, etc.), tier level rankings and their impact on design and cost, redundancy and fault tolerant integration to avoid single points of failure, power quality indices and methods to improve power quality, introduction to AC and DC distribution systems in data centers, design and installation of LED lighting systems, UPS, battery, generators, uninterrupted operating capability in power distribution, air conditioning and air distribution architecture, energy efficiency in data centers, fault protection and system grounding, system security (fire detection systems, pre-action sprinkler systems, dry suppression systems, etc.), comprehending IT hardware refresh cycles, and standardization in energy infrastructure.

ECE 7310 - Introduction to Semiconductors
Credits: 3
Explores the basic principles in the physics and chemistry of semiconductors that have direct applications on device operation and fabrication. Topics include basic semiconductor properties, elements of quantum mechanics, energy band theory, equilibrium carrier statistics, carrier transport, and generation-recombination processes. These physical

principles are applied to semiconductor devices. Devices studied include metal-semiconductor junctions, p-n junctions, LEDs, semiconductor lasers, bipolar junction transistors, field-effect transistors, and integrated circuits. Emphasizes obtaining the governing equations of device operation based on physical principles.

ECE 7312 - Compound Semiconductor Devices and Processing
Credits: 3
Laboratory-oriented elective course for graduate and upper-level undergraduate students that provides in-depth coverage of InP- and GaAs-based device processing and silicon integrated circuit processing. Students without fabrication experience fabricate and characterize MOSFETs and semiconductor lasers. Students with some previous fabrication experience (such as ECE 3311) fabricate and test an advanced device mutually agreed upon by the student(s) and the instructor (e.g., HEMTs, HBTs, phase shifters, DBR lasers, grating-assisted directional couplers, and semiconductor lasers from developing materials such as GaInNAs). The governing equations of photolithography, oxidation, diffusion, ion-implantation, metallization, and etching are derived from fundamental concepts. Silicon process modeling uses the CAD tool SUPREM. Optical components are modeled using the SMU developed software WAVEGUIDE, GAIN, and GRATING. A laboratory report describing the projects is peer-reviewed before final submission. Prerequisite: ECE 3311 or equivalent.

ECE 7313 - Solar Cells and Applications
Credits: 3
This laboratory-oriented course explores the sun's energy as a source of electrical power and the working principles of silicon and III-V solar cells. Covers characteristics of the sun, semiconductor properties, p-n junctions, solar cell fabrication, and photovoltaic system design. Students fabricate and test silicon solar cells in the SMU cleanroom. Lectures and class discussions explain the basic operation of p-n junction diodes and solar cells along with the basics of device processing, including photolithography, oxidation, diffusion, ion implantation, metallization, and etching. Prerequisite: ECE 3311 or permission of instructor.

ECE 7314 - Introduction to Microelectromechanical Systems
Credits: 3
Develops the basics for microelectromechanical devices and systems, including microactuators, microsensors, micromotors, principles of operation, different micromachining techniques (surface and bulk micromachining), IC-derived microfabrication techniques, and thin-film technologies as they apply to MEMS.

ECE 7318 - Introduction to MEMS
Credits: 3

ECE 7321 - Semiconductor Devices and Circuits
Credits: 3
A study of the basics of CMOS integrated analog circuits design. Topics include MOSFET transistor characteristics, DC biasing, small-signal models, different amplifiers, current mirrors, single- and multistage electronic amplifiers, frequency response of electronic amplifiers, amplifiers with negative feedback, and stability of amplifiers. Each student completes one or more design projects by the end of the course. Prerequisites: ECE 3122, ECE 3322.

ECE 7322 - Semiconductor Devices and Fabrication
Credits: 3
Laboratory-oriented elective course that introduces the working principles of semiconductor devices and includes the fabricating and testing of silicon MOSFET transistors in the SMU cleanroom. Lectures and class discussions (about 22 hours) explain the basic operation of p-n junction diodes, bipolar junction transistors, heterojunction bipolar transistors, field-effect transistors, high-electron mobility transistors, solar cells, detectors, light-emitting diodes, and semiconductor lasers. Class lectures (about 20 hours) cover the basics of device processing, including photolithography, oxidation, diffusion, ion-implantation, metallization, and etching. Weekly laboratory reports and a final project report describing the fabrication and testing of devices account for a major portion of the course grade. Students lead weekly discussions of the previous week's laboratory experiences and homework problems. An optional field trip to a local semiconductor related company is possible. Credit will not be given for both ECE 7322 and ECE 3311.

ECE 7330 - Electromagnets: Guided Waves
Credits: 3
Application of Maxwell's equations to guided waves; transmission lines, plane wave propagation, and reflection; hollow waveguides and dielectric waveguides; and fiber optics, cavity, and dielectric resonators. Prerequisite: ECE 3330.

ECE 7332 - Electromagnetics: Radiation and Antennas
Credits: 3
Polarization, reflection, refraction, and diffraction of EM waves; dipole, loop, slot, and reflector antennas; array analysis and synthesis; self- and mutual impedance; and radiation resistance. Prerequisite: ECE 3330.

ECE 7333 - Antennas and Radio Wave Propagation for Personal Communications
Credits: 3
Covers fixed-site antennas, radio wave propagation, and small antennas proximate to the body. Also, electromagnetics fundamentals; general definitions of antenna characteristics; electromagnetic theorems for antenna applications; various antennas for cellular communications, including loop, dipole, and patch antennas; wave propagation characteristics as in earth-satellite communications, radio test sites, urban and suburban paths, and multipath propagation; and radio communication systems. Prerequisite: ECE 3330.

ECE 7335 - Quantum Electronics
Credits: 3
Optical properties of solids: wave-length dependent dielectric constant, reflectivity, dispersion relations, quantum principles of absorption and emission, free-carrier absorption, electric dipole transitions, resonant processes, and field quantization. Prerequisite: ECE 7330.

ECE 7336 - Introduction to Integrated Photonics
Credits: 3
Covers the issues of integrated photonics and the fundamental principles of electromagnetic theory. Also, waveguides, simulation of waveguide modes, and photonic structures. Emphasizes optical waveguides and numerical simulation techniques because advances in optical communications will be based on nanostructure waveguides coupled with new materials. Includes Maxwell's equations; slab, step index, rectangular, and graded index waveguides; dispersion; attenuations; nonlinear effects; numerical methods; and coupled mode theory. Mathematical packages such as MATLAB and Mathematica are used extensively. Prerequisites: ECE 3311, ECE 3330 or permission of instructor.

ECE 7339 - Computer System Security
Credits: 3
Investigates a broad selection of contemporary issues in computer security, including an assessment of state-of-the-art technology used to address security problems. Includes sources for computer security threats and appropriate reactions, basic encryption and decryption, secure encryption systems, program security, trusted operating systems, database security, network and distributed systems security, administering security, and legal and ethical issues. Prerequisite: CS 5343 or equivalent.

ECE 7340 - Medical Systems Designs
Credits: 3
Focuses on the principles of sensing biological signals and their applications in medicine. Main topics include electrical and mechanical signal transduction principles, electrophysiology and electrochemistry, measurement methods, and biomedical instrumentation. Prerequisites: Fundamental knowledge in physics and chemistry. Elective course.

ECE 7341 - Computational Neuroscience
Credits: 3
Computational (theoretical) neuroscience is a multidisciplinary field that seeks to understand information processing in biological neural systems using mathematical models and principles. The field draws on foundations from

systems theory, signal processing, and information theory to derive models that describe the functionality of biological neural systems, including encoding/decoding of information, learning, and memory.

ECE 7342 - Principles of Medical Imaging
Credits: 3
An introduction to the physics and engineering of medical imaging technologies. Offered at an introductory level assuming no prior contact with the material. Covers imaging modalities of radiography (X-ray), computed tomography (CT), nuclear medicine (PET & SPECT), ultrasound (US), and magnetic resonance imaging (MRI), as well as extensions of these techniques. Focuses on the underlying physics of each modality and the creation and detection of signals, signal processing, and image analysis. The students enrolled in the graduate level of this course will need to do an additional project including a project proposal. Prerequisites include differential equations and at least one course in electricity and magnetism.

ECE 7343 - Operating Systems and Systems Software
Credits: 3
Theoretical and practical aspects of operating systems: timesharing and multiprogramming operating systems, network operating systems and the Internet, virtual memory management, interprocess communication and synchronization, file organization, and case studies. Prerequisites: Knowledge equivalent to material taught in ECE 1381, ECE 2341, and CS 3341.

ECE 7344 - Computer Networks
Credits: 3
Introduces network protocols, layered communication architecture, wired and wireless data transmission, data link protocols, network routing, TCP/IP and UDP, email and the World Wide Web, distributed computing, mutual exclusion, linearizability, and locks. Prerequisites: C- or better in ECE 3341.

ECE 7345 - Topics in Applied Signal Analysis
Credits: 3
Provides an introduction to a variety of methods used to analyze signals. While most of the examples in the course are in the medical field, these techniques are widely applicable to other areas as well. Topics include signal denoising, Fourier and parametric spectral estimation, time-frequency descriptions, wavelet analysis, higher order spectral analysis, and an introduction to machine learning and statistical pattern recognition. Gives seniors and graduate students the foundations needed to take more advanced courses in signal processing, while providing a working knowledge of useful signal analysis tools. Prerequisite: ECE 3372 or equivalent.

ECE 7346 - Cloud Computing
Credits: 3
Explores architectures for cloud computing, and provides hands-on experience with virtualization technologies. Topics include cloud computing architectures such as infrastructure as a service, platform as a service, and software as a service. Covers programming models for cloud computing, the fundamentals of virtualization technologies that enable scalability, and an introduction to the security and energy efficiency challenges of cloud computing.

ECE 7348 - Physiology of Engineers
Credits: 3
Explores physiology, the functioning of the major systems in the human body, since this is essential for communication with other researchers, understanding where possible new devices could be designed, and the ability to work with physicians and other researchers. Biomedical instrumentation and its relationship to underlying physiology is central to advances in the diagnosis and treatment of patients since measurement of physiologic conditions is a prerequisite for therapy. Prerequisite: Adviser approval.

ECE 7349 - Data and Network Security
Credits: 3
Covers conventional and state-of-the-art methods for achieving data and network security. Private key and public key encryption approaches are discussed in detail, with coverage of popular algorithms such as DES, Blowfish, and

RSA. In the network security area, the course covers authentication protocols, IP security, Web security, and system-level security. Prerequisites: CS 7339 or ECE 7339 or equivalent, with instructor permission.

ECE 7351 - Power System Operation and Electricity Markets
Credits: 3
An overview of power generation systems, economic operation of power systems, and electricity market operation. Introduces mathematical optimization methods used to solve practical problems in power system operation addressing economic and technical aspects of power generation and transmission. Topics include power generation characteristics; economic dispatch; unit commitment and proposed solution methodologies; the effect of transmission systems on unit commitment and economic dispatch of power systems; restructuring in power systems; power pools and bilateral contracts; pricing in electricity markets; day-ahead, real-time, and ancillary service markets; financial transmission rights; competition between market participants; congestion management; and demand response.

ECE 7352 - Power Systems Analysis
Credits: 3
Provides an overview of the power systems, including complex power calculation; theory of balanced three-phase circuits; per-unit system; transmission line characteristics for short, medium, and long lines; power flow analysis; three-phase balance fault; unbalanced fault and sequence impendences; and transient stability analysis in power systems. Prerequisites: Basic knowledge of electric power systems, fundamentals of electric power engineering (ECE 3352) or equivalent.

ECE 7353 - Power System Planning
Credits: 3
Overview of power system planning, including basics of restructuring in power systems, reliability analysis in power systems, long-term demand forecast, power system production simulation, introduction to stochastic programming, midterm maintenance scheduling, mathematical model for generation expansion planning, transmission expansion planning, coordinated expansion planning, and other practices, such as transmission switching and demand response, which affect the expansion planning. Prerequisite: ECE 5352/ECE 7352, ECE 3352, or permission of instructor.

ECE 7354 - Biomechatronics
Credits: 3
Introduces the field of biomechatronics, an applied interdisciplinary science that merges concepts from physiology, biomechanics, and neuroscience with the fields of mechanics, electronics, and robotics. Describes the most commonly used sensors, actuators, feedback control systems, and signal-processing techniques applied to biomedical applications. Discusses the inventions that are transforming the fields of biomechatronics and biomedical engineering.

ECE 7355 - Distribution System Modeling and Analysis
Credits: 3
Electric demand analysis including the maximum diversified demand, demand factor, utilization factor, load factor, coincident factor, and loss factor. Development of load models. Modeling of overhead lines and underground cables. Analysis of various three-phase distribution transformer connections and the effect of unbalance on the transformer winding ratings. Calculation of impedance matrices of distribution lines given line configuration and physical characteristics. Three-phase power flow analysis for a radial distribution system. Introduction to various topics including microgrid, distributed energy resources, demand response, and advanced distribution management systems. Prerequisite: ECE 3352.

ECE 7356 - VLSI Design and Lab
Credits: 3
Explores the design aspects involved in the realization of CMOS integrated circuits from device up to the register/subsystem level. Addresses major design methodologies with emphasis placed on structured, full-custom design. Also, the MOS device, CMOS inverter static characteristics, CMOS inverter dynamic characteristics, CMOS transistor fabrication technology, combination logic circuit, alternative static logic circuit, sequential logic circuit, dynamic logic circuit, propagation delay and interconnect, power dissipation and design for low power, memory

device (DRAM/SRAM/ROM), ESD protection, packaging, testing, and VLSI design flow. Students use state-of-the art CAD tools to verify designs and develop efficient circuit layouts. Prerequisites: C- or better in ECE 2181, ECE 2381, ECE 3311.

ECE 7357 - CAE Tools for Structured Digital Design
Credits: 3
This course concentrates on the use of CAE tools for the design and stimulation of complex digital systems. Verilog, a registered trademark of Cadence Design Systems, Inc., hardware description language, will be discussed and used for behavioral and structural hardware modeling. Structured modeling and design will be emphasized. Design case studies include a pipelined processor, cache memory, UART, and a floppy disk controller. Prerequisite: ECE 2381 or permission of instructor.

ECE 7359 - Software Security
Credits: 3
Focuses on software security issues that pertain to the network application layer in the classic OSI model. At the network application layer, issues related to encryption, validation, and authentication are handled programmatically rather than at the network level. Students work with APIs for cryptography, digital signatures, and third-party certificate authorities. The course also explores issues related to XML and Web services security by examining standards and technologies for securing data and programs across collaborative networks. Prerequisite: Programming experience in Java and/or C++.

ECE 7360 - Analog and Digital Control Systems
Credits: 3
Feedback control of linear continuous systems in the time domain and frequency domain. Topics include plant representation, frequency response, stability, root locus, linear state variable feedback, and design of compensators. Prerequisite: ECE 3372.

ECE 7362 - Systems Analysis
Credits: 3
State space representation of continuous and discrete-time systems, controllability, observability, and minimal representations; linear state variable feedback, observers, and quadratic regulator theory. Prerequisite: ECE 3372.

ECE 7365 - Adaptive Algorithms for Machine Learning
Credits: 3
Explains what an adaptive algorithms is, how it is used to solve problems in the processing of measurements and/or data, how it works, and some of the possible design choices. Includes both supervised and unsupervised learning. Discusses derivation, description, and implementation of various machine learning algorithms for estimation, feature extraction and filtering, and classification. Prerequisites: MATH 3304/MATH 3353 or equivalent linear algebra and probability and statistics to the level of ECE 3360, CS 4340, OREM 3340, STAT 4340, or STAT 4341, or instructor consent.

ECE 7368 - Computational Circuit Theory
Credits: 3
Nodal Analysis for DC, AC, and Transient Circuit Simulation; Adjoint Circuit Sensitivity; Integrated Circuit applications for Optimization, Fault Detection and Diagnosis, and Yield Estimation. Prerequisites: ECE 2352 and MATH 3315, or equivalent.

ECE 7369 - Trojan Detection and Hardware Security
Credits: 3
Introduces several contemporary topics in hardware security, with a particular emphasis on hardware Trojans. Other topics include physically unclonable functions, the problem of counterfeiting, security implications of design for testability in hardware, intellectual property protection, and secure coprocessors and smart cards.

ECE 7370 - Communication and Information Systems
Credits: 3
An introduction to communication in modulation systems in discrete and continuous time, information content of signals, and the transition of signals in the presence of noise. Also, amplitude, frequency, phase and pulse modulation, and time and frequency division multiplexing. Prerequisite: ECE 3360 and ECE 3372.

ECE 7371 - Analog and Digital Filter Design
Credits: 3
Approximation and analog design of Butterworth, Chebyshey, and Bessel filters. Basic frequency transformations for designing low-pass, band-pass, band-reject, and high-pass filters. Concept of IIR digital filters using impulse-invariant and bilinear transformations. Design of FIR digital filters using frequency sampling and window methods. Canonical realization of IIR and FIR digital filters. Wave digital filters. Introduction to two-dimensional filters. Prerequisite: ECE 5372.

ECE 7373 - DSP Programming Laboratory
Credits: 3
Covers applications of digital signal processor technology based on the Texas Instruments TMS320C50 DSP processor. Also, DSP device architecture, assembly language, DSP development tools, of FIR and IIR filter design, and real-time spectrum analysis with the FFT.

ECE 7374 - Digital Image Processing
Credits: 3
Introduces the basic concepts and techniques of digital image processing. Includes characterization and representation of images, image enhancement, image restoration, image analysis, image coding, and reconstruction. Prerequisite: ECE 7345.

ECE 7375 - Random Processes in Engineering
Credits: 3
Introduces probability and stochastic processes, as used in communication and control, and estimation and queuing theory. Includes probability theory, random variables, expected values and moments, multivariate Gaussian distributions, stochastic processes, and autocorrelation and power spectral densities. Prerequisite: Permission of instructor.

ECE 7376 - Introduction to Computer Networks
Credits: 3
Surveys basic topics in communication networks, with an emphasis on layered protocols and their design. Includes OSI protocol reference model, data link protocols, local area networks, routing, congestion control, network management, security, and transport layer protocols. Network technologies include telephony, cellular, Ethernet, Internet protocol, TCP, and ATM. Assignments may include lab exercises involving computer simulations.

ECE 7377 - Embedded Wireless Design Lab
Credits: 3
A wide variety of real-world experiences in wireless communications and networking using FPGAs equipped with embedded microprocessors. Covers basic wireless concepts of scheduled and random access as well as modulation and power control via labs that enable implementation of cellular and 802.11-based wireless protocols such as TDMA, Aloha, CSMA, and CSMA/CA. Also, broader topics that range from embedded programming, interrupt-driven operation, and FPGA-based design are covered in some depth. In a course project, student teams design novel wireless protocols and carry out experiments to measure the performance. Prerequisite: C- or better in ECE 3360 or equivalent, or permission of instructor.

ECE 7378 - Mobile Phone Embedded Design
Credits: 3
Students learn how to develop embedded software for the most widely used smartphone platforms, with an emphasis on wireless and sensing applications. Topics include user interface design such as multitouch and basic HCI design

tenets, storing and fetching data with local networked systems and databases, localization via GPS and wireless signal triangulation, sensing environmental and user characteristics, networking with various wireless protocols, graphics rendering, multimedia streaming, and designing for performance such as controlling memory leaks, object allocation, and multithreading. Content draws from various fields, including wireless communications and networking, embedded programming, and computer architecture.

ECE 7379 - Optimization in Wireless Networks
Credits: 3
Covers a wide variety of optimization problems in the design and operation of wireless networks. Introduces basic linear programming and integer linear programming concepts and explains these concepts using examples from wired and wireless networks. Also, the basic structure and design of various wireless networks, including cellular networks (such as GSM) and wireless LANs (e.g., those based on 802.11g/n. Prerequisite: Graduate student standing.

ECE 7381 - Computer Architecture
Credits: 3
Introduces the state of the art in uniprocessor computer architecture, with a focus on the quantitative analysis and cost-performance trade-offs in instruction set, pipeline, and memory design. Topics include quantitative analysis of performance and hardware costs, instruction set design, pipeline, delayed branch, memory organization, and advanced instruction-level parallelism. Prerequisite: Knowledge of material taught in CS 4381 or ECE 3382.

ECE 7382 - Fundamentals of Computer Vision
Credits: 3
Introduces students to topics fundamental to computer vision including the physics and geometry of image formation, feature detection and matching, 3D acquisition, and time permitting one or more of these topics: image motion estimation and tracking, image segmentation, image classification and recognition. The homework assignments and the exams involve a substantial amount of programming in MATLAB and OpenCV. Preferred: ECE 3372 and ECE 3360. Prerequisites: MATH 3304 and CS 1341/CS 2341, or equivalent.

ECE 7383 - Introduction to Quantum Informatics
Credits: 3
An introduction for engineering and computer science students to quantum informatics, the discipline concerned with methods to communicate, to sense, and to transform data represented in a unique way based on the properties of quantum mechanics. Also includes a well-grounded introduction to implementation technology. No prior knowledge of quantum mechanics or quantum informatics is required for this class. Prerequisite: ECE 3381 or equivalent, introduction to undergraduate-level linear algebra, undergraduate university physics sequence, or consent of instructor.

ECE 7385 - Microcontroller Architecture and Interfacing
Credits: 3
Emphasizes the design of embedded systems using microcontrollers. Briefly reviews microcontroller architecture. Includes hierarchical memory systems and interfacing of memory and peripherals, industry standard bus interfaces and other applicable standards, and topics in real-time operating systems and system-level design considerations. The corequisite laboratory requires students to develop software using assembler and high-level languages. Prerequisite: CS 3381 or ECE 3181, ECE 3381.

ECE 7387 - Digital Systems Design
Credits: 3
Modern topics in digital systems design, including the use of HDLs for circuit specification and automated synthesis tools for realization. Programmable logic devices are emphasized and used throughout the course. Includes heavy laboratory assignment content and a design project. Prerequisite: ECE 2381 or CS 3381.

ECE 7390 - Special Topics
Credits: 3
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7391 - Special Topics
Credits: 3
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7392 - Special Topics
Credits: 3
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7393 - Special Topics
Credits: 3
Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

ECE 7395 - Special Topics
Credits: 3
Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

ECE 7396 - Master's Thesis
Credits: 3
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 7490 - Special Topics
Credits: 4
Study of selected topics in electrical engineering. The course must have a section number associated with a faculty member.

ECE 7696 - Master's Thesis
Credits: 6
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ECE 8049 - Ph.D. Full-Time Status
Credits: 0

ECE 8095 - Independent Study
Credits: 0

ECE 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8190 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8191 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8192 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8193 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8194 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8195 - Special Topics
Credits: 1
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8290 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8291 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8292 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8293 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8294 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8295 - Special Topics
Credits: 2
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8296 - Dissertation
Credits: 2
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8310 - Electronic Processes
Credits: 3
Study of atomic, molecular, and crystal structures; electron motion in crystals; carrier statistics; band theory; electronic transport properties; and scattering and recombination mechanisms in metals and semiconductors.

ECE 8322 - Semiconductor Optical Systems
Credits: 3
A study of semiconductor lasers and light-emitting diode optical sources, semiconductor optical detectors, receiver noise, optical fiber waveguides and their transmission characteristics, and optical fiber systems.

ECE 8323 - Lasers and Photonics
Credits: 3
Introduces lasers and photonics. Includes ray and beam optics, analysis and design of cavities and resonators, the interaction of light with matter, rate equations and pumping, power optimization, pulsed behavior, diode lasers, and topics in photonic integration. Prerequisite: ECE 7330 or ECE 7332, or equivalent.

ECE 8325 - Infrared Systems Engineering
Credits: 3
Develops the basic physical and operating principles of optical detectors, with a focus on infrared detectors. Includes geometric optics, blackbody radiation, radiometry, photon detection mechanisms, thermal detection mechanisms, probability and statistics of optical detection, noise in optical detectors, figures of merit, photovoltaic detectors, photoconductive detectors, bolometers, pyroelectric detectors, Schottky diode detectors, and quantum well detectors. Prerequisites: ECE 3311, ECE 3330 or optics.

ECE 8331 - Microwave Electronics
Credits: 3
A study of microwave circuit design covering amplifiers, mixers, and oscillators using s-parameters. Topics include scattering parameters, transmission lines, impedance matching, network synthesis, stability, noise, narrowband and broadband amplifier design, low-noise amplifiers, multistage amplifiers, biasing considerations, microwave oscillators, microwave mixers, and relationships to CAE tools. Prerequisite: ECE 3330, ECE 7330, or ECE 7332.

ECE 8332 - Numerical Techniques in Electromagnetics
Credits: 3
Introduces various numerical methods in electromagnetics, including the moment method, finite difference method, and finite element method. Emphasizes practical applications. Prerequisites: ECE 7330 and proficiency in one computer language (e.g., Fortran), or permission of instructor.

ECE 8333 - Advanced Electromagnetic Theory
Credits: 3
The course offers the advanced level of electromagnetic theory beyond ECE 5330. Topics include various electromagnetic theories and principles. Green's functions, and perturbational and variational techniques. Prerequisite: ECE 7330.

ECE 8351 - Computer Arithmetic
Credits: 3
Discusses number representation and algorithms for arithmetic unit design; redundant radix representation; highly parallel add, multiply, divide, and square root algorithms; IEEE floating-point standard; directed roundings; base conversion; VLSI floating-point units; vector and matrix arithmetic; residue arithmetic; rational arithmetic; and online arithmetic. Prerequisite: Knowledge of computer organization, data structures, and algorithms, as taught in CS 2341.

ECE 8355 - Transistor Integrated Circuits
Credits: 3
An introduction to CMOS, BJT, and BiCMOS analog integrated circuits. Includes the development of the detailed, physically based device model for SPICE simulations and their application to components of operational amplifiers such as bias, differential, gain and output stages, frequency response and compensation, and feedback circuits. Emphasis is on modern CMOS operational amplifier design with BiCMOS applications. As an extension of ECE 7321, this course covers the topics in more depth and considers the high-frequency aspects of analog circuits. Prerequisite: ECE 7321.

ECE 8356 - Advanced VLSI Design and Lab
Credits: 3
Explores the advanced mixed-signal VLSI design aspects involved in the realization of CMOS integrated circuits and systems, from device up to the high-speed VLSI circuits and real system-level design. Addresses major design methodologies, with emphasis on full-custom mixed-signal VLSI design. Includes the study of the CMOS advanced VLSI circuits, logics, high-speed interconnect, and key building blocks that determine the performance of VLSI circuits. Also, CMOS VLSI IC design, from transistor-level schematic to layout for fabrication. Students use state-of-the-art CAD tools (e.g., Cadence) to verify designs and develop efficient circuit layouts. Prerequisites: C or better in ECE 7356 or instructor permission.

ECE 8361 - Optimal Control
Credits: 3
Topics related to deterministic system control include applications of the variational calculus using Hamiltonian methods, optimization with control variable constraints, maximum principle, linear quadratic problem, Ricatti equation and principle of optimality. Optimal stochastic control discusses point estimation, state estimation, Kalman filter, linear quadratic Gaussian problem, and separation principle. Prerequisites: ECE 7360 and ECE 7375.

ECE 8364 - Statistical Pattern Recognition
Credits: 3
Introduction to various parametric and nonparametric statistical approaches to automatic classification of a set of processes. Topics include Bayes, Neyman-Pearson, minimax, sequential, and nearest-neighbor classifier. Also, estimation of classifier error, parameter estimation, density function estimation, linear discriminant functions, feature selection and evaluation, unsupervised recognition techniques, and clustering analysis. Prerequisite: ECE 7375 or equivalent.

ECE 8365 - Adaptive Filters
Credits: 3
A detailed treatment of the theory and application of adaptive filter processing. Covers linear prediction, stochastic gradient (LMS) adaptive transversal filters, recursive least squares and fast RLS algorithms, adaptive transversal filters, and lattice filters. Applications include adaptive equalization, echo cancellation, system identification, beamforming, speech coding, and spectral estimation. Prerequisites: ECE 7345, ECE 7375 or permission of instructor.

ECE 8367 - Nonlinear Control
Credits: 3
Introduces methods used to control nonlinear systems. Reviews phase plane analysis of nonlinear systems, Lyapunov theory, nonlinear stability, and describing function analysis. Advanced control techniques include feedback linearization, sliding control, and adaptive control. Emphasizes application of the developed concepts to the robust regulation of the response of nonlinear systems. Prerequisite: ECE 7362.

ECE 8368 - Signal Processing for Wireless Communications
Credits: 3
Emphasis is given to channel equalization, which can be considered a form of temporal signal processing, spatial array processing, and space-time processing. Topics include classical and blind channel equalization; Fourier, parametric, and subspaced-based direction finding methods for smart antennas; and space-time signal processing. Prerequisite: ECE 7345.

ECE 8370 - Analog and Digital Communications
Credits: 3
Review of stochastic processes. Detection of waveform in noise. Matched filters and correlation receivers. Parameter and waveform estimation. Wiener and Kalman filters. Optimal receivers for analog and digital communication systems. Prerequisite: ECE 7375.

ECE 8371 - Information Theory
Credits: 3
An investigation of the fundamental performance limits of communication systems. Includes developments and proofs of Shannon's three theorems involving channel capacity, lossless source coding and rate distortion theory; entropy; entropy rate; mutual information; discrete memoryless channels and sources; and the additive white Gaussian noise channel. Prerequisite: ECE 3360 or course equivalent.

ECE 8372 - Cryptography and Data Security
Credits: 3
Cryptography is the study of mathematical systems for solving two kinds of security problems on public channels: privacy and authentication. Covers the theory and practice of both classical and modern cryptographic systems. The fundamental issues involved in the analysis and design of a modern cryptographic system will be identified or studied. Prerequisite: ECE/STAT/CS 4340 or equivalent.

ECE 8373 - Digital Speech Processing
Credits: 3
A detailed treatment of theory and application of digital speech processing. Provides a fundamental knowledge of speech signals and speech processing techniques. Includes digital speech coding, speech synthesis, speech recognition, and speech verification. Prerequisite: ECE 7345.

ECE 8375 - Error Control Coding
Credits: 3
Topics include information theory, algebraic and arithmetic codes, and applications to computer systems. Prerequisites: Elementary probability concepts and digital logic circuits and ECE 3360 or course equivalent.

ECE 8376 - Detection and Estimation Theory
Credits: 3
Advanced topics in detection and estimation, including asymptotic detector and estimator performance, robust detection, and nonparametric detection techniques. Prerequisite: ECE 8370.

ECE 8377 - Advanced Digital Communications
Credits: 3
Quantized, binary, and block encoding signals and systems. Also, convolution coding, fading, diversity, spread-spectrum communications, mobile radio, and packet-radio communications. Prerequisite: ECE 8370.

ECE 8378 - Performance Modeling and Evaluation of Computer Networks
Credits: 3
Applies probabilistic modeling and evaluation techniques to understanding the behavior of traffic, switching, and network protocols. Includes basic queuing theory, traffic models, multiplexing, scheduling, switch models, routing, and traffic control, in the context of protocols such as TCP/IP and ATM. Prerequisites: Probability, random processes, and some knowledge of networks. ECE 5376 or ECE 7376 recommended.

ECE 8379 - Fault-Tolerant Computing
Credits: 3
Discusses faults, errors and failures, hardware fault tolerance, reliability, availability, reliable distributed systems, checkpointing and recovery, atomic actions data and process resiliency, and software fault tolerance. Uses case studies. Prerequisite: Permission of the instructor.

ECE 8381 - Quantum Logic and Design
Credits: 3
Survey of quantum logic and quantum computing from the viewpoint of a computer engineer or computer scientist. Focuses on issues in reversible computation, quantum information modeling, quantum logic circuit design, models of quantum computation, and quantum computer algorithms. Also surveys existing and emerging circuit models used to implement quantum logic circuits. Introduces principles of quantum mechanics as related to quantum computation. Prerequisite: CS 7381, CS 7385, ECE 7381, or ECE 7385; or consent of instructor.

ECE 8382 - Digital Signal Processing Architectures
Credits: 3
Introduction to DSP systems; iteration bound; pipelining and parallel processing, retiming, unfolding, and folding; systolic architecture design; speed, power, computational, and memory resource design issues; case studies and design examples for FIR filters, IIR filters, and orthogonal transforms; and architectural overview of programmable digital signal processors. Prerequisite: ECE 5372, equivalent knowledge of digital signal processing concepts, or permission of instructor.

ECE 8386 - Testing of VLSI Circuits
Credits: 3
The objective of testing is to verify that the manufactured custom chips function correctly according to their specifications. Testing process includes fault modeling, mainly automated simulation, test pattern generation, and testable and self-testing design synthesizing. Structured chips such as memories, PLAs, and FPGAs are also tested for correctness. The course surveys the state-of-the-art test approaches used in industry and in other research environments. Prerequisite: Digital logic design, data structures, and algorithms. Crosslisted as CS 8386.

ECE 8387 - Switching Theory and Applications in VLSI Cad
Credits: 3
Advanced topics in switching theory and electronic design automation methods. Emphasizes the underlying theory and algorithms of EDA tools and their application. Particular emphasis on the representation and properties of discrete mathematics and synthesis, verification, and simulation problems. Includes binary and multiple-valued logic models that are targeted to conventional and emerging technologies, as well as optimization techniques for cost,

performance, low power, and other constraints. Recommended: Experience in the use of HDLs and algorithm development and implementation.

ECE 8388 - Embedded Computing System Design
Credits: 3
Covers the process of embedded computing system design under cost, power, performance, and several system-specific restrictions.

ECE 8389 - Foundations of Formal Verification and Validation
Credits: 3
Surveys common approaches for formal methods of detecting and correcting integrated circuit design errors before device fabrication used in industry and in other research environments. Emphasizes trade-offs between formal methods and validation techniques and the use of commercial state-of-the-art software tools. Includes equivalence checking, model checking, theorem proving, and advanced topics in validation and simulation. Introduces the application of formal methods in other areas. Prerequisite: Knowledge of programming languages, data structures, advanced digital logic design, and computer architecture, or consent of instructor.

ECE 8390 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8391 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8392 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8393 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8394 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8395 - Special Topics
Credits: 3
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8490 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8491 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8492 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8493 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8494 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8495 - Special Topics
Credits: 4
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8496 - Dissertation
Credits: 4
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8596 - Dissertation
Credits: 5
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8690 - Special Topics
Credits: 6
Study of selected topics in electrical and computer engineering. The course must have a section number associated with a faculty member.

ECE 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8796 - Dissertation
Credits: 7
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8896 - Dissertation
Credits: 8
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8990 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ECE 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Telecommunications and Network Engineering Courses

EETS 7090 - Special Topics
Credits: 0
Students may need to register in several special topics courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

EETS 7301 - Introduction to Networks
Credits: 3
A comprehensive overview of network technologies, structures, and industry participants. Core concepts such as network protocols, modulation, multiplexing, and virtualization are introduced and then applied to technologies including MPLS and SDN. Network devices including switches and routers are discussed. Voice, packet, wireless, and satellite network structures, and organization are examined. Internet and "cloud" applications are covered in detail. Industry participants including enterprises, Internet Service Providers (ISP's), traditional network providers, as well as cloud service providers and equipment manufacturers are surveyed. Network operation, management, automation, Quality of Service (QoS) and analytics are reviewed. Network security challenges and solutions are highlighted. Network industry trends including Machine Learning (ML) and Artificial Intelligence (AI) applications are also discussed. Prerequisite: Graduate standing.

EETS 7302 - TCP/IP Network Administration
Credits: 3
Reviews the OSI and Internet protocol models and the Linux and Windows operating system environments. Network administration operations are discussed, including IP, TCP, UDP, DNS, NFS, SMTP, IMAP, DHCP, IPsec and sendmail protocols as well as web services. Hardware and software configuration and implementations are detailed. Students complete numerous hands-on assignments reflecting topics discussed in the classroom using open source software products that can be downloaded and used on students' personal computers.

EETS 7304 - Network Protocols
Credits: 3
This course is an introductory graduate course on the protocol architecture of the Internet, following a bottom-up approach to the protocol layers. The objective of this core course is to provide an understanding of the

internetworking concepts in preparation for advanced networking courses. The first part of the course covers networking technologies such as local area networks, packet switching, and ATM. The second part of the course examines the Internet protocol (IP) and TCP/UDP in-depth. The last part of the course is an overview of important application protocols such as HTTP, client/server computing, SMTP, FTP, and SNMP. Prerequisite: EETS 7301 or equivalent.

EETS 7307 - Telecommunications for Data Systems Engineering
Credits: 3
Covers topics related to the technologies and physical management of corporate telecommunications systems, including current voice, data, and wireless telecommunications technologies and hardware. Legal and regulatory topics include a review of regulatory agency responsibilities. Also, intellectual property, net neutrality, privacy and fraud, and facilities planning and management processes, including lease analysis, licensing and permits, bidding contracts, development of specifications, and supplier and vendor management as they pertain to telecommunications systems. Examines engineering topics of fire protection, HVAC, electrical, plumbing, and lighting, and energy management systems for telecommunications. Prerequisites: 1 year of physics, including electricity and magnetism, and 1 year of calculus.

EETS 7310 - Data Center Operations
Credits: 3
Provides students with a comprehensive understanding of data center infrastructure design and operation. Students examine the equipment utilized to operate a data center, emphasizing the multidisciplinary systems that work in tandem to maintain continuous uptime. Operational objectives are defined along with best practices, processes, and standards. The steps involved in implementing and sustaining a maintenance program are discussed. Students are presented with emerging trends in data center technology such as liquid cooling, sustainability, and artificial intelligence.

EETS 7316 - Wireless, Cellular, and Personal Telecommunications
Credits: 3
A comprehensive course in the fast-developing field of wireless mobile/cellular and personal telecommunications. Topics include mobile/cellular communications; frequency allocations; base station site selection; cellular structures; channel trunking; analog cellular signalling; handover; data over cellular; multipath fading; diversity reception; modulation techniques; speech coding; digital cellular design, including GSM and TDMA; spectral efficiency considerations; spectral management and regulations; roaming; and current world systems and standards. Topics on personal communications include basic concepts and terminology for PCS; PCS technology; design based on CSM, TDMA, and CDMA; spectrum sharing with other services such as FSM; PCS standards; intelligent networks for PCS; global challenges for PCS; third-generation wireless, number portability, and roaming; and satellites in wireless. Prerequisites: EETS 7301, and ECE 5370 or ECE 7370, or permission of the instructor. This course is primarily for the telecommunications program but can also be very useful for ECE students who plan to specialize in this field.

EETS 7353 - Cloud Engineering
Credits: 3
A comprehensive overview of cloud computing. Defined categories of compute, storage, database, and network are examined. Application of the cloud delivery models of Infrastructure-, Platform-and Software-as-a-Service (IaaS, PaaS, SaaS) to deployment models of public, private, and hybrid clouds are covered. Physical and logical cloud architectures are thoroughly reviewed. Server and network virtualization using virtual machine hypervisors and virtual containers are surveyed. Data center applications of cloud technology, particularly internal and external data center network architectures, are discussed in depth. Public cloud provider implementations and cloud cost management are reviewed. Learning is confirmed and enhanced by real world case studies and hands-on labs.

EETS 7355 - Software Defined Network
Credits: 3
A comprehensive course on Software Defined Networks (SDN). Begins with SDN theoretical concepts and evolution. Business drivers for SDN are considered. SDN operation and its practical application using the Openflow specification is discussed in detail. SDN alternative approaches are presented. SDN protocols, controllers, and

application models are studied in depth and observed in use. SDN application in data centers and other use cases are thoroughly evaluated. Network Function Virtualization (NFV) and its relationship to SDN is examined. Industry SDN developments from major equipment and network providers are reviewed. Finally, SD-WAN and anticipated future SDN developments are considered. Learning is confirmed and enhanced by hands-on labs. Prerequisites: EETS 7304 and EETS 8303. Recommended: EETS 7353.

EETS 8303 - Switching and Routing With Lab
Credits: 3
Switching and routing architectures, protocols, and functions are explained. For switching, Spanning Tree Protocol (STP), Trill, Virtual LANs (VLANs), VLAN Trunking Protocol (VTP), and inter-VLAN trunking are covered. For routing, static routing and dynamic routing protocols including RIP (version 1 and 2), OSPF, IS-IS, BGP, and Cisco's EIGRP are examined. IPv4 subnetting, with and without classes, and IPv6 are analyzed. Software tools are used to simulate the operation and performance of protocols studied. A lab using switches and routers is used to provide hands-on, real world implementation of the simulated networks.

EETS 8304 - Multiprotocol Label Switching
Credits: 3
Examines the MPLS protocol and its applications in networks. Introduces the basics of MPLS and MPLS traffic engineering, DiffServ QoS, and network survivability. Investigates Layer 2 and Layer 3 MPLS virtual private networks. Covers MPLS management, access networks, MPLS Transport Profile, and Generalized MPLS. Prerequisite: EETS 7304.

EETS 8313 - Internet Telephony
Credits: 3
Provides a comprehensive introduction to the background, protocols, standards, and issues related to Internet telephony. Describes the changing telecommunications environment that motivates the transition from today's telephone network to voice over IP and strategies being used by companies and individuals to implement VoIP. Covers the umbrella protocol Session Internet Protocol and its partner, Session Description Protocol. In addition to SIP and SDP, H.323, RSVP, RTP, DNS, TRIP, ISUP, and SS7 are covered. Issues include emergency services, security, mobility, and quality of service. On-campus students - and off-campus students with high-speed Internet access - have access to SIP lab equipment. Prerequisite: EETS 7301 or permission of instructor.

EETS 8315 - Advanced Topics in Wireless Communication
Credits: 3
Focuses on third generation systems, wireless data, and emerging wireless systems and technologies. Covers the IMT2000 requirements, proposals, and evolution path for CDMA and TDMA technologies toward 3G. Detailed study of radio access network for the GPRS, EDGE, WCDMA, and CDMA2000, as well as core network evolution. Also, Mobile IP, WAP, and second-generation wireless data systems such as CDPD and SMS. May include LMDS, WILL, indoor systems, cordless phones, and WLAN.

EETS 8317 - Switching and QoS Management in IP Networks
Credits: 3
Comprehensive course on IP switching and QoS management technology, protocols, and applications. Prerequisite: EETS 7301 or consent of instructor.

EETS 8321 - Network Security
Credits: 3
Graduate-level survey of the technologies underlying network security. The first part of the course covers the principles of private and public key cryptography and describes a number of example encryption algorithms, including DES and AES. Next, the use of encryption with hash functions for digital signatures and certificates, followed by perimeter security, including firewalls, intrusion detection systems, viruses, and worms. The last part of the course encompasses a number of secure protocols, including secure email, secure HTTP, IPSec, and virtual private networks. Topics that are part of general security but peripheral to network security are not covered, e.g., physical tamper resistance, security policies, digital rights management, and biometrics.

EETS 8323 - Advanced Network Security with Lab
Credits: 3
Builds on basic network security topics introduced in EETS 8321. Advanced network security topics are covered by investigating four primary categories: routers and switches, firewall technologies, intrusion detection and prevention systems (IDS/IPS), and Virtual Private Networks (VPNs). Methods of authentication and encryption are examined in detail. Web, email, BYOD, and application security are also discussed. Theoretical concepts applied in the laboratory using simulation software and actual network equipment. Case studies highlight current industry applications of network security methods. Prerequisites: EETS 8321, EETS 7304, and EETS 8303.

EETS 8332 - Advanced Network Design With Lab
Credits: 3
Covers integration of network protocols including OSPF, EIGRP, BGP, MPLS, VLAN, VPN/DMVPN, IPsec and MACsec, STP and Trill, VoIP and methods of Quality of Service (QoS) in advanced networks. Concurrently, the requirements for an extensive and realistic network will be analyzed, designed, then simulated using software tools; and finally installed, operated, and tested using actual network equipment. Prerequisites: EETS 7304 and EETS 8303.

EETS 8334 - Advanced Cloud Engineering
Credits: 3
An in-depth analysis of cloud infrastructure and architecture with focus on the internal cloud network. The course begins with designing the virtual private cloud and related network to be scalable, reliable, flexible, resilient and highly available using sound architectural principles and best practices. Large, web-scale media design is covered in detail. Security and reliability are stressed. Operational efficiency and cost optimization are considered. Cloud architecture design patterns are identified and applied. Learning is confirmed and enhanced by real world case studies and hands-on labs. Prerequisite: EETS 7353 or instructor permission with first level technical certification from a public cloud.

EETS 8337 - Telecommunications Network Management
Credits: 3
Comprehensive course in the important issues in telecommunications network management. Overview of the underlying principles – operation, administration, maintenance, and provisioning – that are often the most expensive and labor-intensive aspects of telecommunications. Includes different paradigms for network management such as the Internet Simple Network Management Protocol (SNMP, SNMPv2) and the Open System Interconnection Common Management information protocol. Covers the object-oriented modeling approach such as the ITU-T Telecommunications Management Network and Bellcore's Information Networking Architecture. Also, implementation issues of architectural concepts into network products and systems such as the translation from ISO Guidelines for the Definition of Managed Objects into C++. Network simulation, configuration, fault, security, accounting, performance management, and the quality of service concepts. Addresses drivers for network management and its traditional practice, as well as future needs, and includes case studies in Intelligent Network and Synchronous Optical Network. Prerequisites: Permission of the instructor, plus knowledge of one high-level programming language, preferably Pascal, C, or C++.

EETS 8341 - Optical and DWDM Networks
Credits: 3
Discusses the operation of the following network types: Synchronous Optical Network, Synchronous Digital Hierarchy, and Optical Transport Network. Also, optical core and access network configurations. Introduction to WDM network elements, and control and management of optical networks, plus an overview of network survivability using optical technologies. Covers future optical technologies, including photonic packet switching. Students use simulation software in laboratory experiments to analyze the performance and operation of optical networks. Prerequisite: EETS 7304 or permission of instructor.

EETS 8353 - Network Automation and Programmability
Credits: 3
Reviews software applications used in the automation and programmability of modern networks. Network automation protocols such as NETCONF and OpenFlow as well as platforms such as Openstack are examined.

Various scripting methods including Python, awk, Bash, and tcl as well as software automation tools like Chef, Ansible, and Puppet are demonstrated. The software development life cycle along with relevant software versioning tools, such as Git and Subversion, are also covered. The application of network automation to Software Defined Networks (SDN) is explained. The effects of network automation on operational and financial efficiency are discussed. Current vendor applications are reviewed. Hands-on labs confirm and enhance learning of course topics. Prerequisites: EETS 7304, EETS 8303.

EETS 8355 - Data Center Network Engineering with Lab
Credits: 3
Focuses on the advanced analysis of data center cloud computing and virtualization including the design and implementation of a private cloud environment and integration with public cloud providers. This includes implementation using industry leading software applications. Examines the internal and external data center networks design and implementation. MSTP, MPLS, and DMVPN as well as advanced routing protocol topics of BGP, OSPF, and IS-IS applications to data center networks are examined in detail. In addition, network automation methods and software packages are introduced and data center network security is reviewed. Students demonstrate mastery of classroom material by written examinations and by satisfactorily performing numerous laboratory exercises using actual software and hardware discussed in class. Prerequisites: EETS 7304 and EETS 7353.

EETS 8357 - Development Operations (DevOps) for Network Engineers
Credits: 3
Explores DevOps, a movement which has emerged as a set of solutions to address reoccurring problems which limit an organization's ability to deliver solutions and grow in an increasingly competitive market. DevOps and associated software including Git, Ansible, Chef, Vagrant, Jenkins, Docker, Kubernetes, and Teraform. DevOps extensions of DevSecOp and NetDevOps are also covered. Lecture material is supplemented with labs. Prerequisite: EETS 7302.

EETS 8390 - Special Topics
Credits: 3

EETS 8391 - Special Topics
Credits: 3

EETS 8392 - Special Topics
Credits: 3

EETS 8393 - Special Topics
Credits: 3

EETS 8395 - Special Topic with Lab
Credits: 3
Students may need to register in several special topics courses with a lab component to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

Mechanical Engineering

Professor Amin Salehi-Khojin, **Chair**

Professors: Adel Alaeddini, Ali Beşkök, Ali Dogru, Xin-Lin Gao, Yildirim Hürmüzlü, MinJun Kim, Elizabeth Loboa, José L. Lage, M. Volkan Otugen, Peter E. Raad, Amin Salehi-Khojin, Saeed Salehi, Wei Tong
Associate Professors: Elena V. Borzova, Xu Nie, Edmond Richer, David A. Willis
Assistant Professor: Hamidreza Karbasian
Professors of Practice: Steven L. Lerner, James R. Webb
Adjunct Faculty: Phillip Andrew, Bogdan Antohe, Eric B. Cluff, Christopher Colaw, Douglas Coldwell, Levent Kaan, Mohammad Kashki, FanRong Kong, Michael Meaders, David J. Nowacki, Ardas Sabuncuyan, Andrew Weaver

General Information

Department Facilities

The mission of the Lyle School of Engineering laboratories is to support high-quality practical research and technological innovations.

The **Biological Actuation, Sensing and Transport Laboratory** is developing biologically-inspired nano/micro-scale robotic systems for minimally invasive surgery and particulate drug delivery as well as solid-state nano-pore systems for single molecule analysis. This is an interdisciplinary experimental group working on three core subject areas: nano/microbio-robotics, transport phenomena, and single molecule biophysics. Although each core program consists of a distinct project, we would like to emphasize their synergistic nature - advances in one core are expected to drive the development of the others. The unifying component of all the cores is "nanoscale engineering."

The **Biomedical Instrumentation and Robotics Laboratory** supports research activities that promote strong interdisciplinary collaboration between several branches of engineering and biomedical sciences. The research interests are centered on (1) Medical robotics, especially novel robotic applications in minimally invasive, natural orifice, and image-guided and haptic-assisted surgery; and (2) in vivo measurements of mechanical properties of biological tissues. These areas of concentration touch upon fundamentals in analytical dynamics, nonlinear control of mechanical systems, computer-aided design and virtual prototyping, applied mathematics, data acquisition, signal processing, and high-performance actuators.

The **Bio-Microfluidics Laboratory** concentrates on designing, building and testing microfluidic devices for biomedical applications. Research also includes numerical modeling of mass momentum and energy transport in micro and nano-scales using continuum and atomistic simulation methods.

Center for Digital and Human-Augmented Manufacturing (CDHAM). The Lyle School of Engineering Center for Digital and Human-Augmented Manufacturing, also known as CDHAM, is poised to revolutionize current manufacturing research technology paradigms with an unwavering commitment to adapt to emerging challenges, leverage cutting-edge technologies, and drive innovation that addresses real-world problems with real-world industrial partners. There are two main components of the CDHAM: "Digital" communicates a linkage to Industry 4.0+, advanced simulation and modeling, and utilization of Digital Twins, while "Human-Augmented" communicates a focus on human-machine teaming whereby artificial intelligence/machine learning (AI/ML), augmented and virtual reality (AR/VR), and manufacturing technology excellence transform manufacturing processes as we know them. These approaches are at the forefront of a competitive digital landscape where the speed and agility of the engineering and manufacturing system enables those who succeed versus fail.

The **Impact Mechanics Laboratory** explores the mechanics and physics in dynamic response and failure of advanced materials. The lab is currently equipped with Kolsky compression/tension bar facilities of different sizes for high-rate characterization of materials and structures. A high-resolution Kirana high-speed camera is implemented with the Kolsky bar systems to observe the dynamic deformation and failure process of materials. The lab also has A Skyscan 1172 Micro-CT for non-destructive evaluation of materials microstructure.

The **Laboratory for Porous Materials Applications** is concerned with modeling; numerical simulation; and experimental testing of mass, energy and momentum transport in heterogeneous and porous media.

The **Laser Micromachining Laboratory** conducts studies of laser-assisted micro-fabrication, including high-power laser ablation and laser micromachining.

The **Mechanics of Metamaterials Laboratory** is devoted to studying thermomechanical responses of metamaterials created by microstructural design and 3-D printing. Such materials include cellular materials, lattice structures, and interpenetrating phase composites that exhibit negative Poisson's ratios and/or non-positive thermal expansion coefficients. Higher-order continuum theories, micromechanics, structural analysis, and variational principles are employed as the major tools, and theoretical analysis, numerical simulations and experimental studies are utilized as the main approaches.

The **Micro, Nano and Biomechanics of Materials Laboratory** is devoted to solid mechanics and materials engineering research, with a focus on the combined experimental characterization as well as the computational analysis of mechanical properties, stress/strain, and microstructure of engineering and biological materials. Applications in advancing manufacturing and materials processing technologies, engineering design analyses, and biomedical sciences and engineering are also studied in this facility.

The **MicroSensor Laboratory** focuses on research in the development of micro-optical sensors for a wide range of aerospace and mechanical engineering applications, including temperature, pressure, force, acceleration and concentration. A major research component in this lab is concentrated on the study of the optical phenomenon called the "whispering gallery modes" and its exploitation for sensor development in the microsize level with a nano-level measurement sensitivity.

The **Nanoscale Electro-Thermal Sciences Laboratory** (NETSL) was established in 1995 in recognition of the local industry's needs for noninvasive characterization of microelectronic devices. The Laboratory features (a) laser-based transient thermoreflectance (TTR) capabilities to measure the thermal properties of thin-film materials and their interfaces, (b) Thermoreflectance-based thermal imaging capabilities for the transient thermal imaging of active microelectronics at deep submicron resolutions, and (c) a self-adaptive computational tool that enables rapid thermal simulation for concurrent electro-thermal analysis. True to the vision of its founders, today's NETS Laboratory continues to focus on the research and creative use of thermal sciences to enhance the design and reliability of microelectronics as well as to explore new scientific and metrological opportunities.

The **Systems Laboratory** is dedicated to analysis and modeling of bipedal gait dynamics, rigid-body impact mechanics and the pneumatically operated haptic interface system.

The **Systems, Measurement and Control Laboratory** is equipped for instruction in the design and analysis of analog and digital instrumentation and control systems. Modern measurement and instrumentation equipment is used for experimental control engineering, system identification, harmonic analysis, simulation and real-time control applications. Equipment also exists for microprocessor interfacing for control and instrumentation.

Graduate Programs

Mechanical engineering is a very diverse, dynamic and exciting field. Because of the wide-ranging technical background they attain, mechanical engineers have the highest potential for employment after graduation and the exceptional mobility that is needed for professional growth even during bear market conditions.

The Mechanical Engineering Department at SMU has a long tradition of offering a superb engineering education within an environment that fosters creativity and innovation. Small classes, a trademark of the program, not only allow for strong mentoring but also promote academic excellence through cooperation and teamwork. The department's exceptionally qualified faculty members are continuously engaged in cutting-edge research projects, facilitating the attainment and transmission of knowledge to the students. Leading by example, through encouragement and dedication, the faculty is committed to the success of every student during their tenure at SMU and after graduation.

The SMU program prepares students to be creative by providing a solid background in fundamentals of science and engineering without compromising the practical aspects of mechanical engineering. Essential entrepreneurial know-how, interpersonal skills and an understanding of the importance of lifelong learning complement the educational experience of SMU students. The program also stimulates professional and social leadership.

Graduate Degrees. The Mechanical Engineering Department offers the following graduate degrees:

Mechanical Engineering, Doctor of Engineering (D.E.)

The Doctor of Engineering in Mechanical Engineering is designed to enable engineering and technology professionals to better apply the evolving engineering skills required for achieving and maintaining a competitive advantage in a fast-paced global economy.

Students will complete a minimum of 48 semester credit hours (SCHs) for the Doctor of Engineering (D.E.) beyond their Master of Science degree. For students who wish to emphasize engineering practice, the coursework will consist of 12 SCHs of engineering and scientific theory, 12 SCHs of electives in a specialized engineering practice, and 12 SCHs of engineering management, offered by the Lyle School of Engineering. For students who wish to emphasize applied science, the coursework will consist of 15 SCHs of engineering and scientific theory, 15 SCHs of electives in a specialized engineering practice, and 6 SCHs of engineering management, offered by the Lyle School of Engineering. The last 12 SCHs for all students in the D.E. program are earned by successfully proposing and completing an applied, use-inspired praxis.

Upon completion of the first full semester, the student and his/her advisor will devise an individual Graduate Degree Plan, in consultation with the student's Academic Supervisory Committee. Each student's plan will be unique, designed to meet the needs of his/her individual background and interests. The Academic Supervisory Committee is responsible for reviewing and approving the Graduate Degree Plan. All students are required to have an approved degree plan in order to graduate.

The Graduate Degree Plan serves as a contract between the student, the student's Academic Supervisory Committee, and the Lyle School of Engineering. This plan is a blueprint for successful completion of a student's degree requirements. The approved plan must adhere to the policies of the Department of Mechanical Engineering (ME) and the Lyle School of Engineering (SoE). Students are strongly encouraged to have an approved degree plan on file by the end of their first semester.

The Academic Supervisory Committee will consist of five members, including a committee chair who is a tenured or tenure-track ME professor, a praxis advisor who is a full-time ME faculty member, and a minimum of two other SoE professors with knowledge in the student's area of study. A fifth member may be a qualified expert from outside ME or from industry. This committee approves the degree plan and administers the Praxis Defense. The Mechanical Engineering Department's Graduate Committee establishes and administers the preliminary and qualifying examinations.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the D.E. degree, candidates are required to satisfy the following:

Credit hours in engineering and scientific theory

These credit hours (12 SCHs for students emphasizing engineering practice or 15 SCHs for students emphasizing applied science) must be taken in mechanical engineering to support the anticipated doctoral work. Courses in these areas include but are not limited to:

Design and Dynamic Systems and Controls

- ME 7302 - Multivariable Linear Control Theory
- ME 7320 - Intermediate Dynamics
- ME 7322 - Intermediate Vibrations
- ME 7326 - Vehicle Dynamics
- ME 7346 - Optimal and Robust Control
- ME 7347 - Frequency Domain Methods in Linear Control Systems

Mechanics and Manufacturing

- ME 7312 - Continuum Mechanics

- ME 7315 - Optics Laser-Assisted Manufacturing
- ME 7319 - Advanced Mechanical Behavior of Materials
- ME 7327 - Dynamic Behavior of Materials
- ME 7338 - Nontraditional Manufacturing Processes
- ME 7340 - Introduction to Solid Mechanics
- ME 7361 - Matrix Structure Analysis
- ME 7364 - Introduction to Structural Dynamics

Thermal and Fluid Sciences

- ME 7318 - Microfluidics and Microfabrication
- ME 7330 - Heat Transfer
- ME 7331 - Advanced Thermodynamics
- ME 7332 - Heat Transfer Biomedical Sciences
- ME 7333 - Transport Phenomena in Porous Media
- ME 7336 - Intermediate Fluid Dynamics
- ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods
- ME 7383 - Heating, Ventilating, and Air Conditioning

Credit hours of specialized engineering practice

All elective credit hours (12 SCHs for students emphasizing engineering practice or 15 SCHs for students emphasizing applied science) must come from graduate-level engineering courses and must be approved by the Academic Supervisory Committee. These courses should, in some way, complement and strengthen the student's degree plan and be taken at the 6000 level or above.

Credit hours in engineering management

These credit hours (12 SCHs for students emphasizing engineering practice or 6 SCHs for students emphasizing applied science) must come from graduate-level courses in quantitative and qualitative aspects of engineering practice in a modern technical environment. Courses in this area include:

- ME 7301 - Entrepreneurship and Business Development in Manufacturing
- ME 7303 - Organizational Leadership
- ME 7351 - Computer Integrated Manufacturing
- ME 7352 - Manufacturing Methods and Systems
- ME 7353 - Manufacturing Management
- ME 7354 - Lean Manufacturing and Six Sigma
- ME 7365 - Strategies for Manufacturing
- ME 7366 - Global Manufacturing
- ME 7369 - Innovation Management
- ME 7382 - Finance and the Manufacturing Enterprise

Twelve credit hours of praxis

The student enrolls for these credit hours in the course of preparing the praxis project.

Additional Requirements

- Satisfactory completion of the preliminary counseling examination.
- Satisfactory completion of the doctoral qualifying examination.
- Satisfactory completion and defense of the doctoral praxis.

Mechanical Engineering, Ph.D.

This Ph.D. program is one of the most successful programs in the nation. The majority of students are supported by their own companies, by faculty research grants or by the department through teaching assistant fellowships. The latter option is specifically tailored to students interested in obtaining a faculty position after graduation.

Admission Requirements

1. An M.S. degree in mechanical engineering or in a closely related discipline from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a GPA of at least 3.500 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies, and payment of appropriate application fee.
4. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
5. All international students whose native language is not English and who have not graduated from an American university must comply with the university's English Language Proficiency requirements.

Direct Admission into the Ph.D. Program

The Mechanical Engineering Department offers direct admission into its doctoral program for outstanding students with a bachelor's degree in mechanical engineering. This special "fast-track" program allows a student to apply up to 18 credit hours from the coursework hours requirement to the dissertation hours requirement, while retaining the 78 credit hours required past the Bachelor's degree. The minimum number of dissertation hours remains at 24 credit hours. A student admitted into this "fast-track" program must successfully complete a minimum of 36 credit hours of coursework and a minimum of 24 credit hours of dissertation with the total coursework and dissertation hours reaching a minimum of 78 credit hours. The expected program of study for most students in this track is 36 credit hours of coursework and 42 credit hours of dissertation. A minimum of 36 credit hours of the coursework must be from regularly scheduled, graduate-level courses, and cannot be one-on-one, directed study type courses. Additionally, students must satisfy the core course requirement for the Ph.D. degree.

Admission Requirements

This fast-track program is open only to outstanding students who have demonstrated excellence in their undergraduate (UG) career and who are well prepared to excel in their graduate coursework and research. Therefore, admission into this program shall be considered on an exceptional basis.

To be considered for admission to this program, applicants must meet the following minimum requirements:

1. An undergraduate degree in mechanical engineering from a reputable program,
2. An UG GPA of 3.5 or higher,
3. A GRE quantitative score of 85% or higher,
4. Strong letters of recommendation supporting the student's direct admission into a fast-track program, and
5. A written statement of purpose that projects maturity, purpose, commitment, and a demonstrated standard of excellence.

The Lyle School will consider outstanding applicants who have specifically applied to the fast-track program and will determine their admission into this program. A direct admission student who earns a cumulative GPA of less than 3.5 on their core courses or fails to complete the core requirement in two successive regular semesters is suspended from the fast-track doctoral program and switched to the regular Master of Science in Mechanical Engineering program. No readmission into the fast track program is allowed.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following:

1. The successful completion of eight graduate-level courses (24 credit hours) beyond the master's degree.
2. Core course requirement: All incoming Ph.D. students will be required to complete a core course requirement within the first two terms of admission to the Ph.D. program.
3. Students must take both core courses for their major area and select one core course from two of the remaining topic areas for a total of four core courses. Students who have completed all or a portion of the core course requirement at SMU prior to admission to the Ph.D. program (e.g., as part of an M.S. degree plan) are only required to fulfill the remainder of the core course requirements. Deviations from the core

course requirement due to limitations of course offerings must be approved by the supervisory committee and the department chair within the first two terms of study toward the Ph.D. degree.

Core Courses:

Dynamics and Controls:

- ME 7302 - Multivariable Linear Control Theory
- ME 7320 - Intermediate Dynamics

Mechanics and Manufacturing:

- ME 7319 - Advanced Mechanical Behavior of Materials
- ME 7340 - Introduction to Solid Mechanics

Thermo-fluids:

- ME 7330 - Heat Transfer
- ME 7336 - Intermediate Fluid Dynamics

Mathematics:

Any 6000-level or above mathematics course may be taken to satisfy one of the two minor core areas. A grade of B+ or better is required for the Math course to count toward the minor core requirement.

Preliminary Exam:

Students who obtain a cumulative GPA of less than 3.50 in the courses they took in their core area will be required to take and pass a written preliminary exam. This written exam will consist of two parts, individualized for each student and covering the material in the two major courses in their area

A student who fails the exam covering the major courses is suspended from the Ph.D. program. A student who has been suspended from the Ph.D. program may, at a future date, submit an application for readmission. The Department expects that such an application would include tangible evidence that significant and measurable growth has taken place in the student's field of study since the time of suspension, and that the student therefore now possesses the necessary background and skill set to succeed in their chosen field.

Qualifying Exam (QE):

All Ph.D. students will be required to pass a qualifying exam consisting of written and oral components. The exam must be completed within 18 months of completion of all required coursework for the degree. The written portion of the qualifying exam can be waived for those ME PhD students who have a 3.5 or higher GPA from all courses they took as a PhD student at SMU AND who have an accepted referred conference paper or a journal publication, approved by the dissertation committee, within the first 24 months of their PhD studies. The format and requirements of each component are described below.

Written Component:

The ME Department will administer the written component of the QE every fall and spring semesters, over a two-day period toward the middle of the semester. The Written QE will include written exams from each student's declared major area of specialization.

i. Dynamics and Controls:
    - Controls
    - Dynamics
ii. Mechanics and Manufacturing:
    - Continuum Mechanics and Elasticity
    - Advanced Mechanics of Materials
iii. Thermal-Fluids:
    - Fluid Dynamics
    - Heat Transfer (including Thermodynamics)

A student who fails the Written QE will be allowed to retake it once, in which case the Graduate Committee will decide whether the student must retake all or only a portion of the subject area exams. The student must retake this second Exam during the immediate next regular semester after the semester during which the failure occurred. A student who fails this second Exam is suspended from the Doctoral program.

Oral Component:

Upon passing the Written QE, the student will be ready to take the Oral component of the QE. The purpose of the Oral component of the QE is to assess a student's ability to engage in a discussion about their area of research, and preparation to engage in their proposed dissertation topic. The Oral QE must be completed within 12 months of successfully passing the Written QE. If a student fails the Oral Exam, the Supervisory Committee may recommend a re-examination, subject to approval by the Department Chair and the Associate Dean, only in those cases in which the Supervisory Committee believes the student has the necessary potential but needs some additional time for preparation.

Field of study:

If a student changes their area of research significantly, or if significant changes are made to the composition of the supervisory committee, the student may be required to repeat all or a portion of the qualifying examination at the discretion of the current supervisory committee.

Dissertation:

All Ph.D. students will be required to complete and successfully defend a dissertation. The dissertation must be original and of a scholarly level and must have the potential of being published in a leading technical journal in the field of interest.

Manufacturing Management, M.S.

Manufacturing is undergoing rapid change. Global competition, rapid advances in manufacturing technology, integration across the enterprise and an expanding role for software are putting pressure on manufacturing businesses from the Fortune 500 to small job shops. Success now requires manufacturing professionals with up-to-date knowledge and skills in these rapidly evolving fields.

Developed in consultation with business and industry leaders and professionals in manufacturing, the SMU M.S. in manufacturing management program is unique in providing both the latest in technology and the broad management skills needed for success in today's business. The interdisciplinary program prepares engineering and manufacturing professionals to lead their company in the integration of the entire product commercialization process – including concept, design, manufacturing process development, production and distribution. The program provides a broad set of business and technical skills to manage this integrated process including strategies, globalization, leadership, innovation, finance, quality, and automation.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to have a B.S. in one of the engineering disciplines or a closely related scientific field, or five years of directly relevant professional experience after completion of a B.S. degree.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to satisfy additional requirements. These 10 courses are required:

- ME 7301 - Entrepreneurship and Business Development in Manufacturing
- ME 7303 - Organizational Leadership
- ME 7351 - Computer Integrated Manufacturing
- ME 7352 - Manufacturing Methods and Systems
- ME 7353 - Manufacturing Management
- ME 7354 - Lean Manufacturing and Six Sigma
- ME 7365 - Strategies for Manufacturing

- ME 7366 - Global Manufacturing
- ME 7369 - Innovation Management
- ME 7382 - Finance and the Manufacturing Enterprise

Mechanical Engineering, M.S.M.E.

The MS in Mechanical Engineering provides the technical depth and breadth required for engineers to lead organizations and develop impactful technical solutions in a wide range of industries, and/or to pursue advanced doctoral studies in engineering. Courses are selected by the student to meet their career objectives; 18 credit hours (six courses) must be within mechanical engineering and others are selected from engineering, computer science, business, physical sciences, mathematics or statistics. In addition to an MS degree in mechanical engineering, students also obtain two specializations that are recorded on their transcripts.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to hold a B.S. in mechanical engineering or a closely related discipline.

Degree Requirements

In addition to meeting the Lyle School of Engineering degree requirements for an M.S. degree, candidates are required to complete 30 credit hours of graduate-level courses or 24 credit hours of courses and a master's thesis. Credit hours are distributed as follows:

Students complete 12 credit hours in one of three areas of specialization:

- Design and Dynamic Systems and Controls
- Mechanics, Materials, and Manufacturing
- Thermal and Fluid Sciences

Six of these credit hours are the required core courses in each specialization. Core courses are noted in the Catalog with the word "core" in parentheses following the course title.

Students complete 6 additional credit hours in mechanical engineering or complete 6 credit hours of thesis research and prepare an MS thesis.

- The six credit hours in mechanical engineering can be any graduate mechanical engineering classes.
- They do not have to be classes that are listed with the 12-credit hour specializations.
- If opting for a thesis, the thesis must be approved by the student's thesis committee.

Students complete 9 credit hours in one of the below areas of specialization:

- Advanced Controls
- Bioengineering
- Data Science and Machine Learning
- Dynamic Systems
- Fluid Dynamics
- Environmental Engineering
- General Management
- Innovation Management and Entrepreneurship
- Manufacturing Management
- Mechanics
- Project Management
- Signal and Image Processing
- Structural Engineering
- Sustainability

No classes can be double counted when meeting either specialization or ME credit hour requirements.

The remaining 3 credit hours are fulfilled by an unrestricted graduate elective, which can be any graduate credits from the university catalog.

12 Credit Hour Specializations

Design and Dynamic Systems and Controls Specialization

- ME 7302 - Multivariable Linear Control Theory (core)
- ME 7314 - Introduction to Microelectromechanical Systems and Devices
- ME 7320 - Intermediate Dynamics (core)
- ME 7322 - Intermediate Vibrations
- ME 7326 - Vehicle Dynamics
- ME 7346 - Optimal and Robust Control
- ME 7347 - Frequency Domain Methods in Linear Control Systems
- ME 7362 - Engineering Analysis with Numerical Methods

Mechanics, Materials, and Manufacturing Specialization

- ME 7312 - Continuum Mechanics
- ME 7315 - Optics Laser-Assisted Manufacturing
- ME 7319 - Advanced Mechanical Behavior of Materials (core)
- ME 7327 - Dynamic Behavior of Materials
- ME 7338 - Nontraditional Manufacturing Processes
- ME 7340 - Introduction to Solid Mechanics (core)
- ME 7352 - Manufacturing Methods and Systems
- ME 7361 - Matrix Structure Analysis
- ME 7364 - Introduction to Structural Dynamics
- ME 7377 - Advanced Steel Design

Thermal and Fluid Sciences Specialization

- ME 7318 - Microfluidics and Microfabrication
- ME 7330 - Heat Transfer (core)
- ME 7331 - Advanced Thermodynamics
- ME 7332 - Heat Transfer Biomedical Sciences
- ME 7333 - Transport Phenomena in Porous Media
- ME 7336 - Intermediate Fluid Dynamics (core)
- ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods
- ME 7362 - Engineering Analysis with Numerical Methods
- ME 7371 - Introduction to Gas Dynamics and Analysis of Propulsion Systems

9 Credit Hour Specializations

Advanced Controls

- ME 7302 - Multivariable Linear Control Theory
- ME 7346 - Optimal and Robust Control
- ME 7347 - Frequency Domain Methods in Linear Control Systems
- ME 8367 - Nonlinear Control

Bioengineering

- BIOL 6377 - Concepts in Bio/Nanotechnology
- CEE 7316 - Engineering Microbiology
- CHEM 6397 - Biotransformation and Biocatalysis
- ECE 7340 - Medical Systems Designs
- ECE 7341 - Computational Neuroscience
- ECE 7342 - Principles of Medical Imaging

- MATH 6350 - Mathematical Models in Biology
- ME 7332 - Heat Transfer Biomedical Sciences
- ME 7348/ECE 7348 - Physiology for Engineers
- ME 7350 - Bioinstrumentation II (Therapy)

Data Science and Machine Learning

- CS 7324 - Machine Learning in Python
- CS 7330 - File Organization and Database Management
- CS 7331 - Data Mining

- CS 7370 - Probability and Statistics for Scientists and Engineers
  or
- OREM 7370 - Probability and Statistics for Data Analytics

- CS 8321 - Machine Learning and Neural Networks
- DS 6306 - Doing Data Science
- DS 6370 - Statistical Sampling
- DS 6371 - Statistical Foundations for Data Science
- DS 6372 - Applied Statistics: Inference and Modeling
- DS 6390 - Visualization of Information
- ECE 7365 - Adaptive Algorithms for Machine Learning
- STAT 6301 - Experimental Statistics I
- STAT 6306 - Introduction to Data Science
- STAT 6307 - Introduction to Statistical Computing
- STAT 6309 - Machine Learning Using Python
- STAT 6311 - Introduction to Mathematical Statistics I

Dynamic Systems

- ME 7320 - Intermediate Dynamics
- ME 7322 - Intermediate Vibrations
- ME 7326 - Vehicle Dynamics
- ME 7327 - Dynamic Behavior of Materials
- ME 7364 - Introduction to Structural Dynamics
- MATH 6324 - Introduction to Dynamical Systems
- MATH 6325 - Dynamical Systems and Chaos

Environmental Engineering

- CEE 7308 - Smart Infrastructure and Environment
- CEE 7309 - Global Resource Assessment and Management
- CEE 7312 - Risk Assessment and Health Effects
- CEE 7313 - Environmental Chemistry
- CEE 7314 - Environmental Regulations and Compliance
- CEE 7316 - Engineering Microbiology
- CEE 7317 - Environmental Organic Chemistry
- CEE 7319 - Soil Chemistry and Mineralogy
- CEE 7321 - Physical and Chemical Processes and Treatment
- CEE 7322 - Biological Processes and Treatment
- CEE 7323 - Project Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7331 - Air Pollution Management and Engineering
- CEE 7332 - Groundwater Hydrology and Contamination
- CEE 7334 - Fate and Transport of Contaminants

- CEE 7336 - Urban Hydrology and Hydraulics
- CEE 7353 - Environmental Epidemiology
- CEE 7388 - Groundwater and Seepage

Fluid Dynamics

- MATH 6336 - Fluid Dynamics
- ME 7318 - Microfluidics and Microfabrication
- ME 7333 - Transport Phenomena in Porous Media
- ME 7336 - Intermediate Fluid Dynamics
- ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods
- ME 7371 - Introduction to Gas Dynamics and Analysis of Propulsion Systems
- ME 8338 - Viscous Flow Theory
- ME 8339 - Turbulent Shear Flow

General Management

- BUSE 6202 - Managerial Economics *(2 credits)*
- FINA 6201 - Managerial Finance *(2 credits)*
- ME 7303 - Organizational Leadership
- ME 7382 - Finance and the Manufacturing Enterprise
- MKTG 6201 - Marketing Management *(2 credits)*
- MKTG 6205 - Customer Insights and Market Intelligence *(2 credits)*
- MKTG 6226 - Advanced Marketing Strategy *(2 credits)*
- MKTG 6234 - Managerial Judgement and Decision Making *(2 credits)*
- MNO 6201 - Organizational Behavior: Managing and Leading People *(2 credits)*
- MNO 6215 - Master Negotiation *(2 credits)*
- MNO 6222 - Organizational Innovation and Change by Design *(2 credits)*
- STRA 6201 - Strategic Management *(2 credits)*

Innovation Management and Entrepreneurship

- CISB 6210 - Essential Law for the Entrepreneur *(2 credits)*
- OREM 7501 and OREM 7503 - Technology Commercialization Studio I and II *(10 credits)*
- OREM 8358 - Technical Entrepreneurship
- ME 7369 - Innovation Management
- MKTG 6201 - Marketing Management *(2 credits)*
- MKTG 6205 - Customer Insights and Market Intelligence *(2 credits)*
- MKTG 6222 - New Product Development *(2 credits)*
- MKTG 6223 - Understanding What Customers Value *(2 credits)*
- MKTG 6226 - Advanced Marketing Strategy *(2 credits)*
- STRA 6201 - Strategic Management *(2 credits)*
- STRA 6224 - Entrepreneurial Strategy *(2 credits)*
- STRA 6232 - Strategic Leadership in Times of Exponential Change *(2 credits)*

Manufacturing Management

- ECE 7301 - Power Management for Industrial and Mission-Critical Facilities
- ECE 7318 - Introduction to MEMS
- ECE 7351 - Power System Operation and Electricity Markets
- ME 7314 - Introduction to Microelectromechanical Systems and Devices
- ME 7338 - Nontraditional Manufacturing Processes
- ME 7351 - Computer Integrated Manufacturing
- ME 7352 - Manufacturing Methods and Systems
- ME 7353 - Manufacturing Management

- ME 7354 - Lean Manufacturing and Six Sigma
- ME 7365 - Strategies for Manufacturing
- ME 7366 - Global Manufacturing
- ME 7382 - Finance and the Manufacturing Enterprise

Mechanics

- ME 7312 - Continuum Mechanics
- ME 7340 - Introduction to Solid Mechanics
- ME 7361 - Matrix Structure Analysis
- ME 7377 - Advanced Steel Design
- ME 8340 - Theory of Elasticity

Project Management

- CEE 7323 - Project Management
- CEE 7365 - Introduction to Construction Management
- CEE 7368 - Contracts in Design & Construction
- MNO 6201 - Organizational Behavior: Managing and Leading People *(2 credits)*
- MNO 6202 - Leading Teams and Organizations *(2 credits)*

Signal and Image Processing

- ECE 7340 - Medical Systems Designs
- ECE 7341 - Computational Neuroscience
- ECE 7342 - Principles of Medical Imaging
- ECE 7345 - Topics in Applied Signal Analysis
- ECE 7374 - Digital Image Processing
- ECE 7382 - Fundamentals of Computer Vision

Structural Engineering

- CEE 7361 - Matrix Structural Analysis and Introduction to Finite Element Methods
- CEE 7362 - Engineering Analysis with Numerical Methods
- CEE 7363 - Architectural and Structural Engineering
- CEE 7364 - Introduction to Structural Dynamics
- CEE 7369 - Electrical, Mechanical, and Piping Systems for Buildings
- CEE 7373 - Prestressed Concrete
- CEE 7375 - Advanced Concrete Design
- CEE 7377 - Advanced Steel Design

Sustainability

- CEE 7301 - Climate-Smart Inclusive Economic Development
- CEE 7305 - Policy Impacts on Sustainability
- CEE 7306 - Sustainable Urban Development and Design
- CEE 7308 - Smart Infrastructure and Environment
- CEE 7309 - Global Resource Assessment and Management
- CEE 7324 - Geographical Information Systems and Mapping
- CEE 7326 - Sustainable Transportation
- CEE 7329 - Methods and Technology for Sustainability
- CEE 7330 - Design for Sustainable Buildings and Infrastructure
- CEE 7356 - Civil Infrastructure Systems
- ECE 7313 - Solar Cells and Applications
- ECE 7351 - Power System Operation and Electricity Markets
- ME 7383 - Heating, Ventilating, and Air Conditioning

Mechanical Engineering/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)
Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)
Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)
Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours
Total MBA: 50 Credit Hours
Total for Joint MS-MBA: 74 Credit Hours

Mechanical Engineering Courses

ME 7049 - Master's Full-Time Status
Credits: 0

ME 7090 - Graduate Seminar
Credits: 0

ME 7096 - Master's Thesis
Credits: 0
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7190 - Graduate Seminar: Ethics in Engineering and Technology
Credits: 1
Covers ethical issues, hard choices, and human failures in life. Presents practical, ethical issues with examples from everyday life. Includes ethical issues encountered in copyright law and intellectual property; issues involved in telephone communications and email; and principles, methods, and bases for ethical decision-making and action.

ME 7194 - Selected Problems
Credits: 1
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7196 - Master's Thesis
Credits: 1
No more than 6 term hours in a single term, and no more than 4 term hours in a summer term. Students may enroll in several sections to obtain the desired number of thesis hours. For example, 4 term hours of thesis would require enrollment in ME 7396 and ME 7196.

ME 7294 - Selected Problems
Credits: 2
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7296 - Master's Thesis
Credits: 2
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7301 - Entrepreneurship and Business Development in Manufacturing
Credits: 3
Provides a perspective of entrepreneurial thought and the necessary tools for developing a business plan and starting a manufacturing venture. Management is the process of creating value from existing resources; in contrast, entrepreneurship is the art of creating the ideas and identifying and assembling the resources to create value. The course addresses this art for new ventures inside existing corporations and de novo startups in the manufacturing realm. Students learn what personality characteristics are important and effective in each of these settings and where they fit, the risks and rewards of each approach, and the answers to the most frequently asked questions about entrepreneurship. Examples, exercises, and cases are drawn from a manufacturing environment.

ME 7302 - Multivariable Linear Control Theory
Credits: 3
Introduces modern control theory, with a focus on the application of the developed concepts in designing linear systems and casting their responses in prescribed forms. Includes state representation of linear systems; controllability, observability, and minimal representation; linear state variable feedback; observers; and quadratic regulator theory. Prerequisite: ME 4360 or permission of instructor.

ME 7303 - Organizational Leadership
Credits: 3
Personnel and organizational leadership, including the scientific structure of organizations and methods used to improve the productivity and quality of life of people working in the organization. Focuses on understanding individual behavior and experiences in industrial and organizational settings. Introduces industrial-organizational psychology (as applied to the manufacturing organization) and industrial psychology as it addresses the human resource functions of analyzing jobs and appraising, selecting, placing, and training people. The organizational psychology portion of the course addresses the psychology of work, including employee attitudes, behavior, emotions, health, motivation, and well-being, as well as the social aspects of the workplace.

ME 7312 - Continuum Mechanics
Credits: 3
Explores fundamental principles governing deformations, constitutive behavior and stress responses of a continuum. Students learn how to formulate mechanics problems rigorously and concisely by using tensorial, index or engineering notations and how to apply general theories to solve representative problems in solid and fluid mechanics. Prerequisites: ME 7340/CEE 7340 or equivalent, MATH 3302, MATH 3304, and MATH 3313.

ME 7314 - Introduction to Microelectromechanical Systems and Devices
Credits: 3
Develops the basics for microelectromechanical devices and systems, including microactuators, microsensors, micromotors, principles of operation, micromachining techniques (surface and bulk micromachining), IC-derived microfabrication techniques, and thin-film technologies as they apply to MEMS.

ME 7315 - Optics Laser-Assisted Manufacturing
Credits: 3
Students develop a basic knowledge of geometrical and physical optics and are introduced to laser theory, laser-material interactions, and laser-assisted manufacturing. Prerequisites: ME 3332 and graduate standing.

ME 7318 - Microfluidics and Microfabrication
Credits: 3
Reviews fundamentals of fluid mechanics. Introduces microscale liquid flows, electrokinetic transport phenomena and their applications, microfluidic mixing, photolithography based microfabrication, computational fluid dynamics software COMSOL, microfluidic device design, and fabrication and characterization. Prerequisite: Graduate standing.

ME 7319 - Advanced Mechanical Behavior of Materials
Credits: 3
A senior-graduate course that relates mechanical behavior on a macro and microscopic level to design. Topics include macroscopic elasticity and plasticity, viscoelasticity, yielding, yield surfaces, work hardening, geometric dislocation theory, creep, and temperature-dependent and environment-dependent mechanical properties. Prerequisite: ME 2340, ME 3340, or graduate standing.

ME 7320 - Intermediate Dynamics
Credits: 3
Emphasizes methods of formulation and solution of the kinematical, dynamical, and motion constraint equations for three-dimensional, lumped-parameter, dynamical systems. Detailed discussions on differentiation of vectors, kinematics, inertia properties, momentum and energy principles, generalized forces, holonomic and nonholonomic constraints, constrained generalized coordinates, and Newton-Euler and Lagrange formulations of the equations of motion. The symbolic software Mathematica is used to reduce the time and effort required to derive the kinematical and dynamical equations. Practical examples of detailed motion analysis of mechanisms using CAD software to augment the theoretical formulations. Prerequisites: ME 2320/CEE 2320, MATH 3302, and MATH 3313; or graduate standing.

ME 7322 - Intermediate Vibrations
Credits: 3
Fundamentals of vibrations with application of simple machine and structural members. Single, multiple, and infinite degree-of-freedom systems. Harmonic motion, free and forced vibration, resonance, damping, and isolation. Modal Analysis, Hamilton's Principle and Lagrange's equations. Prerequisite: ME 4322, graduate standing or permission of instructor.

ME 7326 - Vehicle Dynamics
Credits: 3
Modeling of wheeled vehicles to predict performance, handling, and ride. Effects of vehicle center of mass, tire-characteristic traction and slip, engine characteristics, and gear ratios of performance. Suspension design and steady-state handling models of four-wheeled vehicles and car-trailer systems to determine oversteer and understeer characteristics, critical speeds, and stability. Multidegree-of-freedom ride models, including tire and suspension compliance. Computer animation and simulations. Prerequisite: ME 2320 or permission of instructor.

ME 7327 - Dynamic Behavior of Materials
Credits: 3
Explores a variety of Kolsky bar-related experimental characterization techniques based on stress wave theories. In addition to in-class lectures, lab sessions are arranged to demonstrate the state-of-the-art Kolsky bar techniques for testing the high-rate mechanical properties of a broad range of engineering materials. Students are also introduced to synchronized high-speed imaging designed to visualize transient events in the order of tens of microseconds. Prerequisite: Permission of instructor.

ME 7330 - Heat Transfer
Credits: 3
Application of the principles of conduction, convection, and radiation heat transfer. Includes steady and unsteady state, special configurations, numerical and analytical solutions, and design. Prerequisite: ME 3332 or graduate standing.

ME 7331 - Advanced Thermodynamics
Credits: 3
Laws of thermodynamics, availability, irreversibility, real gases and mixtures, thermodynamic relations and generalized charts, combustion, chemical and phase equilibrium, and computational combustion. Prerequisite: ME 3341, permission of instructor, or graduate standing.

ME 7332 - Heat Transfer Biomedical Sciences
Credits: 3
Fundamentals of heat transfer in medicine and biology; biothermal properties; thermal regulation processes; and biomedical heat transfer processes with applications in tissue laser radiation, freezing and thawing of biological materials, cryosurgery, and others. Prerequisite: ME 3332 or permission of instructor.

ME 7333 - Transport Phenomena in Porous Media
Credits: 3
Fractals and their role in characterizing complex structures. Fundamental concepts of momentum, heat, and mass transport through heterogeneous (e.g., composites, porous) materials. Emphasis is placed on the mathematical modeling of heat and mass transfer in heterogeneous and fully saturated systems. Relevant industrial and natural applications are presented throughout the course. Prerequisites: ME 2342, ME 3332 or permission of instructor.

ME 7336 - Intermediate Fluid Dynamics
Credits: 3
Reviews fundamental concepts of undergraduate fluid mechanics and introduces advanced fluid dynamics, industrial irrotational flow, tensor notation, and the Navier-Stokes equations. Prerequisite: ME 2342 or graduate standing.

ME 7337 - Introduction to Computational Fluid Dynamics: Fundamentals of Finite Difference Methods
Credits: 3
Concepts of stability, convergence, accuracy, and consistency. Applications to linear and nonlinear model partial differential equations. Curvilinear grid generation. Advanced topics in grid generation. Beam and Warming factored implicit technique. MacCormack techniques. Solution methods for the Reynolds equation of lubrication, the boundary layer equations, and the Navier-Stokes equations. Prerequisites: ME 2342 and MATH 2343, or permission of instructor.

ME 7338 - Nontraditional Manufacturing Processes
Credits: 3
Explores difficult-to-machine materials and the increased geometrical complexity of components that have resulted in the development of nontraditional manufacturing processes based on the application of electrical, chemical, ultrasonic, magnetic, and photonic sources of energy. Introduces fundamentals of materials processing by laser beam, electron beam, ion beam, abrasive waterjet, ultrasonic machining, electro-discharge machining, chemical and electrochemical machining, and hybrid machining (laser beam, plasma arc, and waterjet assisted machining). Emphasizes the additive manufacturing processes as one of the fastest developing disciplines in materials processing. Covers theoretical problems and practical considerations related to the nontraditional manufacturing processes. Prerequisites: ME 3340, ME 3370; a basic understanding of manufacturing processes, mechanical and physical properties of materials, and physics.

ME 7339 - Introduction to Nuclear Power Systems
Credits: 3
Introduction to nuclear physics and nuclear power systems, with emphases on nuclear reactors (PWR, BWR, LMFBR, etc.); nuclear fuel cycle; and nuclear power generation, safety, environmental, and licensing aspects. Prerequisite: ME 2331/CEE 2331 or permission of the instructor.

ME 7340 - Introduction to Solid Mechanics
Credits: 3
Three dimensional stress and strain, failure theories, introduction to two-dimensional elasticity, torsion of prismatic members, beams on elastic foundation, introduction to plates and shells, and energy methods. Prerequisites: ME 2340, MATH 3313, or graduate standing.

ME 7346 - Optimal and Robust Control
Credits: 3
The course addresses topics and concepts for linear systems control including controllability, observability, state feedback, and observers. Optimal control is presented along with stochastic optimal control, LQG, and Kalman filter. The H2 and H infinity robust control techniques and the sliding mode control of a linear system are presented. Prerequisite: ME 4360 and ME 5302 or consent of instructor.

ME 7347 - Frequency Domain Methods in Linear Control Systems
Credits: 3
Includes analysis and design of automatic control systems for linear problems using frequency domain methods. Topics include performance analysis using Bode plots, stability analysis using Nyquist criterion, robustness analysis using gain margin, phase margin and delay margin, controller design through loop shaping for meeting performance specifications, and an introduction to robust control. Prerequisite: ME 4360.

ME 7348 - Physiology of Engineers
Credits: 3
Explores physiology, the functioning of the major systems in the human body, since this is essential for communication with other researchers, understanding where possible new devices could be designed, and the ability to work with physicians and other researchers. Biomedical instrumentation and its relationship to underlying physiology is central to advances in the diagnosis and treatment of patients since measurement of physiologic conditions is a prerequisite for therapy. Prerequisite: Adviser approval.

ME 7350 - Bioinstrumentation II (Therapy)
Credits: 3
This course, at the junction of engineering and medicine, explores the principles underlying current therapeutic instruments. Understanding the function of current therapeutic devices is the first step in designing new options. Emphasis is placed upon recognizing the common elements to these therapies, reviewing current studies, and discussing the potential targets for new applications. Biomedical instrumentation is central to advances in the diagnosis and treatment of patients. Prerequisite: Adviser approval.

ME 7351 - Computer Integrated Manufacturing
Credits: 3
Covers the basic concepts and use of computer integrated manufacturing. Topics include an overview of manufacturing, automation and control technologies, material handling and identification, manufacturing systems, quality control systems, artificial intelligence, and manufacturing support systems.

ME 7352 - Manufacturing Methods and Systems
Credits: 3
Examines highly successful manufacturing methods and systems presented from the perspective of the manufacturing manager. Includes the evolution of manufacturing technology in the U.S., mass manufacturing, integrated manufacturing, optimization, distribution and manufacturing automation, just-in-time systems, continuous improvement, and total quality management. Covers the underlying concepts and strategic benefits of flexibility, agility, time-based competition, and global manufacturing operation.

ME 7353 - Manufacturing Management
Credits: 3
Explores new organizational structures, paradigms, and leadership styles as well as problem-solving within the business context: manufacturing strategies for optimizing production processes across the enterprise. Also, measuring and reporting business performance; investment decision-making under conditions of risk and uncertainty; intellectual property strategies, products liability and the legal environment; and contemporary practices, including self-directed work forces, competitive assessment, total productive maintenance, and managerial and activity-based costing.

ME 7354 - Lean Manufacturing and Six Sigma
Credits: 3
Focuses on an overall total quality management perspective for the design of quality management systems. Examines metrics for cycle time and defects, baselining and benchmarking, and house of quality approaches. Covers the basic concept of managing product quality from inception to deployment. Includes acquiring and stabilizing new production processes, data collection, and analysis for improvement and decision-making. Purchasing, process control, inventory control, and reliability are covered in detail. Project work emphasizes the application of lean manufacturing and six sigma tools and techniques.

ME 7361 - Matrix Structure Analysis
Credits: 3
A systematic approach to formulation of force and displacement method of analysis; representation of structures as assemblages of elements; computer solution of structural systems. Prerequisite: ME 3350 or permission of instructor.

ME 7362 - Engineering Analysis with Numerical Methods
Credits: 3
Applications of numerical and approximate methods in solving a variety of engineering problems. Examples include equilibrium, buckling, vibration, fluid mechanics, thermal science, and other engineering applications. Prerequisite: Permission of instructor.

ME 7364 - Introduction to Structural Dynamics
Credits: 3
Covers the dynamic responses of structures and the behavior of structural components to dynamic loads and foundation excitations. Also, single- and multidegree-of-freedom systems response and its applications to analysis of framed structures. Introduces systems with distributed mass and flexibility. Prerequisites: MATH 2343 and CEE/ME 3350 or CEE/ME 5361.

ME 7365 - Strategies for Manufacturing
Credits: 3
Examines the development and implementation of strategies for product design and manufacturing that best supports the overall strategy of the firm. Topics include positioning the product and production system in the industry, location and capacity decision, implementing manufacturing technologies, facilities planning, vertical integration, logistics planning, and organizational culture. Case studies of manufacturing firms are used extensively. Prerequisite: Graduate standing.

ME 7366 - Global Manufacturing
Credits: 3
Examines goals and strategies for manufacturing operations in the multinational environment. Covers decision-making for decentralizing and setting up foreign manufacturing operations and marketing, sales, and distribution strategies. Also, R&D support, location and capacity decisions, implementing new manufacturing technologies, facilities planning and modernizations, vertical integration, outsourcing strategies, logistics planning, and organizational culture. Includes case studies of manufacturing firms. Prerequisite: Graduate standing.

ME 7369 - Innovation Management
Credits: 3
Provides a foundation of modern theory and practice of product and organizational innovation. Reviews the modern applications of disruptive innovation: technological, organizational, and market-driven. Examines ways to implement and augment innovation capability within an organization. Additionally, covers tools and techniques for recognizing disruption in existing markets and how to respond as well as how innovation fits into the product development process.

ME 7371 - Introduction to Gas Dynamics and Analysis of Propulsion Systems
Credits: 3
One-dimensional compressible flow, linearized two-dimensional flow method of characteristics, and oblique shocks. Design of air-breathing propulsion systems components: inlets, nozzles, compressors, turbines and combustors. Interactions with the external flow. Prerequisites: ME 2331, ME 2342 or permission of instructor.

ME 7377 - Advanced Steel Design
Credits: 3
Behavior and design of steel structures including general methods of plastic analysis, plastic moment distribution, steel frames, unbraced and braced frames, and composite construction. Prerequisite: ME 4350.

ME 7380 - Management of Industrial and Mission-Critical Facilities
Credits: 3
Efficient industrial centers require balanced consideration with respect to facility design and function. Mission-critical component management and information technology systems are designed for exceptionally reliable performance and efficient operation. This course emphasizes the component systems that are designed to maintain a high level of function. Covers electrical and mechanical reliability, efficiency, readiness, robustness, and flexibility, and the management of the information technology systems. Explores strategies designed to eliminate costly downtimes, with emphasis on standby generators; automatic transfer switches; uninterruptable power supplies; fuel, fire, and battery systems; energy security; and environmental and cooling technologies. Presents the implementation of sustainable technology, green certifications, and alternative energy strategies that are compatible with the mission-critical requirements of the facility. Includes operational approaches to reduce energy requirements for power and cooling, mandated safety standards, and environmental codes. Prerequisite: Graduate standing or permission of instructor.

ME 7381 - Site Selection for Industrial and Mission-Critical Facilities
Credits: 3
Efficient industrial centers and facilities with mission-critical subsystems such as datacenters require balanced considerations with respect to facility design and site location. Site location plays an integral role in creating successful projects that especially support high reliability and promote sustainable design. While the important factors may vary from site to site, in any given instance a single factor can undermine the success of an otherwise excellent project. Ready availability and proper site selection that minimizes risk of disruption are particularly important factors for successful operation. Covers siting considerations, including power needs, electrical mix, weather patterns, building codes, proximity to the workforce and transportation, and other topics that bear on reliable operation. Emphasizes strategies of site selection to adequately safeguard hardware and mission-critical data. Prerequisite: Graduate standing or permission of instructor.

ME 7382 - Finance and the Manufacturing Enterprise
Credits: 3
An overview of strategic management decision processes relevant to engineering, manufacturing, and service industries. The targeted student is the current or future professional engineer-manager, engineer-owner and/or engineer-entrepreneur who combines engineering and/or manufacturing technology with business execution. Emphasizes the ways engineering and manufacturing managerial functions interact with the finance industry, markets, and institutions. Prerequisite: Graduate standing.

ME 7383 - Heating, Ventilating, and Air Conditioning
Credits: 3
Covers the selection and design of basic refrigeration, air conditioning, and heating systems. Includes load calculations, psychometrics, cooling coils, cooling towers, cryogenics, solar energy applications, and special topics. Prerequisites: ME 2331, ME 3332 or permission of instructor.

ME 7384 - Advanced Topics II
Credits: 3
Advanced selected topics in mechanical engineering and its application (on request).

ME 7391 - Selected Topics
Credits: 3
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7392 - Selected Topics
Credits: 3
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7393 - Selected Topics
Credits: 3
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7394 - Selected Problems
Credits: 3
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7395 - Selected Problems
Credits: 3
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7396 - Master's Thesis
Credits: 3
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 7494 - Selected Problems
Credits: 4
Independent investigation of problems and projects in mechanical engineering approved by the department chair and the major professor (on request).

ME 7696 - Master's Thesis
Credits: 6
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

ME 8049 - Ph.D. Full-Time Status
Credits: 0
Full-time status for students in the Ph.D. program.

ME 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8296 - Dissertation
Credits: 2
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8338 - Viscous Flow Theory
Credits: 3
A study of the motion of viscous fluids; low Reynolds number and laminar boundary-layer theory for a Newtonian fluid; and exact and approximate methods for solution of problems. Prerequisites: ME 2342, ME 7336. Corequisite: MATH 6333.

ME 8339 - Turbulent Shear Flow
Credits: 3
A study of real turbulent flows; flow stability, transition, and turbulence structure; free shear, pipe, and boundary layer flows; effects of surface conditions, blowing and suction, pressure gradients, and compressibility; approximate solution methods; and atmosphere shear flows. Prerequisite: ME 8338 or permission of instructor.

ME 8340 - Theory of Elasticity
Credits: 3
Covers stress, strain, and stress-strain relationships for elastic bodies, classical solutions of two- and three-dimensional problems, and the use of the Airy stress function. Prerequisite: ME 7340 or permission of instructor.

ME 8342 - Theory of Plasticity
Credits: 3
Physical basis of plastic deformation, mathematical theory of yield and plastic flow with applications to various engineering problems. Prerequisite: Permission of instructor.

ME 8344 - Energy Methods in Applied Mechanics
Credits: 3
Explores the variational energy principles of mechanics and applies them to the analysis of beams and trusses. Also, general elasticity problems, plates and shells, buckling, and dynamics. Prerequisite: ME 7340 or permission of instructor.

ME 8346 - Mechanics of Composite Materials
Credits: 3
Introduces analysis of composite material behavior, including stiffness and strength relations for lamina and laminates and the effect of lamination on plate deflection, buckling, and vibration. Prerequisite: ME 7340 or permission of instructor.

ME 8364 - Finite Element Methods in Structural and Continuum Mechanics
Credits: 3
Theory and application of finite element; two- and three-dimensional elements; bending elements; applications to buckling, and dynamic problems. Prerequisite: ME 7361 or permission of instructor.

ME 8367 - Nonlinear Control
Credits: 3
Introduces methods used to control nonlinear systems. Reviews phase plane analysis of nonlinear systems, Lyapunov theory, nonlinear stability, and describing function analysis. Advanced control techniques include feedback linearization, sliding control, and adaptive control. Emphasizes application of the developed concepts to the robust regulation of the response of nonlinear systems. Prerequisite: ME 7302/ECE 7362 or permission of instructor.

ME 8386 - Convection Heat Transfer
Credits: 3
Advanced topics in forced convection heat transfer using analytical methods and boundary-layer analysis. Laminar and turbulent flow inside smooth tubes and over external surfaces. Convection processes in high-speed flows. Prerequisite: ME 7330 or equivalent.

ME 8390 - Selected Topics
Credits: 3
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8391 - Selected Topics
Credits: 3
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8393 - Selected Topics
Credits: 3
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8394 - Selected Topics
Credits: 3
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8690 - Selected Topics
Credits: 6
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

ME 8990 - Selected Topics
Credits: 9
Individual or group study of selected topics in mechanical engineering approved by the department chair and the instructor (on request).

ME 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, ME 8396 and ME 8996 (12 credit hours total) would be allowed during a fall term.

Multidisciplinary Programs

Degree programs in the Lyle School of Engineering may be pursued in areas that do not belong strictly to any department, but nevertheless are meaningful in terms of courses offered by the school and faculty expertise. These programs are individually planned, and they follow relevant guidelines set forth in the Doctor of Philosophy Degrees or Master of Science and Master of Arts Degrees section of this catalog. In such cases, any faculty member of the Lyle School of Engineering may be assigned as the faculty adviser by the associate dean. Multidisciplinary degrees are listed below:

Programs

- Applied Science, M.S.
- Applied Science, Ph.D.
- Biomedical Instrumentation, M.S.
- Data Engineering, M.S.
- Datacenter Systems Engineering, M.S.
- Design and Innovation, M.A.
- Quantum Engineering, M.S.

Engineering Courses

ENGR 7090 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7091 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7092 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7093 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7094 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7095 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7096 - Master's Thesis
Credits: 0

ENGR 7097 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7098 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7099 - Special Topics
Credits: 0
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7190 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7191 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7192 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7193 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7194 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7195 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7196 - Master's Thesis
Credits: 1

ENGR 7197 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7198 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7199 - Special Topics
Credits: 1
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7290 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7291 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7292 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7293 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7294 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7295 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7296 - Master's Thesis
Credits: 2

ENGR 7297 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7298 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7299 - Special Topics
Credits: 2
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7390 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7391 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7392 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7393 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7394 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7395 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7396 - Master's Thesis
Credits: 3

ENGR 7397 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7398 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7399 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering. Prerequisite: Permission of instructor.

ENGR 7696 - Master's Thesis
Credits: 6

ENGR 8049 - Graduate Full-Time Status
Credits: 0

ENGR 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8197 - Graduate Engineering Internship
Credits: 1
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8198 - Graduate Engineering Internship
Credits: 1
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8199 - Graduate Engineering Internship
Credits: 1
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only, and it carries full-time status.

ENGR 8296 - Dissertation
Credits: 2
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8297 - Graduate Engineering Internship
Credits: 2
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status

ENGR 8298 - Graduate Engineering Internship
Credits: 2
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8299 - Graduate Engineering Internship
Credits: 2
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8397 - Graduate Engineering Internship
Credits: 3
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8398 - Graduate Engineering Internship
Credits: 3
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8399 - Graduate Engineering Internship
Credits: 3
Represents a term of industrial work activity in connection with the Graduate Cooperative Education Program. The course grade is determined by the student's written report about the co-op assignment and the ways it relates to his/her academic plan of study. Can be taken for pass/fail credit only; carries full-time status.

ENGR 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

ENGR 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Operations Research and Engineering Management

Professor Sila Çetinkaya, **Chair**
Associate Professor: Diana Easton, **Associate Chair**

Professors: Sila Çetinkaya, Halit Üster
Associate Professors: Richard S. Barr, Yanling Chang, Diana Easton, Harsha Gangammanavar, Eli V. Olinick, Ohad Perry, Aurelie Thiele
Assistant Professors: Miju Ahn, Digvijay Boob, Eojin Han
Senior Lecturer: John Evers
Adjunct Faculty: Pelin Altintas-Deleon, Batur Aluskan, Leslie-Ann Asmus, Justin Brown, Hakki Cankaya, Long Dong, Laura Lu, James McCloud, Emily McIntosh, Nandlal Singh, Gheorghe Spiride, Laura Vu, Liliana Hickman-Riggs, Rama Koganti, Brett Schulman

Graduate Programs

Leaders need more than technical knowledge in today's complex working world. OREM programs develop leadership, engineering and management skills for success in technology-driven organizations. The same systems-oriented, mathematical model-based approach to design – which has been the cornerstone of engineering for decades – has powerful application within technology-driven organizations.

The Department of Operations Research and Engineering Management (OREM) offers four Master of Science degrees and two Doctoral degrees. Graduate programs in OREM educate and train leaders in the fields of operations research, engineering management, information engineering management, entrepreneurship, and systems engineering. The courses and curriculum are designed, and continuously updated, to prepare the student for work in modern technology-driven organizations, or for research in the areas of operations research, engineering management, or related fields.

Graduate Degrees. The Department of Operations Research and Engineering Management offers the following graduate degrees:

Engineering Entrepreneurship	M.S.E.N.
Engineering Management	M.S.E.M.; D.E.
Information Engineering and Management	M.S.I.E.M.
Operations Research	Ph.D.
Operations Research and Analytics	M.S.
Systems Engineering	M.S.

- **Operations Research and Analytics** applies advanced quantitative methods to help organizations make better decisions and generate insight for practical implementation. By using data-driven, analytical and computational techniques such as mathematical modeling to analyze complex situations, operations research gives organizational leaders the power to make effective and insightful decisions and build productive systems in the age of Big Data.
- **Systems Engineering** develops expertise for the creation and management of complex systems (products and services) that satisfy customer requirements in considering engineering, technology, environmental, management, risk and economic factors by viewing the system as a whole during its life cycle, using systems-engineering principles, methods and practices.
- **Engineering Management** develops expertise in applying engineering principles to managing technology-based projects and people in technical roles. This well-rounded approach prepares individuals for success in the new world of the technology-driven enterprise with its challenges and opportunities.
- **Information Engineering and Management** provides the graduate with the tools to effectively engineer, manage, and utilize the data collection and information flow of an organization by developing technical and management skills required in the age of Big Data via a unique curriculum combining software, networking, hardware, technology, and management along with data-driven modeling and computational skills.
- **Engineering Entrepreneurship** develops engineers who look at the role of new technology in society with a business perspective. These graduates have the ability to apply that knowledge to bring new technology to the marketplace.

The unifying theme of these efforts is the application of engineering principles and techniques to enhance organizational performance. Faculty specializations include optimization, data mining, advanced analytics, telecommunications network design and management, supply-chain systems, systems engineering, logistics engineering, quality control, reliability engineering, information engineering, benchmarking, operations planning and management, network optimization and mathematical programming. Whether the graduate will be in a technology firm, the military or a not-for-profit organization, they will develop the essential technical and leadership skills from the Operations Research and Engineering Management Department.

Course Delivery Formats
Courses for these programs are offered both on-campus or off-campus via several delivery formats.

Graduate courses may be completed on-campus, face-to-face, through traditional course delivery.

Master's courses are also offered through distance education (synchronously or asynchronously), as may most of the coursework for doctoral degrees. More information on distance education delivery systems is in the Off-campus Distance Education section of this catalog.

For selected master's degrees, the Department of Operations Research and Engineering Management also offers courses delivered in the Cohort Weekend format at various locations in the Dallas-Fort Worth area. Please see Weekend Format Cohorts section below.

Weekend Format Cohorts
The OREM department offers two of their graduate programs, the Master of Science in Systems Engineering and the Master of Science in Engineering Management, in a unique weekend delivery format to offer additional flexibility and to better accommodate the full-time working professional. This format utilizes a condensed, 10-week semester and classes delivered face-to-face on alternating Fridays. It is a cohort program that is restricted to a highly motivated group of local area professionals and designed to impart essential knowledge for today's and tomorrow's technology-driven organizations.

As a tool for recruitment and retention, each of these degrees can be an ideal reward or incentive device to help companies attract and keep top talent. Best of all, the program is extremely cost-efficient, priced below other comparable programs. For more information on all the OREM master's programs, students should see the department website at www.smu.edu/Lyle/Departments/OREM.

The most up-to-date information on programs and activities is available on the departmental website at www.smu.edu/Lyle/Departments/OREM.

Multiple Master's Degrees
SMU's Lyle School of Engineering permits its graduate students to take advantage of degree-requirement overlaps to acquire a second master's degree by taking as few as six courses (18 credit hours). This option is available for prospective and current graduate students, as well as alumni who have already received an M.S. from SMU. The following guidelines must be followed by students wishing to receive two M.S. degrees:

1. The student must apply to and be admitted to both programs.
2. All requirements of both degrees must be met.
3. For the new (or second) master's degree, a minimum of 18 credit hours of graduate coursework must be taken, and it must be coursework that will not or has not been applied toward another SMU Lyle graduate degree.
4. For students who are currently enrolled in an SMU Lyle graduate program and who are seeking a new master's degree, the degree will not be awarded until a minimum of 30 credit hours of graduate coursework has been completed at SMU.

With careful planning, a student can develop an advanced education strategy leading to multiple degrees, including combinations with a Master of Science in Engineering Management; a Master of Science in Information, Engineering and Management; a Master of Science in Systems Engineering; or a Master of Science Operations Research. Students apply and file degree plans for both degrees, and then complete the coursework. Additional information and examples of programs of study for obtaining two master's degrees from the OREM department are available at www.smu.edu/Lyle/Departments/OREM.

Administrative Process. Students pursuing dual degrees must be admitted into each degree program separately. A separate application form and statement of purpose must be submitted for each, as follows:

- To apply for both degrees simultaneously, the student must include a note indicating that they are "applying for a second master's," and a single application fee and set of transcripts will be required.
- If the student is already enrolled in one program, they must submit an application form and statement of purpose for the second degree, along with a note indicating that they are applying for (not a requesting a transfer to) a "second master's program."

Engineering Management, D.E.

This degree is designed to provide students with preparation to meet doctoral standards in applied science or engineering practice. Applied science as a focus for the doctoral degree refers to the study of advanced theory and its application to a practical problem to test and verify performance limitations. The degree requires a high level of expertise in the theoretical aspects of relevant scientific principles and experience with details of the implementation of theory on realistic problems. Engineering practice as a focus for the degree is the study of different aspects that play a role in the transfer of technology, from its inception in research to the intended engineering environment, as well as relevant economic issues. (For information on general degree requirements, students should see the separate Doctor of Engineering Degree.)

Admission Requirements

Applicants are required to satisfy these requirements:

1. A master's degree in a technical area from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.400 on a 4.000 scale.
3. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.
4. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.
5. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
6. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission as follows:
    - 550 – paper-based examination.
    - 213 – computer-based examination.
    - 80 – Internet-based examination.
7. Approval by the director of the engineering management graduate program.

Degree Requirements

In addition to meeting the Lyle School of Engineering requirements for the D.Engr. degree, candidates are required to satisfy the following:

1. **Twenty-four credit hours of engineering management**. These credit hours must come from graduate-level courses in quantitative and qualitative aspects of managing in a modern technical environment. Courses in the areas of engineering management, management science, operations research, operations management, production management and other related fields may qualify.
2. **Eighteen credit hours in a technical specialty**. These credit hours must be taken in an engineering or other technical area consistent with anticipated doctoral work demands.
3. **Nine credit hours of business/economics**. These credit hours must come from courses in a graduate program. They should expand the student's understanding of the economic issues and problems relating to the transfer and management of technology.
4. **Fifteen credit hours of electives**. All elective credit hours must come from graduate-level courses and must be approved by the advisory committee. These courses should, in some way, complement and strengthen the student's degree plan.

5. **Twelve credit hours of praxis**. These credit hours must be taken in residence. The student enrolls for these credit hours in the course of preparing the praxis project.
6. **Satisfactory completion of the preliminary counseling examination**. An oral exam covering degree fundamentals. The exam should be scheduled after the student has taken courses in production systems engineering, engineering management, engineering economics, and decision analysis and operations research models, but before 24 credit hours have been completed. Questions are drawn predominantly from the graduate courses OREM 7362, OREM 8360 and OREM 8361. If the student fails the exam, they may retake it once. Since the goal of the exam is to detect weaknesses in the student's background, the examiners may grant a conditional or partial pass. Such a pass indicates that the student's weaknesses can be overcome by taking specific courses. In this situation, the student need not retake the exam but will be required to take one or more courses and achieve a grade of B or better.
7. **Satisfactory completion of the doctoral qualifying examination**.
8. **Satisfactory completion and defense of the doctoral praxis**.

A course may not be counted toward more than one category. The minor requirements may be satisfied by transfer credit.

The following courses, or their equivalents, are included in the degree plan:

Engineering Management

- OREM 7362 - Production Systems Engineering
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8362 - Engineering Accounting
- OREM 8363 - Engineering Finance
- OREM 8364 - Engineering Management

Operations Research

- OREM 8360 - Optimization for Analytics
- OREM 8378 - Optimization Models for Decision Support

One of the following:

- OREM 8371 - Linear Programming
- OREM 8373 - Integer Programming
- OREM 8374 - Network Flows

Statistics

- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 7377 - Statistical Design and Analysis of Experiments

Operations Research, Ph.D.

Admission Requirements

1. A master's degree in engineering, mathematics, computer science, economics or a related technical field from a U.S. college or university accredited by a regional accrediting association or completion of an international degree that is equivalent to a U.S. master's degree from a college or university of recognized standing.
2. Excellent academic performance in all completed coursework, with a minimum GPA of 3.400 on a 4.000 scale.
3. Previous coursework that includes satisfactory completion of at least nine credit hours of calculus, three credit hours of linear algebra and three credit hours of computer programming in a high-level language. (Typically, a Bachelor of Business Administration does not provide sufficient background.)
4. Submission of a complete application, including a statement of purpose, official transcripts for all previous undergraduate and graduate studies and payment of appropriate application fee.

5. Official GRE graduate school admission test results with a minimum 80th-percentile quantitative score.
6. Three letters of recommendation from individuals who can judge the applicant's potential success as a doctoral student.
7. Graduates from foreign countries are required to submit a notarized financial certification form. All international students whose native language is not English and who have not graduated from an American university must submit a minimum TOEFL English language proficiency score before being considered for admission as follows:
    - 550 – paper-based examination.
    - 213 – computer-based examination.
    - 80 – Internet-based examination.

Degree Requirements

In addition to the Lyle School of Engineering requirements for the Ph.D. degree, candidates are required to satisfy the following. (For a Ph.D. degree, the Lyle School of Engineering requires a minimum academic credit of 54 credit hours earned in coursework beyond the baccalaureate degree or 24 credit hours earned in coursework beyond a master's degree. In addition, a minimum of 24 research credit hours are required in dissertation work.)

1. The successful completion of at least 8 graduate courses (at least 24 credit hours) beyond the master's degree.
2. In their first year of the doctoral study, the students are required to complete 18 credit hours of coursework (6 courses) including two core course requirements.
3. At the end of the spring semester of the first year, the student is required to take the **Preliminary Counseling Exam (PCE)** to demonstrate competence in operations research fundamentals. This exam has two parts:
    a. The first part is composed of two written exams on the topics of OREM 8370 and OREM 8371 (i.e., the core requirement courses). If a student already secured an A grade in both of the core requirement courses, this part can be waived completely. However, if the student received an A- or less in at least one of the two core courses, this part is required in its totality. The exam is graded based on Pass/Fail grading scheme.
    b. The second part is composed of two research paper presentations and cannot be waived. From a list of papers provided by the faculty, the student chooses two papers. Once the choices are confirmed, the student reads them following a guide provided and prepares a 45-minute presentation on each paper (given at separate times) for an oral exam on the in-depth understanding of the subject. The student also prepares written reports on the papers and submits them before the oral exams. An examination committee, formed by the PhD program director, will conduct the exam. This part of the exam can also include a computational study based on one of the papers chosen. Written exams and/or performance in the first year courses and paper reports, presentations, and, the student's responses to the examination committee's questions will be used to grade the overall performance as well as the future success potential of the student in the doctoral program. Each part of the exam can be retaken at most once in a way that a decision on the status of the student in the PhD program can be made by the end of the summer semester of the first year. The student is responsible to submit the **Preliminary Exam Initiation** form to the department within a week after the detailed information on the second part of the exam is announced.
4. If the student has a suitable background in a core course, that course can be waived. In this case, the student must take the PCE exam at the time that it is offered, without any exception regardless of his/her previous grade on the waived core requirement course. If the exam is passed successfully, then the course credit can be honored towards total minimum credit requirement (24 hours). In this specific situation, the student is still required to complete 18 credits of coursework (6 courses without including independent study or research credit related courses) in the first two semesters in the program.
5. The student, although not required if no funding is available, can choose to spend the summer semester of the first year by:
    a. engaging in independent research study with faculty (in which case the summer funding would be provided by the faculty),

    b. taking background enhancement courses (e.g., from the third group above) or skill set courses (e.g., programming, writing, presenting, GIS, etc.) in consultation with the OR program director (can also be in addition to independent study),
    c. taking an internship approved by the OR program director (summer funding provided by the company), or
    d. enrolling in research credit course if already funded by a faculty member out of a grant.
6. Having passed the PCE and completed at least 6 courses (18 credit hours) in the program, in the second year, the student will complete at least two additional courses (to fulfill minimum 24 credit hours requirement) from the second group above and one independent research study course (if not completed in the preceding summer). Depending on how this requirement is planned to be satisfied and on the student's commitment to a research project with an academic advisor, additional credit requirements to ensure full-time student requirements (9 credit hours per semester) can be fulfilled in alternative ways. In coursework selection, care must be taken to ensure that the student accumulates both breadth of knowledge in OR and depth of knowledge in the specific area of interest. If the student is not yet committed to work with an advisor by the end of the fall semester, he/she needs to consult with the OR program director and the faculty who offered the independent research study to decide on additional complementing courses to take in the spring.
7. Regardless of what path was taken in the second year of study, the student must form his/her **Dissertation Supervisory Committee** by the end of the spring semester of the second year latest. However, this is preferred to happen earlier, by the end of the fall semester, as the committee can also make suggestions for the additional coursework to be completed in the spring semester of the second year. This completes the **degree plan formation** and the student concentrates on the research in the summer semester of the second year and the following fall semester. It may also be possible to spend the same summer at an internship, preferably related to the area of research, by the approval of the student's supervisory committee.
   At this point, completion of the forms **Recommendation and Certification of Appointment of Supervisory Committee** and **Doctoral Degree Plan** need to be submitted to the graduate office.
8. The student is expected to complete the **Qualifying Examination** administered by his/her supervisory committee in the spring or summer semester of the third year in the program. The exam will typically include a series of take-home exams individually given by the supervisory committee members and completion of a dissertation research proposal that includes some preliminary results and a clear articulation and plan of the research proposed. This will be followed by a meeting with the committee where the student will present his/her research proposal, lead a discussion to receive feedback from the committee, and address any other questions regarding the take-home exams and related advanced topics. Upon passing this exam, the student will be admitted to candidacy.
   At this point, the student should complete and submit the **Admission to Candidacy** form to the graduate office.
9. The student will complete his/her research and the **Dissertation**. The **Dissertation Defense** is expected to take place by the end of the fourth year in the program. At the completion of the exam, the form **Report on Thesis or Dissertation and/or Final Examination** is submitted to the graduate office.
10. During their PhD program, students are required to give at least one departmental seminar on their research and attend to all research seminars announced in the OREM Department.
11. Starting in the second year, students are required to submit annual reviews following the template provided at the end of the spring semester.

Core Courses

- OREM 8370 - Stochastic Models
- OREM 8371 - Linear Programming

Additional Course Options

- OREM 7331 - Data Mining
- OREM 7350 - Algorithm Engineering
- OREM 7351 - Enterprise Fundamentals
- OREM 7361 - Simulation for Systems Analytics
- OREM 7373 - Supply Chain Operation and Control
- OREM 7377 - Statistical Design and Analysis of Experiments

- OREM 8331 - Advanced Data Mining
- OREM 8372 - Queueing Theory
- OREM 8373 - Integer Programming
- OREM 8374 - Network Flows
- OREM 8378 - Optimization Models for Decision Support
- OREM 8381 - Nonlinear Programming
- OREM 8383 - Advanced Logistics Networks
- MATH 6370 - Parallel Scientific Computing
- Other OREM 8000 level courses offered as Special Topics

Recommended Courses

- MATH 3304 - Linear Algebra
- MATH 4338 - Analysis
- PHIL 1300 - Introduction to Critical Thinking
- STAT 6312 - Introduction to Mathematical Statistics II (or STAT 6327/6328- Mathematical Statistics)

Note:
In the first two semesters (typically, fall and spring), the student is required to complete two core requirement courses with a 3.500 or better average. The other four courses can be selected from the second group or the third group above. The student must consult with his/her academic advisor while determining the course selection. The courses in the third group and the prerequisites of any course not on the above lists do not typically count towards satisfying minimum 24 hours credit requirement. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.400 overall (cumulative) GPA during their course of study.

Bachelor of Science to Operations Research, Ph.D. Direct Admission

The Direct B.S. to PhD Program requires a total of 78 credit hours composed of at least 36 credit hours of course work and at least 24 credit hours of dissertation research work. In this program, the following core courses should be completed before taking the Preliminary Counseling Exam (PCE). The rest of the course credits will be completed from the courses also listed below. There may also be other courses that qualify in the latter category based on the discretion of the student's dissertation committee chair and supervisory committee.

In the first three semesters (typically, fall and spring semesters of the first year and the fall semester of the second year), the student is required to complete the core courses. Additional courses may include courses from the second group and/or other courses that may be required as foundational courses depending on the student's background. Doctoral students must maintain at least a 3.000 GPA every term and at least a 3.400 overall (cumulative) GPA during their course of study. In addition, the student is required to average at least 3.50 in the last two core courses listed below.

1. At the end of the fall semester of the second year, the student is required to take the **Preliminary Counseling Exam (PCE)** to demonstrate competence in operations research fundamentals. This exam has two parts.
    a. The first part is composed of two written exams on the topics of OREM 8370 and OREM 8371 (i.e., the core requirement courses). If a student already secured an *A* grade in both of these core requirement courses, this part can be waived completely. However, if the student received an *A*- or less in at least one of these core courses, this part is required in its totality. The exam is graded based on a Pass/Fail grading scheme.
    b. The second part is composed of two research paper presentations and cannot be waived. From a list of papers provided by the faculty, the student chooses two papers. Once the choices are confirmed, the student reads them following a guide provided and prepares a 45-minute presentation on each paper (given at separate times) for an oral exam on the in-depth understanding of the subject. The student also prepares written reports on the papers and submits them before the oral exams. An examination committee, formed by the Ph.D. program director, will conduct the exam. This part of the exam can also include a computational study based on one of the papers chosen.
    Written exams and/or performance in the program and paper reports, presentations, and the

student's responses to the examination committee's questions will be used to grade the overall readiness as well as the future success potential of the student in the doctoral program. Each part of the exam can be retaken at most once in a way that a decision on the status of the student in the Ph.D. program can be made by the end of the summer semester of the second year. The student is responsible to submit the Preliminary Exam Initiation form to the department within a week after the detailed information on the second part of the exam is announced.

2. The student, although not required if no funding is available, can choose to spend the summer semesters of the first and second years by:
    a. engaging in independent research study with faculty (in which case the summer funding would be provided by the faculty),
    b. taking additional background enhancement courses or skill set courses (e.g., writing, presenting, GIS, etc.) in consultation with the OR program director (can also be in addition to independent study),
    c. taking an internship approved by the OR program director (summer funding provided by the company), or
    d. enrolling in research credit course if already funded by a faculty member out of a grant.

The other 6 courses for 18 credits can be selected from the second group below. The student must consult with their academic advisor while determining the course selection. *The prerequisites of any course not on the lists below do not typically count towards satisfying minimum 36 credit hours requirement.*

1. Having passed the PCE, completed core courses in the program and any independent study course(s), in the third year, the student will complete the additional 6 courses (to fulfill minimum 36 credit hours requirement) from the second group below.
2. Also, the student must form their **Dissertation Supervisory Committee** by the end of the spring semester of the second year at the latest. However, this is preferred to happen earlier, when PCE is finalized in the fall semester, as the committee can also make suggestions for the coursework to be completed in the spring semester. This completes the **degree plan formation** and the student concentrates on the research in the same year. At this point, the forms **Recommendation and Certification of Appointment of Supervisory Committee** and **Doctoral Degree Plan** need to be submitted to the graduate office.
3. The student is expected to complete the **Qualifying Examination** administered by their supervisory committee in the fourth year in the program. The exam will typically include a series of take-home exams individually given by the supervisory committee members and completion of a dissertation research proposal that includes some preliminary results and a clear articulation and plan of the research proposed. This will be followed by a meeting with the committee where the student will present their research proposal, lead a discussion to receive feedback from the committee, and address any other questions regarding the take-home exams and related advanced topics. Upon passing this exam, the student will be admitted to candidacy. At this point, the student should complete and submit the **Admission to Candidacy** form to the graduate office.
4. The student will complete their research and the **Dissertation**. The **Dissertation Defense** is expected to take place by the end of the fifth year in the program. At the completion of the exam, the form **Report on Thesis or Dissertation and/or Final Examination** is submitted to the graduate office.
5. During their Ph.D. program, students are required to give at least one departmental seminar on their research and attend all research seminars announced in the OREM Department.
6. Starting in the second year, students are required to submit annual reviews following the template provided at the end of the spring semester.

Core Courses

- OREM 7373 - Supply Chain Operation and Control
- OREM 7377 - Statistical Design and Analysis of Experiments
- OREM 7390 - Special Topics
- OREM 8370 - Stochastic Models
- OREM 8371 - Linear Programming

- STAT 6311 - Introduction to Mathematical Statistics I
  or
- STAT 6327 - Mathematical Statistics I
  or
- STAT 6328 - Mathematical Statistics II

Other Current Courses Towards Completing 36 Credits for Ph.D.

- OREM 7331 - Data Mining
- OREM 7350 - Algorithm Engineering
- OREM 7357 - Analytics for Decision Support
- OREM 7361 - Simulation for Systems Analytics
- OREM 8331 - Advanced Data Mining
- OREM 8360 - Optimization for Analytics
- OREM 8372 - Queueing Theory
- OREM 8373 - Integer Programming
- OREM 8374 - Network Flows
- OREM 8378 - Optimization Models for Decision Support
- OREM 8381 - Nonlinear Programming
- OREM 8383 - Advanced Logistics Networks
- OREM 8390 - Graduate Seminar
- Other OREM 8000 level courses offered as Special Topics
- MATH 6370 - Parallel Scientific Computing

Engineering Entrepreneurship, M.S.

Overview

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

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

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

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

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

For complete details, students should contact the Lyle Admissions Office at 214-768-2002 or email lyle.eship@smu.edu.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in engineering or another technical discipline.

Core Courses

- CISB 6222 - Starting a Business
- CISB 6226 - Evaluating Entrepreneurial Opportunity
- OREM 7501 - Technology Commercialization Studio I
- OREM 7503 - Technology Commercialization Studio II
- STRA 6224 - Entrepreneurial Strategy
- Satisfactory completion of one three-hour course from any Lyle graduate program, approved by the adviser

Three from the following:

- CISB 6210 - Essential Law for the Entrepreneur
- CISB 6211 - Enhancing Operational Performance for Entrepreneurial Companies
- CISB 6212 - International Entrepreneurship
- CISB 6214 - Entrepreneurial Transactions: Fundings, M&A, and IPOs
- CISB 6218 - Managing the Family-Owned and Closely Held Business
- CISB 6220 - Social Media for Entrepreneurs
- CISB 6224 - Venture Financing
- CISB 6225 - Entrepreneurial Exit Strategies: LPO, Sale, IPO, Recapitalization, and Liquidation
- CISB 6228 - Corporate Entrepreneurship: Intrapreneuring
- CISB 6237 - Global Explore in Entrepreneurship

Two from the following:

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

Engineering Management, M.S.E.M.

M.S.E.M. is an application degree, relevant in multiple domains and a perfect complement to any type of undergraduate degree in STEM, business, logistics, manufacturing, operations, or management-type backgrounds. Students further their skill set in engineering, business -- finance and accounting, communication, problem solving, systems thinking, management methods, data-driven decision making and organizational leadership for technology -- driven projects, teams, and organizations. Graduates are equipped with the skills to oversee complex projects, implement innovative strategies, effectively lead diverse engineering teams, and drive organizational success in industry, government, or academia.

A special feature of the engineering management program is its interaction with allied areas such as operations research, mathematics, science, engineering, computer science and statistics. Excellent faculty members from these areas participate in the department's activities, and students take courses from several areas depending upon their interests.

Admission Requirements

In addition to meeting the Lyle School of Engineering admission requirements for an M.S. degree, applicants are required to satisfy the following additional requirement: a B.S. in engineering or another technical discipline.

Degree Requirements

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

Core Courses

Satisfactory completion of five core courses:

- OREM 7301 - Systems Engineering Process
- OREM 7362 - Production Systems Engineering
- OREM 7370 - Probability and Statistics for Data Analytics

- OREM 7300 - Systems Analysis Methods
  or
- OREM 7357 - Analytics for Decision Support

- OREM 8364 - Engineering Management

Economic/Financial Courses

Satisfactory completion of two economic/financial courses from the following:

- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8362 - Engineering Accounting
- OREM 8363 - Engineering Finance

Concentration Courses

Students utilizing the On-Campus/Distance course delivery formats are permitted to take three courses in a concentration of their interest, to best support desired career pathways. Students should take a minimum of 6 hours offered by the OREM department. However, a maximum of 9 hours can be recognized from any Lyle School graduate courses with approval from the Engineering Management Program Director. Concentration courses must be discussed and approved by the M.S.E.M. program director prior to routing the degree plan form for approval.

Students taking courses in the cohort weekend format will take concentration courses as selected by the department chair, to reflect the current needs of a technology driven organization.

Information Engineering and Management, M.S.I.E.M.

Information Engineering and Management provides the graduate with the tools to effectively engineer, manage, and utilize the data collection and information flow of an organization by developing technical and management skills required in the age of Big Data via a unique curriculum combining software, networking, hardware, technology, and management along with data-driven modeling and computational skills.

Admission Requirements

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

1. A bachelor's degree in engineering or another technical discipline. (The technical requirement may be waived with sufficient relevant work experience.)
2. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.

Degree Requirements

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

Core Courses

Satisfactory completion of the following five (5) core courses:

- OREM 7300 - Systems Analysis Methods
  or
- OREM 7370 - Probability and Statistics for Data Analytics
  or
- OREM 8360 - Optimization for Analytics

- OREM 7352 - Information Systems Architecture
- OREM 7353 - Information System Design Strategies for Analytics
- OREM 7357 - Analytics for Decision Support
- OREM 7360 - Management of Information Technologies

Specialty Courses

Satisfactory completion of two (2) specialization courses selected from:

- OREM 7331 - Data Mining
- OREM 7361 - Simulation for Systems Analytics
- OREM 8356 - Global Perspectives for Information Engineering
- OREM 8360 - Optimization for Analytics

Concentration Courses

Satisfactory completion of a coherent nine credit hour concentration approved by the adviser.

Operations Research and Analytics, M.S.

The Operations Research (OR) and Analytics degree equips students with advanced analytical methods that help organizations improve their operations and generate managerial insights for practical implementation in fields such as supply chain, logistics, manufacturing, production, healthcare, telecommunications, energy, and finance, among other relevant domains. The degree prepares students to address complex decision-making problems using data-driven, analytical and computational techniques, including mathematical modeling, probability, statistics, optimization, and machine learning. The program offers hands-on prescriptive analytics (Operations Research) experience through case studies and industry practicum.

Admission Requirements

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

1. A B.S. in engineering, mathematics, statistics, computer science, economics or a related technical field.
2. Previous coursework that includes satisfactory completion of at least six credit hours of calculus, three credit hours of linear algebra and three credit hours of computer programming in a high-level language. (Generally, a Bachelor of Business Administration does not provide sufficient background.)
3. Official GRE graduate school admission test results with a minimum 80th percentile quantitative score.

Degree Requirements

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

Fundamental Courses

- OREM 7332 - Methods in Machine Learning
- OREM 7370 - Probability and Statistics for Data Analytics
- OREM 8360 - Optimization for Analytics

Required Courses

- OREM 7331 - Data Mining
- OREM 7353 - Information System Design Strategies for Analytics

- OREM 7361 - Simulation for Systems Analytics
- OREM 7371 - Stochastic Models with Applications

Project

- OREM 8378 - Optimization Models for Decision Support
  or
- OREM 8394 - Selected Problems
  or
- Selected Problems (Industry Practicum)

Concentration Electives

Satisfactory completion of a six-credit-hour elective concentration approved by the adviser.

Systems Engineering, M.S.

A more general definition of systems engineering by the International Council on Systems Engineering (INCOSE) is: "Systems Engineering is an interdisciplinary approach and means to enable the realization of successful systems. It focuses on defining customer needs and required functionality early in the development cycle, documenting requirements, then proceeding with design synthesis and system validation while considering the complete problem: Operations, Performance, Test, Manufacturing, Cost & Schedule, Training & Support and Disposal. Systems engineering integrates all the disciplines and specialty groups into a team effort forming a structured development process that proceeds from concept to production to operation. Systems engineering considers both the business and the technical needs of all customers with the goal of providing a quality product that meets the user needs."

In alignment with the above definition, the goal of systems engineering is the development and management of systems (products and services) that satisfy customer requirements considering engineering, technology, environmental, management, risk and economic factors by viewing the system as a whole during its life cycle. Systems engineering is also the practice of "good engineering." Through systems engineering and related courses, the student gains a foundation in systems engineering plus exposure to a variety of topics such as reliability, quality, logistics/supply networks, operations research, engineering management, software engineering, telecommunications and environmental engineering. "Systems thinking" skills are developed, and these skills foster more effective practice for the engineer or engineering manager within the business enterprise. The systems engineering program's objective is to make the student a better engineer and manager by imparting an enhanced understanding of the impact of engineering decisions.

The program has been developed in response to the growing need by industry and government for engineers who are not only specialists in a particular area, but who also have a systems perspective in order to more effectively practice engineering and manage within the business enterprise. The program offers flexibility for 1) systems engineers who are entering the field, updating skills or acquiring new skills, 2) engineers who need to acquire a broadening of their technical and management education from a systems perspective, 3) engineers with upper-level management aspirations and 4) engineering students seeking to increase their market value by acquiring knowledge and skills necessary for the engineering of products and services from a systems perspective.

The systems engineering program is designed to build on engineering/technical education and experience while developing problem definition and problem-solving skills.

Admission Requirements

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

1. A B.S. in engineering, mathematics or one of the quantitative sciences.
2. A minimum of two years of college-level mathematics, including at least one year of calculus.

Degree Requirements

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

Required Courses

Satisfactory completion of the following courses:

- OREM 7300 - Systems Analysis Methods
  or
- OREM 7357 - Analytics for Decision Support

- OREM 7301 - Systems Engineering Process
- OREM 7303 - Integrated Risk Management
- OREM 7309 - Systems Reliability Engineering
- OREM 7311 - Systems Engineering Design
- OREM 7321 - Systems Engineering Planning and Management
- OREM 7370 - Probability and Statistics for Data Analytics

Concentration Courses

Students utilizing the On-Campus/Distance course delivery formats are permitted to take three courses in a concentration of their interest, to best support desired career pathways. Students should take a minimum of 6 hours offered by the OREM department. However, a maximum of 9 hours can be recognized from any Lyle School graduate courses with approval from the Systems Engineering Program Director. Concentration courses must be discussed and approved by the M.S.S.E. program director prior to routing the degree plan form for approval.

Students taking courses in the cohort weekend format will take concentration courses as selected by the department chair, to reflect the current needs of a technology driven organization.

Example concentrations are listed below:

Information Engineering and Management Concentration

Satisfactory completion of any three of the following courses:

- OREM 7331 - Data Mining
- OREM 7352 - Information Systems Architecture
- OREM 7353 - Information System Design Strategies for Analytics
- OREM 7357 - Analytics for Decision Support

Engineering Management Concentration

Satisfactory completion of any three of the following courses:

- OREM 7362 - Production Systems Engineering
- OREM 7365 - Program and Project Management
- OREM 8361 - Engineering Economics and Decision Analysis
- OREM 8362 - Engineering Accounting
- OREM 8363 - Engineering Finance
- OREM 8364 - Engineering Management

Other Concentrations

- Other elective courses from Systems Engineering, Engineering Management, Operations Research, or other Lyle graduate program, as approved by the Systems Engineering Program Director.

Operations Research/Business Administration, M.S./M.B.A.

Joint Master of Science in Engineering/Master of Business Administration Program

Overview

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

This program takes advantage of the 50-credit hour Full-Time One-Year M.B.A. degree offered by Cox School and double-counts up to 6 credit hours of M.B.A. courses as electives in the 30-credit hour M.S. in Engineering degree programs making it possible to obtain two degrees with a total of 74 semester credit hours (24 credit hours of engineering and 50 credit hours in M.B.A. program). Students first complete the 24 credit hour of required courses for the specific M.S. in Engineering degree sought during the fall and spring semesters of the first year. Students then start the year-long One-Year M.B.A. (starting with the summer term and continuing in the fall and spring terms) completing both degrees at the end of the second academic year. At the conclusion of the dual degree program, students obtain an M.S. in the specific engineering degree and the M.B.A.

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

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

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

Curriculum Example

The general course of study for the joint program follows:

Fall Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Spring Term (Lyle School)

- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)
- Engineering core/elective (3 Credit Hours)

Term Total: 12 Credit Hours

Total Engineering: 24 Credit Hours

Summer Term (Cox School)

Module A Courses

- ACCT 6201 - Financial Accounting I
- FINA 6201 - Managerial Finance
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics
- MNGT 6001 - Managing Your Career

Module B Courses

- BUSE 6202 - Managerial Economics
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6203 - Business Communications & Presentations
- STRA 6201 - Strategic Management

Term Total: 18 Credit Hours

Fall Term (Cox School)

Module A Courses

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

- ITOM 6203 - Operations Management
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective: one course (2 Credit Hours)

Module B Courses

- ACCT 6202 - Financial Accounting II
  or
- ACCT 6205 - Strategic Cost Analysis

- MNO 6202 - Leading Teams and Organizations
- Electives: two courses

Term Total: 16 Credit Hours

Spring Term (Cox School)

Module A Courses

- MNGT 6210 - Global Leadership Program
- Electives: three courses (6 Credit Hours)

Module B Courses

- Elective: four courses (8 Credit Hours)

Term Total: 16 Credit Hours

Total MBA: 50 Credit Hours

Total for Joint MS-MBA: 74 Credit Hours

Operations Research and Engineering Management Courses

OREM 7049 - Master's Full-Time Status
Credits: 0
Full-time status for students in the master's program.

OREM 7300 - Systems Analysis Methods
Credits: 3
Introduction to modeling and analysis concepts, methods and techniques used in systems engineering, design of products and associated production, and logistics systems and analysis of operational system performance. Specific topics include probabilistic and statistical methods, Monte Carlo simulation, optimization techniques, applications of utility and game theory, and decision analysis. OREM 7300 cannot be used to fulfill degree requirements for the Bachelor of Science in Management Science.

OREM 7301 - Systems Engineering Process
Credits: 3
Examines the discipline, theory, economics, and methodology of systems engineering. Reviews the historical evolution of the practice of systems engineering and the principles that underpin modern systems methods. Emphasizes the economic benefits of investment in systems engineering and the risks of failure to adhere to sound principles. Develops an overview perspective distinct from the traditional design- and analytical-specific disciplines.

OREM 7303 - Integrated Risk Management
Credits: 3
An introduction to risk management based upon integrated trade studies of program performance, cost, and schedule requirements. Topics include risk planning, risk identification and assessment, risk handling and abatement techniques, risk impact analysis, management of risk handling and abatement, and subcontractor risk management. Examines integrated risk management methods, procedures, and tools. Prerequisite: Knowledge of systems engineering.

OREM 7305 - Systems Reliability and Availability Analysis
Credits: 3
Reliability and availability modeling and analysis methods are applied to perform cost-effectiveness analysis during development of aerospace and defense systems, as well other types of systems. Topics include systems reliability and availability models and analysis methods; requirements analysis to determine fleet size; system effectiveness and life cycle cost analysis methods; and analysis of systems mission reliability, sustainment reliability and systems availability, both inherent and operational, during design and development of a product and associated support system. Prerequisite: OREM 3361 or OREM 3340/STAT 4340 or OREM 7300 or OREM 7370.

OREM 7307 - Systems Integration and Test
Credits: 3
The process of successively synthesizing and validating larger and larger segments of a partitioned system within a controlled and instrumented framework is examined. System integration and test is the structured process of building a complete system from its individual elements and is the final step in the development of a fully functional system. The significance of structuring and controlling integration and test activities is stressed. Formal methodologies for describing and measuring test coverage, as well as sufficiency and logical closure for test completeness, are presented. Interactions with system modeling techniques and risk management techniques are discussed. The subject material is based upon principles of specific engineering disciplines and best practices, which form a comprehensive basis for organizing, analyzing, and conducting integration and test activities. Prerequisite: OREM 7301.

OREM 7309 - Systems Reliability Engineering
Credits: 3
Introduction to concepts, tools, and techniques of systems reliability. Reviews statistical methods applied to reliability. Discusses three defined areas: system design for reliability, reliability testing, and reliability support. System design for reliability includes capability analysis of design, design guidelines, and requirements analysis.

Reliability testing covers applications of the reliability analysis including physics of failure and production testing. Finally, reliability support includes maintainability, system safety, affordability, and logistics. Prerequisite: OREM 3340/STAT 4340 or OREM 7370/CS 7370.

OREM 7311 - Systems Engineering Design
Credits: 3
An introduction to system design of complex hardware and software systems. Includes design concept, design characterization, design elements, reviews, verification and validation, threads and incremental design, unknowns, performance, management of design, design metrics and teams. Centers on the development of real-world examples. Prerequisite: OREM 7301.

OREM 7313 - Integrated Logistics Support
Credits: 3
Topics include product design interface for reliability, maintainability, and maintenance (such as preventive, predictive, and corrective) planning and support system development consisting of supply support; support and test equipment; manpower and personnel; training and training support; technical data/publications; computer resources support; facilities; and packaging, handling, storage, and transportation (PHS&T). Prerequisite: OREM 7301.

OREM 7315 - Systems Quality Engineering
Credits: 3
An introduction to concepts, activities, processes, and methods as an integral part of the systems engineering process for developing, producing, and sustaining products that meet customer quality needs. Topics include establishing program and product quality requirements and methods for achieving product quality requirements during design, development and production, voice of the customer analysis, analysis of product design tolerances, six-sigma techniques, statistical analysis of process capability, statistical process control using control charts, acceptance sampling, and quality improvement. Prerequisites: OREM 7301 and CS 7370/OREM 7370 or OREM 3340/STAT 4340/CS 4340.

OREM 7317 - Systems Engineering Leadership
Credits: 3
Augments the management principles embedded in the systems engineering process with process design and leadership principles and practices. Emphasis is placed on leadership principles by introducing the underlying behavioral science components, theories and models. Demonstrates how the elements of systems engineering, project management, process design, and leadership integrate into an effective leadership system.

OREM 7319 - Systems Architecture Development
Credits: 3
A design-based methodological approach to system architecture development using emerging and current enterprise architecture frameworks. Topics include structured analysis and object-oriented analysis and design approaches; enterprise architecture frameworks, including the Zachman framework, FEAF, DoDAF, and ANSI/IEE-1471; executable architecture model approaches as tools for system-level performance evaluation and tradeoff analyses; case studies in enterprise architecture development; and the integration of architecture design processes into the larger engineering-of-systems environment. Prerequisites: OREM 7311 and OREM 7313.

OREM 7321 - Systems Engineering Planning and Management
Credits: 3
Provides a practical coverage of tasks, processes, methods, and techniques to establish the process of systems engineering and its role in the planning and management of programs. Explores the program manager's and systems engineer's tasks and roles for establishing program operations and a communications framework. Presents techniques for developing an integrated program and/or project plan by defining the roles and activities of the various participants, including useful approaches and methods for planning and managing systems integration of various sized projects. Students learn to prepare for and successfully complete key program technical reviews and audits by identifying essential material content and providing the design basis. Examines the systems development process by showing ways to plan for and manage the project by implementing technical management processes and methods, including configuration management, information management, and risk and opportunity management.

Also, how the program life cycle is concluded by planning the transition of systems engineering processes from development to production, system operations and maintenance, through to disposal.

OREM 7323 - Systems Life Cycle Cost and Affordability Analysis
Credits: 3
Provides an understanding of Systems affordability concepts and the life cycle cost process. Examines the importance of using these concepts in optimizing engineering/business decisions, with emphasis being placed on the evaluation of alternatives, weighing costs, risks, reliability, maintainability, supportability, weight, performance, and other benefit/risk parameters. Topics include total ownership cost, estimating methods and techniques, cost analysis process, system trade studies, sensitivity analysis, risk analysis and simulation, and system cost effectiveness. Prerequisites: OREM 7301, OREM 7311, OREM 7313.

OREM 7325 - Systems Engineering Software Tools
Credits: 3
Computerized tools perform the vital function of capturing and delivering systems engineering information throughout the product development lifecycle. This model based systems engineering (MBSE) course surveys the many tools, methods, and techniques that are applied to engineering systems from inception to disposal. The course starts at the beginning by applying tools on scope/needs evaluation, moving into requirements analysis, down to functional and physical allocation, into optimization, wrapping up with test validation/verification and product management. Students working in teams use appropriate tools, methods, and techniques to learn what and how to apply them throughout the lifecycle of a product they develop. The end result is an understanding of what tools, methodologies, and techniques can be applied to what part of the process and how they are applied. Prerequisite: OREM 5301 or OREM 7301.

OREM 7330 - File Organization and Database Management
Credits: 3
A survey of current database approaches and systems, and the principles of design and use of these systems. Covers query language design and implementation constraints, and applications of large databases. Includes a survey of file structures and access techniques. Also, the use of a relational database management system to implement a database design project. Prerequisite: CS 2341.

OREM 7331 - Data Mining
Credits: 3
Introduces data mining techniques (classification, association analysis, and cluster analysis) used in analytics. All material covered is reinforced through hands-on experience using state-of-the art tools to design and execute data mining processes. Prerequisites: CS 1342 or equivalent, CS 4340/OREM 3340/STAT 4340, or CS 7370/OREM 7370. Reserved for Lyle majors.

OREM 7332 - Methods in Machine Learning
Credits: 3
Introduces optimization methods in machine learning. Students learn how to derive optimization formulations used in predictive modeling and implement computational algorithms to solve those problems. Topics include regression, classification, clustering, dimension-reduction methods, and descent algorithms such as gradient descent and Newton's method. Prerequisites: Knowledge of linear algebra (MATH 3304 or equivalent or enrollment in the OREM MSOR program). Corequisite: OREM 7370. Restricted to Lyle majors only.

OREM 7344 - Process and Product Analysis, Improvement and Management
Credits: 3
Provides students with a foundation in Lean Six Sigma, a set of methods, techniques, and thinking tools used in industry to improve processes and products in quality, efficiency, and costs. While its origins were primarily in manufacturing operations, today Lean Six Sigma is applied to a wide range of systems, products, and processes, including business service operations, project management and system design efforts, as well as production activities. Lean Six Sigma Green Belts regularly lead focused improvement projects in industry or contribute to larger and more complex improvement projects.

OREM 7350 - Algorithm Engineering
Credits: 3
Covers algorithm design techniques; methods for evaluating algorithm efficiency; data structure specification and implementation; and applications to fundamental computational problems in sorting and selection, graphs and networks, scheduling and combinatorial optimization, computational geometry, and arithmetic and matrix computation. Also, introduction to parallel algorithms and to computational complexity and a survey of NP-complete problems. Prerequisites: CS 2341, CS 3353 (for non-CS graduate students: CS 2341).

OREM 7351 - Enterprise Fundamentals
Credits: 3
An overview of business fundamentals, spanning the range of all functional areas: management, marketing, operations, accounting, information systems, finance, and legal studies.

OREM 7352 - Information Systems Architecture
Credits: 3
The architecture of an information system (IS) defines that system in terms of components and interactions among those components. This course addresses IS hardware and communications elements for information engineers, including computer networking and distributed computing. It addresses the principles, foundation technologies, standards, trends, and current practices in developing an appropriate architecture for Web-based and non-Internet information systems.

OREM 7353 - Information System Design Strategies for Analytics
Credits: 3
Surveys the fundamentals of software engineering and database management systems for information engineers with analytics perspective. Covers the principles, foundation technologies, standards, trends, and current analytical processing practices in data-centric software engineering and systems design, including object-oriented approaches and relational DBMS. Focuses on system design, development, and implementation aspects, and not the implementation in code. Prerequisite: Restricted to Lyle majors.

OREM 7355 - Engineering Operations
Credits: 3
The management of a technical organization's operations can contribute to the strategic goals and objectives of the enterprise. By analyzing and managing operations such as systems, strategic choices are shown to drive design and operating decisions. The course covers the tools and techniques for solving problems to achieve the overall goals and strategies of manufacturing and services organizations.

OREM 7356 - Decision Analysis for Engineers
Credits: 3
Focuses on the study and application of different methodologies to support managerial decision-making. Introduces concepts from decision analysis, game theory, and systems management. Emphasizes the analysis of complex decision problems, involving uncertainty, risk, multiple objectives, and/or multiple stakeholders. Prerequisites: Knowledge of introductory probability and statistics; OREM 7370 or CS 7370 or STAT 4341; Lyle graduate students only.

OREM 7357 - Analytics for Decision Support
Credits: 3
In a rapidly changing, complex environment, successful enterprises make mission-critical choices using decision-support systems, which apply analytical methods to massive organizational data sets to evaluate options, give insight to likely outcomes, and make recommendations of the "best" decisions to pursue. Course topics include 1) framing and understanding decision-making needs and processes to define, evaluate, and identify appropriate strategic, operational, or execution-level decisions; 2) identifying, collecting, and managing large-scale data needed for decision support; and 3) employing decision-support software in areas such as optimization and data mining. Prerequisite: Reserved for Lyle majors.

OREM 7359 - Information Engineering Seminar
Credits: 3
Topics in management of information in specific industries or application areas. May be repeated for credit when the topics vary. Prerequisite: OREM 7360.

OREM 7360 - Management of Information Technologies
Credits: 3
Defines the management activities of the overall computer resources within an organization or government entity. Consists of current topics in strategic planning of computer resources, budgeting and fiscal controls, design and development of information systems, personnel management, project management, rapid prototyping, and system life cycles.

OREM 7361 - Simulation for Systems Analytics
Credits: 3
Introduction to the design and analysis of discrete probabilistic systems using simulation with phases on model construction, probabilistic methods, statistical output analyses, and simulation software. Prerequisite: OREM 7370 or OREM 3340/STAT 4340/CS 4340. Restricted to Lyle majors.

OREM 7362 - Production Systems Engineering
Credits: 3
Applies the principles of engineering, or "design under constraint," to modern production and service systems. Topics include production and service systems analysis and design considerations, system design and optimization models and methods, pull- and push-based production systems, quality engineering, process improvement, and facilities layout and design. Prerequisite: OREM 7300 or OREM 7357 or OREM 8360. Credit is not allowed for both OREM 3362 and OREM 7362.

OREM 7363 - Applied Parallel Programming
Credits: 3
Surveys the theory and emphasizes the practice of developing efficient applications software for parallel computers. Topics include a survey of parallel processing architectures and machines, elements of parallel programming (process creation, synchronization, communication, and scheduling), alternative parallel programming schemes (languages and language enhancements), and implementation of scientific and industrial applications. Prerequisite: FORTRAN or C programming.

OREM 7365 - Program and Project Management
Credits: 3
Development of principles and practical strategies for managing projects and programs of related projects for achieving broad goals. Topics include planning, organizing, scheduling, resource allocation, strategies, risk management, quality, communications, tools, and leadership for projects and programs. Prerequisite: Reserved for Lyle majors.

OREM 7366 - Marketing Engineering
Credits: 3
Marketing engineering moves beyond traditional conceptual approaches to embrace the use of analytics, data, information technology, and decision models to help organizations effectively reach customers and make marketing decisions. Designed for technical individuals, the course applies engineering problem-solving approaches and computer tools to solve marketing problems from today's competitive work environment.

OREM 7370 - Probability and Statistics for Data Analytics
Credits: 3
Introduces fundamental concepts of probability and statistics from the first principles for scientists and analysts. Topics include basic concepts and rules of probability, random variables and distributions, sampling and sampling distributions, hypothesis testing, learning inference, Bayesian statistics, and case studies on covered topics. Prerequisites: Knowledge of calculus (at undergraduate level). Restricted to Lyle majors only.

OREM 7371 - Stochastic Models with Applications
Credits: 3
Explores fundamental stochastic processes that are the building blocks in the modeling of systems in operations research and management, with applications to queuing, service, and inventory systems in particular. Prerequisite: OREM 3361 or OREM 3340/STAT 4340/CS 4340 or corequisite OREM 7370.

OREM 7373 - Supply Chain Operation and Control
Credits: 3
Quantitative models and approaches for operating and managing modern supply chain systems and practices with an emphasis on capacity management, production/supply planning, inventory control, distribution, and pricing applications. Prerequisites: OREM 7370 and OREM 8360.

OREM 7377 - Statistical Design and Analysis of Experiments
Credits: 3
Introduction to statistical principles in the design and analysis of industrial experiments. Completely randomized, randomized complete and incomplete block, Latin square, and Plackett-Burman screening designs. Complete and fractional experiments. Descriptive and inferential statistics. Analysis of variance models. Mean comparisons. Prerequisites: OREM 3340 or OREM 7370 with a science or engineering major, or permission of instructor.

OREM 7380 - Managing Information Technology Controls
Credits: 3
Surveys current practices in IT governance and controls, with approaches for balancing business needs with technology controls for high-risk processes. Major topic areas include introduction to technology controls, the process of IT governance, systems and infrastructure life cycle management, IT delivery and support, and records management. Prerequisite: OREM 7360.

OREM 7382 - Information Technology Security and Risk Management
Credits: 3
A course for nontechnical managers and executives with decision-making responsibility in information security governance and risk management. Topics include information security organizations and policies, governance, program development and management, information risk management, legal and regulatory compliance, and business continuity planning.

OREM 7383 - Technology Commercialization and Product Management
Credits: 3
Covers topics essential to technology commercialization and the management of high technology products. Examines techniques in product definition and requirements; product development; management of internal resources including manufacturing, sales, and management; costing and pricing decisions; and product planning and winning the right design. Credit is not allowed for both OREM 5383/OREM 7383 and OREM 7501. The format of the course includes lectures and case-based discussion.

OREM 7384 - Technology Commercialization and Engineering Entrepreneurship
Credits: 3
Covers topics essential to technology commercialization and engineering entrepreneurship. Representative topics include: technology commercialization; product management; techniques in product definition and requirements; product development; management of internal resources including manufacturing, sales, and management; costing and pricing decisions; and product planning and winning the right design. Credit is not allowed for both OREM 5384/OREM 7384 and OREM 7503. The format of the course includes lectures and case-based discussion.

OREM 7390 - Special Topics
Credits: 3
Individual or group study of selected topics in engineering management, operations research, and/or systems engineering. Topics must be approved by the department chair and the instructor.

OREM 7396 - Master's Thesis
Credits: 3
Students may need to register in several master's thesis courses to obtain the desired number of credit hours, with a limit of no more than 6 credit hours in a single term and no more than 4 credit hours in the summer terms.

OREM 7501 - Technology Commercialization Studio I
Credits: 5
Topics essential to the commercialization of new technology and the management of products with high technology content including customer discovery, product definition and requirements, development strategies, manufacturing strategies, sales and marketing, costing and pricing, product planning and capturing the right "design win". Pedagogy will include lectures and discussions led by experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other capacities vital to the practice of engineering entrepreneurship; case studies; and an experiential learning project in technology commercialization undertaken across two semesters.

OREM 7503 - Technology Commercialization Studio II
Credits: 5
Topics essential to the commercialization of new technology and the management of products with high technology content including customer discovery, product definition and requirements, development strategies, manufacturing strategies, sales and marketing, costing and pricing, product planning and capturing the right "design win". Pedagogy will include lectures and discussions led by experts in intellectual property, legal aspects of businesses, ethics, financing, fundraising, sales and other capacities vital to the practice of engineering entrepreneurship; case studies; and an experiential learning project in technology commercialization undertaken across two semesters.

OREM 8049 - Full-Time Status
Credits: 0
Graduate full-time status.

OREM 8096 - Dissertation
Credits: 0
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, OREM 8396 and OREM 8996 (12 credit hours total) would be allowed during a fall term.

OREM 8190 - Special Topics
Credits: 1
Individual or group study of selected topics in operations research, engineering management, systems engineering or information engineering. Prerequisite: Permission of instructor.

OREM 8196 - Dissertation
Credits: 1
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, OREM 8396 and OREM 8996 (12 credit hours total) would be allowed during a fall term.

OREM 8296 - Dissertation
Credits: 2
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms. For example, OREM 8396 and OREM 8996 (12 credit hours total) would be allowed during a fall term.

OREM 8330 - Advanced Database Management Systems
Credits: 3
An extensive investigation of distributed databases and implementation issues. Included are design, data replication, concurrency control, and recovery. Implementation project included. Prerequisite: OREM 7330.

OREM 8331 - Advanced Data Mining
Credits: 3
Provides a review of several data mining topics and an in-depth technical discussion of advanced data mining techniques. Examines research methods applied in the field. Prerequisite: OREM 7331.

OREM 8337 - Information Retrieval
Credits: 3
Examination of techniques used to store and retrieve unformatted/textual data. Examination of current research topics of data mining, data warehousing, digital libraries, hypertext, and multimedia data. Prerequisite: OREM 7330.

OREM 8350 - Algorithms II
Credits: 3
Analysis of dynamic data structures, lower bound theory, problem equivalence and reducibility, complexity theory, probabilistic algorithms, machine models of sequential and parallel computation, parallel algorithms. Prerequisite: OREM 7350.

OREM 8355 - Graph Theory
Credits: 3
Development of algorithmic and computational aspects of graph theory, with application of concepts and techniques to solving problems of connectivity, set covering, scheduling, shortest paths, traveling salesmen, network flow, matching, and assignment. Prerequisite: OREM 7350 or permission of instructor.

OREM 8356 - Global Perspectives for Information Engineering
Credits: 3
Examines global and information aspects of technology-based and information-based companies. Includes modern business processes, the strategic use of information technology, and integration of global information resources for competitive advantage. Prerequisite: OREM 7360.

OREM 8358 - Technical Entrepreneurship
Credits: 3
Development of principles and practical strategies for the management and evolution of rapidly growing technical endeavors. Topics include entrepreneurship, intrapreneurship, strategic planning, finance, marketing sales, operations, research and development, manufacturing, and management of technology-based companies. Management teams are formed, and ventures are selected and simulated over an extended period of time. Extensive student presentations and reports are required. Credit will not be given for both CS 4360 and OREM 8358. Prerequisite: Permission of instructor.

OREM 8360 - Optimization for Analytics
Credits: 3
A survey of optimization models, mathematical properties, and solution algorithms. Topics include linear, nonlinear, and integer optimization. Credit is not allowed for both OREM 5364 and OREM 8360. Prerequisite: Knowledge of linear algebra (MATH 3304 or equivalent or enrollment in the OREM MSOR program). Restricted to Lyle majors only.

OREM 8361 - Engineering Economics and Decision Analysis
Credits: 3
Introduction to economic analysis methodology. Topics include engineering economy and cost concepts, interest formulas and equivalence, economic analysis of alternatives, technical rate-of-return analysis, and economic analysis under risk and uncertainty. Credit not allowed for both OREM 2360 and OREM 8361. Prerequisite: Knowledge of introductory probability and statistics.

OREM 8362 - Engineering Accounting
Credits: 3
An introduction to and overview of financial and managerial accounting for engineering management. Topics

include basic accounting concepts and terminology; preparation and interpretation of financial statements; and uses of accounting information for planning, budgeting, decision-making, control, and quality improvement. The focus is on concepts and applications in industry today.

OREM 8363 - Engineering Finance
Credits: 3
Develops an understanding of corporate financial decisions for engineers. Topics include cost of capital, capital budgeting, capital structure theory and policy, working capital management, financial analysis and planning, and multinational finance. Prerequisite: OREM 8361 or a knowledge of time value of money.

OREM 8364 - Engineering Management
Credits: 3
Ways to manage technology and technical functions from a pragmatic point of view, to keep from becoming technically obsolete as an individual contributor, and to keep the corporation technically astute. Explores the management of technology from three distinct viewpoints: 1) the management of technology from both an individual and a corporate perspective, 2) the management of technical functions and projects, and 3) the management of technical professionals within the organization. Credit will not be given for both OREM 3308 and OREM 8364. Prerequisite: Graduate standing in engineering.

OREM 8368 - Enterprise Leadership
Credits: 3
The ways companies link strategy and action at the enterprise level: shaping and leveraging the work performed by the multifirm enterprises that jointly produce added value for customers, while building and retaining competencies critical for competitive advantage.

OREM 8370 - Stochastic Models
Credits: 3
Model building with stochastic processes in applied sciences. Phenomena with uncertain outcomes are formulated as stochastic models and their properties are analyzed. Specific problems come from areas such as population growth, queueing, reliability, time series, and social and behavioral processes. Statistical properties of the models are emphasized. Prerequisites: STAT 6311 and graduate standing.

OREM 8371 - Linear Programming
Credits: 3
A complete development of theoretical and computational aspects of linear programming. Prerequisite: Knowledge of linear algebra.

OREM 8372 - Queueing Theory
Credits: 3
Queueing theory provides the theoretical basis for the analysis of a wide variety of stochastic service systems. The underlying stochastic processes are Markov and renewal processes. Covers the fundamentals of stochastic processes necessary to analyze such systems and provides the basics of formulation and analysis of queueing models, with emphasis on their performance characteristics. Prerequisite: OREM 7370 or permission of instructor.

OREM 8373 - Integer Programming
Credits: 3
A presentation of algorithms for linear integer programming problems. Topics include complexity analysis, cutting plane techniques, and branch-and-bound. Prerequisite: OREM 8371 or equivalent.

OREM 8374 - Network Flows
Credits: 3
A presentation of optimization algorithms and applications modeling techniques for network flow problems. Topics include pure, generalized, integer, and constrained network problems, plus special cases of each, including

transportation, assignment, shortest-path, transshipment, multicommodity, and nonlinear networks. Case studies illustrate the uses of network models in industry and government settings.

OREM 8378 - Optimization Models for Decision Support
Credits: 3
Study of the design and implementation of decision support systems based on optimization models. Course objectives: development of modeling skills, practice in the application of operations research techniques, experience with state-of-the-art software, and the study of decision support systems design and management. Topics include linear, integer, network, nonlinear, multi-objective, and stochastic optimization models for manufacturing, logistics, telecommunications, service operation, and public sector applications. Corequisites: OREM 8360 and OREM 7331.

OREM 8380 - Mathematics for Optimization
Credits: 3
The purpose of this course is to present at a high level of mathematical rigor the background topics that are necessary for a good understanding of the theoretical underpinnings of optimization. Many of these topics are traditionally higher-level linear algebra topics that are not present in undergraduate and most basic graduate linear algebra courses. Traditional supporting material covering real-valued functions in multidimensional space receive a thorough review. Theoretical material supporting linear programming and nonlinear programming will be presented. MATLAB will be used for examples and projects. Homework will consist primarily of the construction of proofs.

OREM 8381 - Nonlinear Programming
Credits: 3
Topics include convexity analysis, nonlinear duality theory, Kuhn-Tucker conditions, algorithms for quadratic programming, separable programming: gradient and penalty methods. Prerequisite: OREM 8371.

OREM 8382 - Theory of Optimization
Credits: 3
Lagrange multiplier theory, fixed-point representations. Duality/convex analysis/subgradient relationship. Prerequisite: OREM 8371.

OREM 8383 - Advanced Logistics Networks
Credits: 3
An advanced course focusing on several topics in logistics with a network design perspective. Topics include facility location-allocation, production/distribution system design, multi-commodity flow network design, vehicle routing, location/routing, and inventory lot-sizing models. The emphasis will be on mathematical modeling, analysis, and efficient solution methodologies. A good background in optimization (linear and integer programming) and some programming experience with C++ are very beneficial. Prerequisites: OREM 8373 and OREM 8374 or equivalent background.

OREM 8384 - Stochastic Programming
Credits: 3
Stochastic programming (SP) is a systematic framework for modeling and finding optimal decisions for optimization problems that involve uncertain data. This course introduces the main themes and methodologies in SP in both two-stage and multistage settings. The main topics include: SP models, optimality and bounds in SP, and computational solution methods including sampling methods. A course project involves implementation in C/C++. Prerequisites: OREM 8370 (or equivalent) and OREM 8371 (or equivalent).

OREM 8390 - Graduate Seminar
Credits: 3
Special and intensive study of selected topics in operations research, engineering management, systems engineering, and information engineering. Varies by topic and instructor.

OREM 8393 - Graduate Seminar
Credits: 3
Special and intensive study of selected topics in operations research, engineering management, systems engineering, or information engineering, aimed at encouraging students to follow recent developments through regular critical reading of the literature.

OREM 8394 - Selected Problems
Credits: 3
Independent investigation of topics in operations research, engineering management, systems engineering, and information engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

OREM 8395 - Selected Problems
Credits: 3
Independent investigation of topics in operations research, engineering management, systems engineering, and information engineering approved by the department chair and by the major professor. Prerequisite: 12 credit hours, graduate level.

OREM 8396 - Dissertation
Credits: 3
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

OREM 8696 - Dissertation
Credits: 6
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

OREM 8996 - Dissertation
Credits: 9
Students may need to register in several dissertation courses to obtain the desired number of dissertation credit hours, with a limit of no more than 15 credit hours in a single term and no more than 10 credit hours in the summer terms.

Quantum Engineering
Quantum Engineering, M.S.

Quantum engineers design and implement systems, processes and devices based upon the axioms of quantum mechanics and quantum field theory. Technologies in the field of quantum engineering are generally categorized into the areas of quantum computation, quantum sensing, quantum communications, application specific systems, and components that are based upon quantum physics phenomena. Some quantum engineering artifacts are mature and have a long history of engineering development including systems such as Magnetic Resonance Imagers (MRI) and photonic telecommunications networks, devices such as atomic clocks or lasers and lighting components or semiconductors. Alternatively, many new applications have emerged within the last five years including commercially available quantum computers, quantum data networks and quantum navigational sensors. A quantum engineer may be engaged in any portion of the lifecycle of such systems, devices and components or, they may be engaged in the development of processes such as algorithms for quantum computers or manufacturing protocols for quantum technology. Quantum engineers may also be involved in applications of quantum technology to other fields such as power systems, data science and cyber security. Quantum engineering should not be confused with quantum science. Quantum scientists are charged with the discovery of new phenomena in nature whereas the quantum engineers are charged with the application of quantum science results to design and develop new technology for the benefit of humanity.

The MS in Quantum Engineering (MSQE) comprises 30 credit hours of coursework, or, 24 credit hours of coursework and six hours of MS thesis credit.

Admission Requirements

In addition to meeting the admission requirements of the Lyle School of Engineering for M.S. degree programs, additionally MSQE students are required to meet the following requirements.

1. A bachelor's degree in computer engineering or electrical engineering. Students holding bachelor's degrees in other STEM fields, such as computer science, may be admitted to the program after review of their undergraduate transcripts to ensure their elective course are appropriate for entry into the program.
2. In terms of preparation and articulation, prospective MSQE students should possess knowledge equivalent to that gained from the following undergraduate courses or their equivalents. MSQE students may be conditionally admitted to the program after demonstrating they possess this knowledge and they may be required to successfully complete one or more undergraduate courses to satisfy this requirement based upon a determination of the MSQE Program Director.
    - Calculus-based physics sequence including mechanics, electricity and magnetism
    - Calculus-based introductory probability and statistics
    - Introductory linear algebra
    - Undergraduate computer programming
    - Introductory computer organization or architecture

Degree Requirements

Required Core Courses

In addition to the general requirements for an MS degree within the Lyle School of Engineering, students of the MSQE are required to satisfactorily complete three core curriculum courses.

- CS 7370/OREM 7370 - Probability and Statistics for Data Analytics
  or
- ECE 7375 - Random Processes in Engineering

- ECE 7383 - Introduction to Quantum Informatics
- ECE 8381/CS 8381 - Quantum Logic and Computing

Elective Courses

In addition to the core course requirements, satisfactory completion of seven elective courses from the following list of elective courses as approved by the student's adviser or five courses plus the master's thesis option. Unless special permission is obtained from the MSQE program director, a minimum of twelve (12) semester credit hours of coursework must be obtained from elective courses administered by departments within the Lyle School of Engineering.

- MATH 6341 - Linear and Nonlinear Waves
- MATH 6343 - Photonics Modeling and Simulations
- CS 7339 - Computer System Security
- CS 7349 - Data and Network Security
- CS 7350/OREM 7350 - Algorithm Engineering
- CS 8350/OREM 8350 - Algorithms II
- ECE 7310 - Introduction to Semiconductors
- ECE 7312 - Compound Semiconductor Devices and Processing
- ECE 7322 - Semiconductor Devices and Fabrication
- ECE 7330 - Electromagnets: Guided Waves
- ECE 7335 - Quantum Electronics
- ECE 7336 - Introduction to Integrated Photonics
- ECE 7377 - Embedded Wireless Design Lab
- ECE 7379 - Optimization in Wireless Networks
- ECE 7381/CS 7381 - Computer Architecture
- ECE 8310 - Electronic Processes
- ECE 8322 - Semiconductor Optical Systems
- ECE 8323 - Lasers and Photonics
- ECE 8325 - Infrared Systems Engineering
- ECE 8371 - Information Theory
- ECE 8372/ECE 8372 - Cryptography and Data Security
- OREM 7361 - Simulation for Systems Analytics
- OREM 8370 - Stochastic Models
- PHYS 6335 - Quantum Mechanics I
- PHYS 6336 - Quantum Mechanics II
- PHYS 6338 - Condensed Matter Physics
- PHYS 6351 - Statistical Mechanics
- PHYS 7314 - Quantum Field Theory I
- PHYS 7315 - Quantum Field Theory II

Master's Thesis

For those students wishing to fulfill their requirements with a research focus, six hours of credit will be awarded for research and the successful defense of a MS thesis. Students must also take five advanced elective courses to be approved by the student's adviser.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August

Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

Student Identification Number

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they

choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the

following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at https://www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

A full-time load in the fall and spring terms is 9 credit hours for a graduate student. For the summer term (all sessions in the summer term combined) a full-time load is 6 credit hours for a graduate student. On request a graduate student can be certified as full-time for the first or second session of the summer term at 3 credit hours. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or part-time student if the student

- is enrolled officially for at least one course and
- is recognized by their director or academic dean or the dean of graduate studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Policies for transfer coursework are found in this catalog under Master of Science and Master of Arts, Transfer of Credits.

Enrollment Policies

Course Scheduling and Enrollment Cycles

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

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

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their

baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Official University Calendar. 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* (Withdrew) through approximately midterm by using the my.SMU Student Dashboard. The specific deadline is listed on the Official University Calendar.

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

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

International Students. Students must consult with the International Student & Scholar Services Office prior to dropping a course. (Contact isss@smu.edu for consultation) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services Office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University

Calendar. A *drop* occurs when students remove one or more courses from their schedule and remain 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from the Moody School of Graduate and Advanced Studies. The Moody School will then submit the form to the to the University Registrar's Office. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of fall or spring semester as listed on the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

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

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. Students pay the regular tuition and fees, participate in class activities, and receive the grade of NC upon completion of the coursework. Students must indicate in writing no later than the 12th day of classes (the fourth day of classes in summer sessions; the second day of classes in intersession terms) that they wish to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and students are listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release students from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

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

Students may also be dropped by a course instructor for inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the University deadline to drop indicated in the official Academic Calendar. Department Chair approval is required. After the deadline, the student must remain enrolled in the course and receive a final grade of *F*.

Students are charged an administrative fee for instructor initiated drops for attendance, tardiness and disruptive behavior.

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

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to

provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the Office of Student Life to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 10–15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through the my.SMU Student Dashboard.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D, W, X and Missing/Blank

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

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course. Courses passed with a grade of *D*, *D-* or *D+* will generally not count toward major or minor requirements.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A final official grade must be recorded for each enrollment. An *F* will be assigned for a missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

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

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

At the time a grade of *I* is given, the instructor must stipulate the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

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

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

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

In-Progress Dissertation and Thesis Courses
Grades for dissertation and thesis courses taken in a term prior to the term in which the final dissertation or thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade Point Average
A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

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

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

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

Pass/Fail Option
Students should consult with their advisers before declaring the pass/fail option for any course, as some courses may not be taken pass/fail and no courses taken for pass/fail credit can be used to satisfy academic curricular requirements for Lyle graduate degrees.

Grade Appeals
For the Grade Appeal Policy specific to students in Dedman College of Humanities and Science, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development, students should refer to The Moody School of Graduate and Advanced Studies Academic Policies section of the catalog.

Academic Advising and Satisfactory Progress Policies
Academic Advising
For an effective advising relationship, students must be prepared when meeting with the adviser. Students must initiate the advising appointment. The adviser will give assistance to students, but students have the final responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and their academic performance.

Students are assigned an academic adviser by their academic dean's office, records office or major department. Students who enroll without first meeting with their assigned academic adviser may be subject to sanctions

including, but not limited to, cancellation of the term enrollment and restriction from the self-service enrollment functions.

Leave of Absence

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

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

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

The first step to effect a leave of absence is for students to arrange an appointment to meet with their academic adviser, who will then assist students with the process.

Academic Progress

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

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

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

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

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

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms without permission from their school of record.

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

Academic Reinstatement. Students who have been on academic suspension once may apply for reinstatement to SMU. If reinstated, students may enroll in classes, and they are considered in good academic standing for purposes of certification. Students who are reinstated remain on academic probation until the conditions of academic probation are satisfied.

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

Academic Petitions and Waivers

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

Transfer Coursework

Policies for transfer credit are found in this catalog under Master of Science and Master of Arts, Transfer of Credits.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

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

Doctoral candidates may participate in commencement only after all degree requirements are complete.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

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

To participate in a ceremony, a student must apply online and file an Application for Candidacy to Graduate or Intent to Participate Form with the Moody School of Graduate and Advanced Studies.

Statute of Limitations for Degree Plans
A student who has been readmitted to the University following an absence of more than three years will be expected to meet all requirements for graduation current at the time of readmission.

Lyle Graduate Programs Policies and Procedures
Concurrent Enrollment
A student who wishes to enroll concurrently in another college or university should first obtain written approval from the Graduate Dean's Office that the courses taken would be transferable.

Approved Courses
Normally all graduate-level Lyle courses are numbered 7000 and above. Graduate students may take courses numbered below 7000 if they are relevant to the program of study with the approval of the faculty adviser. Other graduate schools at SMU do offer graduate level courses at the 6000 level.

Readmission
Students already matriculated into a program who were not enrolled in the previous term must file a readmission application. This form must be submitted to the Graduate Admissions Office **no later than three weeks before the enrollment date** for the desired term of re-entrance. Additional information is found in the General Information section of this catalog. Re-admission is granted at the discretion of each department in consultation with the Associate Dean. The application to apply for readmission can be found at https://gradadmission.smu.edu/register/lylereactivationrequest.

Thesis/Praxis/Dissertation
Several master's degree programs require theses for completion; several others leave theses as an option. The Doctor of Engineering program requires the completion of a praxis. Dissertation is required of all Ph.D. programs.

Students submit a final copy of the thesis/praxis/dissertation electronically as partial fulfillment of degree requirements. A microfilm copy will be housed in the University's library and can be copied and made available to the University community, and to other individuals and institutions upon request, all at the discretion of the Central University librarian at Southern Methodist University.

Faculty and Staff

Office of the Academic Dean

Nader Jalili, *Mary and Richard Templeton Dean, Professor of Mechanical Engineering*
Ali Beşkök, *Associate Dean for Research Innovation and George R. Brown Chair in Mechanical Engineering, Professor of Mechanical Engineering*
Rachel Horton, *Assistant Dean for Brand Marketing and Strategic Communications*
Kathy Hubbard, *Assistant Dean for Student Success and Inclusive Excellence*
Nancy Huff, *Executive Assistant to the Dean*
Rebecca Lothringer, *Assistant Dean for Recruitment and Strategic Enrollment*
Dinesh Rajan, *Associate Dean for Faculty Affairs and Curriculum Innovation, Cecil and Ida Green Chair of Engineering, Professor of Electrical and Computer Engineering*
Ben Zoghi, *Associate Dean for Advanced Studies and Industrial Partnerships, Bobby B. Lyle Endowed Professor of Engineering Innovation*

Administration

Adel Alaeddini, *Executive Director for the Research Innovation Center for Digital and Human-Augmented Manufacturing, O'Donnell Foundation Professor of Mechanical Engineering*
Robert Amponsah, Strategic Initiatives Director
Jessica Burnham, *Director of Human Centered Design and Innovation Program*
Misti Compton, *Director of Undergraduate Advising and Student Records*
Eva Csaky, *Executive Director of the Hunt Institute for Engineering and Humanity and Research Professor*
Jim Dees, *Executive Director of Student Experience and Scholarship*
Natalie Hunter, *Executive Assistant*
Maya Jhangiani, *Director of Development*
Mahesh Krishnamurthy, *Co-Executive Director of the Hart Institute of Technology, Innovation & Entrepreneurship, Vin and Caren Prothro Chair of the Department of Electrical and Computer Engineering, Professor of Electrical and Computer Engineering*
Sukumaran V.S. Nair, *Vice Provost for Research and Chief Innovation Office, Director of the AT&T Center for Virtualization, University Distinguished Professor Department of Electrical and Computer Engineering*
Seth Orsborn, *Director of Deason Innovation Gym, Professor of Research*
Mitchell A. Thornton, P.E., *Executive Director of Darwin Deason Institute for Cyber Security, Professor of Electrical and Computer Engineering, and Cecil H. Green Chair of Engineering*
Todd Wright, *Director of Facilities*

Lyle Faculty

Khaled F. Abdelghany, *Professor of Civil and Environmental Engineering*, Ph.D., Texas (Austin)
Miju Ahn, *Assistant Professor of Operations Research and Engineering Management*, Ph.D., Southern California
Adel Alaeddini, *O'Donnell Foundation Professor of Mechanical Engineering, Executive Director for the Research Innovation Center for Digital and Human-Augmented Manufacturing,* Ph.D., Wayne State University
Jennifer (Ginger) Alford, *Professor of Computer Science, Department of Computer Science Assistant Chair,* Ph.D., Iowa
Richard S. Barr, *Associate Professor of Operations Research and Engineering Management*, Ph.D., Texas (Austin)
Kenneth Berry, *Research Professor of Electrical and Computer Engineering,* Ph.D., Pepperdine
Ali Beşkök, *Professor of Mechanical Engineering, Associate Dean for Research Innovation and Industry Partnerships, George R. Brown Chair in Mechanical Engineering,* Ph.D., Princeton
Digvijay Boob, *Assistant Professor of Operations Research and Engineering Management,* Ph.D., Georgia Institute of Technology
Elena V. Borzova, *Senior Lecturer of Mechanical Engineering*, Ph.D., SMU
Jessica Burnham, *Assistant Professor, Director of Human Centered Design and Innovation,* MFA, University of North Texas
Jerome K. Butler, P.E., *University Distinguished Professor of Electrical and Computer Engineering*, Ph.D., Kansas
Joseph D. Camp, *Professor of Electrical and Computer Engineering,* Ph.D., Rice

Yangling Chang, *Associate Professor of Operations Research and Engineering Management*, Ph.D., Georgia Institute of Technology
Sila Çetinkaya, *Professor of Operations Research and Engineering Management*, *Department of Operations Research and Engineering Management Chair, Cecil H. Green Professor of Engineering*, Ph.D., McMaster
Jung-Chih Chiao, *Professor of Electrical and Computer Engineering, Mary and Richard Templeton Centennial Chair of Electrical Engineering,* Ph.D., California Institute of Technology
Justin Childress, *Assistant Professor of Design and Innovation, M.F.A.,* Texas A&M
Corey Clark, *Assistant Professor of Computer Science, J. Lindsay Embrey Chair in Civil Engineering,* Ph.D., Texas (Arlington)
Frank P. Coyle, *Senior Lecturer of Computer Science*, Ph.D., SMU
Eva Csaky, *Research Professor, Executive Director of the Hunt Institute for Engineering and Humanity,* Ph.D., Duke
Carlos E. Davila, *Associate Professor of Electrical and Computer Engineering*, Ph.D., Texas (Austin)
Ali H. Dogru*, Professor of Mechanical Engineering, Herman Brown Chair in Engineering,* Ph.D., Texas (Austin)
Scott C. Douglas, *Professor of Electrical and Computer Engineering*, *Associate Chair of Undergraduate Studies and Outreach in Electrical and Computer Engineering,* Ph.D., Stanford
Richard Duschl, *Executive Director of The Caruth Institute for Engineering Education and The Texas Instruments Distinguished Chair in Engineering Education*, Ph.D., Maryland (College Park)
Jennifer Lynn Dworak, *Professor of Electrical and Computer Engineering,* Ph.D., Texas A&M
Diana Easton, *Associate Professor of Operations Research and Engineering Management, Department of Operations Research and Engineering Management Associate Chair,* Ph.D., SMU
John H. Easton, *Senior Lecturer of Civil and Environmental Engineering*, *Department of Civil and Environmental Engineering Associate Chair,* Ph.D., Alabama (Birmingham)
Maya El Dayeh, *Assistant Professor of Computer Science*, Ph.D., SMU
Usama S. El Shamy, P.E., *Professor of Civil and Environmental Engineering*, Ph.D., Rensselaer Polytechnic Institute
Gary A. Evans, P.E., *Professor of Electrical and Computer Engineering*, Ph.D., California Institute of Technology
John Evers, *Senior Lecturer of Operations Research and Engineering Management,* Eng.D., SMU
Harsha Gangammanavar, *Associate Professor of Operations Research and Engineering Management*, Ph.D., Ohio State
Xin-Lin Gao, *Professor of Mechanical Engineering*, Ph.D., Wisconsin (Madison)
Ira Greenberg, *Professor of Creative Computation*, M.F.A., Pennsylvania
Ping Gui, *Professor of Electrical and Computer Engineering*, *Associate Chair of Undergraduate Studies and Outreach in Electrical and Computer, Cecil and Ida Green Chair of Engineering,* Ph.D., Delaware
Mehak Gupta, *Assistant Professor of Computer Science,* Ph.D., Delaware
Michael Hahsler, *Associate Professor of Computer Science, Associate Professor of Operations Research and Engineering Management*, Ph.D., Wirtschaftsuniversität Wien
Eojin Han, *Assistant Professor of Operations Research and Engineering Management,* Ph.D., Northwestern
LiGuo Huang, *Associate Professor of Computer Science*, Ph.D., Southern California
Yildirim Hürmüzlü, *University Distinguished Professor of Mechanical Engineering*, Ph.D., Drexel
Labiba Jahan, *Assistant Professor of Computer Science,* Ph.D., Florida International University
Nader Jalili, *Professor of Mechanical Engineering, Mary and Richard Templeton Dean,* Ph. D., Connecticut
Hamidreza Karbasian, *Assistant Professor of Mechanical Engineering*, Ph.D., Concordia University (Montreal)
Mohammad Khodayar, *Associate Professor of Electrical and Computer Engineering*, Ph.D., Illinois Institute of Technology
MinJun Kim, *Professor of Mechanical Engineering, Robert C. Womack Endowed Chair in Engineering,* Ph.D. Brown
M. Scott Kingsley, *Senior Lecturer of Electrical and Computer Engineering*, D.E., SMU
Mahesh Krishnamurthy, *Professor of Electrical and Computer Engineering, Vin and Caren Prothro Chair of the Department of Electrical and Computer Engineering, Co-Executive Director of the Hart Institute for Technology, Innovation & Entrepreneurship*, Ph.D., Texas (Arlington)
José L. Lage, P.E., *Professor of Mechanical Engineering*, Ph.D., Duke
Eric C. Larson, *Associate Professor of Computer Science, Bobby B. Lyle Endowed Professor in Engineering Innovation*, Ph.D., Washington
Choon S. Lee, *Associate Professor of Electrical and Computer Engineering*, Ph.D., Illinois (Urbana-Champaign)
Steven Lerner, *Professor of Practice of Mechanical Engineering,* Ph.D., Princeton

King-Ip (David) Lin, *Associate Professor of Computer Science,* Ph.D. Maryland (College Park)
Elizabeth G. Loboa, *Professor of Mechanical Engineering, Provost and Vice President for Academic Affairs,* Ph.D., Stanford
Sanjaya Lohani, *Assistant Professor of Electrical and Computer Engineering*, Ph.D., Tulane
Zhong Lu, *Professor of Civil and Environmental Engineering, Shuler-Foscue Professor of Earth Sciences*, Ph.D., Alaska (Fairbanks)
Duncan L. MacFarlane, *Professor of Electrical and Computer Engineering*, *Bobby B. Lyle Centennial Chair in Engineering Entrepreneurship*, Ph.D., Portland
Nicos Makris, *Professor of Civil and Environmental Engineering, Addy Family Centennial Professorship in Civil Engineering,* Ph.D., State University of New York at Buffalo
Theodore W. Manikas, *P.E., Professor of Computer Science*, *Department of Computer Science Associate Chair*, Ph.D., Pittsburgh
Barbara S. Minsker, *Professor of Civil and Environmental Engineering, Bobby B. Lyle Endowed Professor of Leadership and Global Entrepreneurship*, Ph.D., Cornell
Gholamreza Moghimi, *Visiting Assistant Professor of Civil and Environmental Engineering,* Ph.D., SMU
Sukumaran V.S. Nair, P.E., *University Distinguished Professor for the Department of Electrical and Computer Engineering, Vice Provost for Research and Chief Innovation Office, Director of the AT&T Center for Virtualization,* Ph.D., Illinois (Urbana-Champaign)
Xu Nie, *Associate Professor of Mechanical Engineering*, Ph.D., Purdue
Eli V. Olinick, *Associate Professor of Operations Research and Engineering Management*, Ph.D., California (Berkeley)
Seth Orsborn, *Professor of Research, Director of Deason Innovation Gym, Ph.D., Carnegie Mellon*
M. Volkan Otugen, *Professor of Mechanical Engineering, George R. Brown Chair in Mechanical Engineering*, Ph.D., Drexel
Behrouz Peikari, P.E., *Professor of Electrical and Computer Engineering*, Ph.D., California (Berkeley)
Kasilingam Periyasamy, *Associate Professor of Computer Science,* Ph.D., Concordia University (Montreal)
Ohad Perry, *Associate Professor of Operations Research and Engineering Management,* Ph.D., Columbia
Andrew N. Quicksall, *Associate Professor of Environmental Science*, Ph.D., Dartmouth
Peter E. Raad, P.E., *Professor of Mechanical Engineering*, Ph.D., Tennessee (Knoxville)
Dinesh Rajan, *Professor of Electrical and Computer Engineering*, *Associate Dean for Faculty Affairs and Curriculum Innovation, Cecil and Ida Green Chair in Engineering,* Ph.D., Rice
Prasanna Rangarajan, *Assistant Professor of Electrical and Computer Engineering*, Ph.D., SMU
Edmond Richer, *Associate Professor of Mechanical Engineering*, Ph.D., SMU
Kelyn Rola, *Research Professor,* Ed., SMU
Saeed Salehi, *Professor of Mechanical Engineering, Herman Brown Chair in Engineering*, Ph.D., Missouri University of Science and Technology
Amin Salehi-Khojin, *Professor of Mechanical Engineering, William T. Solomon Chair of the Department of Mechanical Engineering,* Ph.D., Clemson
Klyne Smith, *Associate Professor of Computer Science*, D.Eng., SMU
Janille Smith-Colin, *Assistant Professor of Civil and Environmental Engineering, J. Lindsay Embrey Chair in Civil Engineering*, Ph.D., Georgia Institute of Technology
Kathleen Smits, *Professor of Civil and Environmental Engineering, Department of Civil and Environmental Engineering Chair, William T. and Gay Solomon Endowed Professor in Engineering and Global Development,* Ph.D., Colorado School of Mines
Brett Story, *Associate Professor of Civil and Environmental Engineering*, Ph.D., Texas A&M
Aurelie Thiele, *Associate Professor of Operations Research and Engineering Management*, Ph.D., MIT
Mitchell A. Thornton, P.E., *Professor of Electrical and Computer Engineering, Executive Director of Darwin Deason Institute for Cyber Security*, *Cecil H. Green Chair of Engineering*, Ph.D., SMU
Jeff Tian, P.E., *Professor of Computer Science, Professor of Operations Research and Engineering Management*, Ph.D., Maryland (College Park)
Wei Tong, *Professor of Mechanical Engineering*, Ph.D., Brown
Halit Üster, *Professor of Civil and Environmental Engineering, Professor of Operations Research and Engineering Management*, Ph.D., McMaster
Chen Wang, *Associate Professor of Computer Science, O'Donnell Professor of Computer Science*, Ph.D., Rutgers
Jianhui Wang, *Professor of Electrical and Computer Engineering, Mary and Richard Templeton Centennial Chair of Electrical,* Ph.D., Illinois Institute of Technology

James R. Webb, *Professor of Practice, Program Director of the Manufacturing Management Program*, DM, University of Maryland (University College)
David A. Willis, *Associate Professor of Civil and Environmental Engineering, Department of Mechanical Engineering Associate Chair,* Ph.D., Purdue
Nurcan Yuruk, *Associate Professor of Computer Science,* Ph.D., Arkansas (Fayetteville)
Jessie Zarazaga, *Associate Professor of Civil and Environmental Engineering,* Ph.D., SMU
Jia Zhang, *Professor of Computer Science, Department of Computer Science, Interim Chair, Cruse C. and Marjorie F. Calahan Centennial Chair in Engineering*, Ph.D., Illinois (Chicago)
Ben Zoghi, *Bobby B. Lyle Endowed Professor of Engineering Leadership, Associate Dean for Advanced Studies and Industrial Partnerships*, Ph.D., Texas A&M

Lyle Emeritus Faculty

James G. Dunham, P.E., *Professor Emeritus of Electrical and Computer Engineering*, Ph.D., Stanford
Margaret H. Dunham, P.E., *Professor Emeritus of Computer Science*, Ph.D., SMU
Delores M. Etter, *Professor Emeritus of Electrical and Computer Engineering,* Ph.D., New Mexico
William Milton Gosney Jr., *Professor Emeritus of Electrical and Computer Engineering,* Ph.D., University of California (Berkeley)
Richard Helgason, *Professor Emeritus of Engineering,* Ph.D., SMU
David B. Johnson, P.E., *Professor Emeritus of Mechanical Engineering*, Ph.D., Stanford
Radovan B. Kovacevic, *Professor Emeritus of Mechanical Engineering, Ph.D., Montenegro (Yugoslavia)*
Charles M. Lovas, P.E., *Professor Emeritus of Mechanical Engineering,* Ph.D., Notre Dame
David W. Matula, *Professor Emeritus of Computer Science, Ph.D. California (Berkeley)*
Bijan Mohraz, P.E., *Professor Emeritus of Civil and Environmental Engineering*, Ph.D., Illinois (Urbana-Champaign)
Paul F. Packman, P.E., *Professor Emeritus of Mechanical Engineering*, Ph.D., Syracuse
Panos E. Papamichalis, P.E., *Professor Emeritus of Electrical and Computer Engineering,* Ph.D., Georgia Institute of Technology
Stephen A. Szygenda, P.E., *Professor Emeritus of Engineering*, Ph.D., Northwestern

Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.
Yasser Abdelhamid, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU
Pelin Altintas-DeLeon, *Adjunct Professor of Operations Research and Engineering Management,* Ph.D., Texas Tech
Batur Aluskan, *Adjunct Lecturer of Operation, Research and Engineering Management,* M.S., Florida (Gainesville)
Radi M. Alzoubi, *Adjunct Professor of Electrical and Computer Engineering,* M.S., SMU
Phillip Andrews, *Adjunct Professor of Mechanical Engineering,* M.B.A., Florida Institute of Technology
Bogdan V. Antohe, *Adjunct Professor of Mechanical Engineering*, Ph.D., SMU
Leslie-Ann Asmus, *Adjunct Professor of Operations Research and Engineering Management,* Ph.D., George Mason
Veepsa Bhatia, *Adjunct Professor of Electrical and Computer Engineering,* Ph.D., Delhi Technological University
Samir Bougacha, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Texas (Austin)
Mark K. Boyd, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU
Hakki C. Cankaya, *Adjunct Professor of Electrical and Computer Engineering, Adjunct Professor of Operations Research and Engineering Management*, Ph.D., SMU
Robert Casagrande, *Adjunct Lecturer of Civil and Environmental Engineering*, M.S. M.B.A, SMU
Shaibal Chakrabarty, *Adjunct Professor of Computer Science; Adjunct Professor of Electrical and Computer Engineering,* Ph.D., SMU
Sudipto Chakraborty, *Adjunct Professor of Electrical and Computer Engineering*, Ph.D., Georgia Institute of Technology
Isaac Chow, *Adjunct Professor of Computer Science*, Ph.D., SMU
Eric B. Cluff, *Adjunct Lecturer of Mechanical Engineering*, M.S., SMU
Christopher Colaw, *Adjunct Research Professor of Mechanical Engineering, Executive Director for Industrial Partnerships Mechanical Engineering,* M.S., SMU

Douglas Coldwell, *Adjunct Professor of Mechanical Engineering*, Ph.D., Rice
Gretchen Coleman, *Adjunct Lecturer of Civil and Environmental Engineering, M.B.A.,* Texas (Austin)
Jennifer Cottingham, P.E., *Adjunct Lecturer of Civil and Environmental Engineering,* M.B.A., University of Dallas
Eva Csaky, *Adjunct Professor of Civil and Environmental Engineering, Research Professor, Executive Director of the Hunt Institute for Engineering and Humanity,* Ph.D., Duke
Weiping Dai, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Carnegie Mellon
Mohamed Ezzat, *Adjunct Professor of Electrical and Computer Engineering*, Ph.D., SMU
John (Jack) Furlong, P.E., *Adjunct Lecturer of Civil and Environmental Engineering*, MSCE, Texas (Arlington)
Liliana Hickman-Riggs, *Adjunct Lecturer of Operations Research and Engineering Management*, M.S., Texas (Austin)
Christopher Hill, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., North Dakota State
Mark Hoffman, *Adjunct Lecturer of Computer Science,* M.S., SMU
Sina Iman, *Adjunct Lecturer of Civil and Environmental Engineering*, M.S.C.E., SMU
Qiguo Jing, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., California (Riverside)
Adreana Julander, *Adjunct Lecturer of Operations, Research and Engineering Management*, M.S., SMU
Levent Kaan, *Adjunct Professor of Mechanical Engineering*, Ph.D., SMU
Farzad Kamalzadeh, *Adjunct Professor of Operations, Research and Engineering Management*, Ph.D., SMU
S. Nazanin Kardi, *Adjunct Professor of Civil and Environmental Engineering,* Ph.D., University of Technology (Malaysia)
Mohammed Kashki, *Adjunct Professor of Mechanical Engineering,* Ph.D., SMU
Patrick Kennedy, *Adjunct Lecturer of Civil and Environmental Engineering,* B.A., Penn State
Clark D. Kinnaird, P.E., *Adjunct Professor of Electrical and Computer Engineering*, Ph.D., SMU
Rama Koganti, *Adjunct Lecturer of Operations Research and Engineering Management,* M.S., Eastern Michigan
FanRong Kong, *Adjunct Professor of Mechanical Engineering,* Ph.D., SMU
Bhalaji Kumar, *Adjunct Professor of Electrical and Computer Engineering,* M.S., University of Missouri-Kansas City and M.B.A., The University of Dallas
Mehedy Mashnad, P.E., *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Illinois
Steven D. McCauley, *Adjunct Lecturer of Civil and Environmental Engineering*, M.S., Texas Tech
James K. McCloud, *Adjunct Lecturer of Operations Research and Engineering Management*, M.B.A., Rollins
Emily McIntosh, *Adjunct Professor of Operations Research and Engineering Management,* Ph.D., SMU
M. Wade Meaders, *Adjunct Lecturer of Mechanical Engineering*, M.S., SMU
Theodore Moise, *Adjunct Professor of Electrical and Computer Engineering,* Ph. D., Yale
Elizabeth del Monte, *Adjunct Lecturer of Civil and Environmental Engineering*, M.A., Rice
Jason Moore, *Adjunct Professor of Electrical and Computer Engineering,* Ph. D., SMU
Nomaan Mufti, *Adjunct Professor of Electrical and Computer Engineering; Adjunct Professor of Datacenter Systems Engineering,* Ph.D., University of Essex
David J. Nowacki, *Adjunct Lecturer of Mechanical Engineering*, M.B.A., M.S., Louisiana State
James Oliver, *Adjunct Professor of Electrical and Computer Engineering*, Ph.D., Ohio State
Steven Pelosi, *Adjunct Professor of Electrical and Computer Engineering*, M.S., Michigan (Ann Arbor)
Robert Pikna, *Adjunct Lecturer of Mechanical Engineering*, M.B.A., University of Dallas
Leonid Popokh, *Adjunct Lecturer of Computer Science*, M.S., Texas (Dallas)
Alex Radunsky, Adjunct Professor of Electrical and Computer Engineering, Ph.D., Harvard T.H. Chan School of Public Health
Jon D. Rauscher, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Colorado State
John Rhymer, *Adjunct Professor of Electrical and Computer Engineering,* M.S., Howe School of Technology Management
Gloria Ruiz, *Adjunct Lecturer of Civil and Environmental Engineering,* M.S., SMU
Paris Rutherford, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., Southern California
Ardas Sabuncuyan, P.E., *Adjunct Lecturer of Mechanical Engineering,* Yildiz Technical University
Hosam Salman, *Adjunct Lecturer of Civil and Environmental Engineering*, Ph.D., Texas (Austin)
Brett Schulman, *Adjunct Lecturer of Operations Research and Engineering Management,* M.S., SMU
Nandlal M. Singh, *Adjunct Professor of Operations Research and Engineering Management*, D.E., SMU
Gheorghe Spiride, *Adjunct Professor of Operations Research and Engineering Management,* Ph.D., SMU
Kamakshi Sridhar, *Adjunct Professor of Electrical and Computer Engineering,* Ph.D., MIT
Nagarajan Sridhar, *Adjunct Professor of Datacenter Systems Engineering, Adjunct Professor of Electrical and Computer Engineering,* Ph.D., State University of New York (Buffalo)

Justin Steadman, *Adjunct Lecturer of Electrical and Computer Engineering*, M.S., SMU
Kexu Sun, *Adjunct Professor of Electrical and Computer Engineering,* Ph.D., SMU
Patricia A. Taylor, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., SMU
Matthew Tonnemacher, *Adjunct Professor of Electrical and Computer Engineering*, Ph.D., SMU
Philip Turner, *Adjunct Professor of Civil and Environmental Engineering*, Ph.D., University of North Texas
Laura Vu, *Adjunct Professor of Operations Research and Engineering Management,* Ph.D., SMU
Andrew K. Weaver, *Adjunct Lecturer of Mechanical Engineering*, M.A., Navy; M.P.A., Troy State
Mikel Wilkins, *Adjunct Lecturer of Civil and Environmental Engineering,* B.S. North Carolina State
Philip Wrage, *Adjunct Professor of Electrical and Computer Engineering,* Ph.D. UT Southwestern Medical Center

Meadows School of the Arts

Academic Calendar

https://www.smu.edu/-/media/site/enrollmentservices/registrar/calendars/official-university-calendar-2024-25-updated.pdf

General Information

The Meadows School of the Arts educates visionary artists, scholars, and arts and communication professionals so that they may have a sustainable, transformative impact on both local and global society.

Founded through the generosity of Algur H. Meadows, his family and the Meadows Foundation, the Meadows School is recognized as one of the nation's premier arts schools. It offers intense specialized education in the communication, performing, and visual arts and and provides a rich variety of coursework for students from other disciplines exploring the arts as part of their liberal arts education.

In addition to working closely with a nationally renowned full-time faculty, Meadows students have access to eminent visiting professors, artists and scholars.

The Meadows School also offers one of the nation's finest university complexes for instruction, performance and exhibition in advertising, art, art history, corporate communication and public affairs, creative technology, dance, film, journalism, music, and theatre.

Academic, Performance and Exhibition Spaces

The Owen Arts Center houses the Greer Garson Theatre (a classical thrust-stage design), the Bob Hope Theatre (a proscenium theatre), the Margo Jones Theatre (a black-box theatre), Caruth Auditorium (which includes a 51-stop, 3,681-pipe Fisk organ), the Charles S. Sharp Performing Arts Studio, the O'Donnell Lecture/Recital Hall, and several other performance spaces, as well as classrooms, studios and rehearsal areas. Completed in 2022, a renovation to the north side of the building offers new spaces to the school, including the Gene and Jerry Jones Grand Atrium.

The Doolin Gallery and the William B. Jordan Gallery, housed in Owen Arts Center and the Pollock Gallery, housed on SMU's East Campus, are the art exhibition spaces of the Division of Art. Student work is exhibited and critiqued in the Doolin Gallery. The new William B. Jordan Gallery is named in honor of Bill Jordan, founding director of Meadows Museum and former chair of the Division of Art, and hosts critique sessions, temporary exhibitions and gallery talks. Exhibitions organized in the Pollock Gallery provide students, faculty, staff and the surrounding community with opportunities to experience a thoughtful and wide array of exhibitions representing diverse artists, time periods and cultures.

The Meadows Museum exhibits one of the finest and most comprehensive collections of Spanish art outside of Spain, including works of such masters as Velázquez, Ribera, Sorolla, Murillo, Goya, Picasso, Miró and El Greco. The Elizabeth Meadows Sculpture Collection contains important works by such modern sculptors as Rodin, Maillol, Lipschitz, Henry Moore, Marini, Giacometti, Noguchi, David Smith and Claes Oldenburg.

The Center of Creative Computation has a new lab with an advanced presentation system that combines multiple wall-to-ceiling projections and surround sound. The lab also includes facilities for 3D printing, physical computing, and Web3 and AI development.

The Umphrey Lee Center serves as home to several of the communication arts areas, including a journalism complex that houses a high-definition television studio, a control room, computer labs and editing suites. The Temerlin Advertising Institute, one of the nation's only endowed collegiate advertising programs, is also on the first floor; amenities include a focus group facility, graduate seminar room, computer lab, creative suite, and "Praxis" lab where the National Student Advertising Competition team develops campaigns.

The four-story Jake and Nancy Hamon Arts Library is adjacent to the Owen Arts Center and houses all arts library collections, the Lady Tennyson d'Eyncourt Visual Resources Laboratory, an audio/visual center and the Mildred Hawn Exhibition Gallery. The G. William Jones Film and Video Collection, a part of the library's holdings, is housed in the Greer Garson Theatre's 3,800-square-foot refrigerated storage vault. The Bywaters Special Collections hold works on paper and archival materials illuminating the cultural history of the Southwest.

Instructional Units and Programs of Study

The Meadows School of the Arts consists of 10 undergraduate and graduate academic units, including three academic units that offer undergraduate programs only. The seven academic units that offer graduate programs include Advertising, Art, Art History, Corporate Communication and Public Affairs, Creative Computing, Music, and Theatre. Each division is outlined in detail in this catalog. Information on undergraduate programs in the arts is available in the SMU Undergraduate Catalog.

Meadows School of the Arts offers the graduate degrees listed below. In addition, the Temerlin Advertising Institute offers a graduate certificate as a Strategic Advertising Specialist and the Meadows Department of Music offers Performer's Diploma and Artist Diploma programs.

Doctor of Philosophy

- Art History

Master of Arts

- Advertising
- Art History
- Arts and Nonprofit Leadership with a Master of Business Administration (in conjunction with Cox School of Business)
- Creative Technology
- Design Innovation (in conjunction with Lyle School of Engineering)

Master of Fine Arts

- Art
- Theatre: Acting
- Theatre: Entertainment Design

Master of Management

- International Arts Management

Master of Music

- Choral Conducting
- Instrumental Conducting
- Music Composition
- Music Education
- Musicology
- Performance (various brass, keyboard, percussion, string, and woodwind instruments)
- Piano Performance and Pedagogy
- Theory Pedagogy
- Voice Performance

Master of Sacred Music

- Sacred Music (in conjunction with Perkins School of Theology)

SMU DataArts

SMU DataArts, a National Center for Arts Research, acts as a catalyst for the transformation and sustainability of the national arts and cultural community. The center employs cutting-edge research techniques and high-powered computing to test hypotheses, build theory, and increase understanding of the arts and cultural sector. SMU DataArts' research efforts range from academic papers published in leading journals, applied research undertaken with community partners, and actionable insights shared directly with arts practitioners.

The mission of SMU DataArts is to provide and engage organizations and individuals with the evidence-based insights needed to collectively build strong, vibrant, and equitable arts communities. The scope of this work involves the collaboration of multiple national organizations such as the National Endowment for the Arts, the National

Assembly of State Arts Agencies, Theatre Communications Group, TRG Arts, and OPERA America. More information is available at www.smu.edu/artsresearch.

Admission
The application for admission to the graduate Meadows programs is available at www.smu.edu/Meadows/Admissions/GraduateAdmissionGuide. For information concerning auditions or interviews, assistantships or fellowships, scholarships, and degree programs, students should contact Office of Graduate Admissions, meadowsgrad@smu.edu, 214-768-3217, Meadows School of the Arts, PO Box 750356, Southern Methodist University, Dallas TX 75275-0356.

The online application and all supporting documents – including official transcripts from all institutions previously attended, recommendations, and GRE and GMAT graduate school admission test scores and/or TOEFL English language proficiency test scores when required – should be filed with the Office of Graduate Admissions for the Meadows School of the Arts as early as possible.

Qualifications
Applicants holding a four-year equivalent degree from an appropriately accredited college or university are eligible to apply for admission to graduate studies. Graduates of colleges not accredited may be required to demonstrate their qualifications by submitting satisfactory scores on the GRE. Any student whose bachelor's degree preparation is not judged equivalent to the comparable baccalaureate preparation from SMU may be required to take additional coursework to make up the deficiency. In exceptional cases, unusually qualified applicants not holding degrees may be considered for admission.

Student auditions or samples of creative work are requested by certain academic units as part of the application process.

After the application and supporting documents have been examined, the student will be notified of an admission decision. No student is allowed to enroll unless notified of admission. All transcripts and letters of recommendation become the property of SMU. International applicants whose first language is not English are required to submit their scores for the TOEFL English language proficiency test.

Academic Regulations
Master's Degrees
The Master of Arts degree assumes a goal of general cultural development in the arts, communications and humanities, while the Master of Fine Arts, Master of Music and Master of Sacred Music degrees suggest professional graduate training, with activities more concentrated in one area. The M.F.A. and M.M. degrees are normally predicated upon a bachelor's degree that has provided up to 65 credit hours in the major field of study. Consequently, a student who has earned a B.A. degree and enrolls for an M.F.A., M.M. or M.S.M. degree in Meadows School of the Arts may be handicapped by not having had sufficient undergraduate concentration in their field. It may be necessary for the student to extend graduate study to compensate for limited preparation.

Graduate Adviser
Each student will have a graduate adviser assigned by the appropriate academic unit chair or director in Meadows School of the Arts. Additional information is found in this catalog under the following headings: 1) course scheduling and enrollment cycles in the Enrollment Policies section and 2) academic advising in the Academic Advising and Satisfactory Progress Policies section.

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

All credit for work transferred from another institution is subject to the approval of the academic unit offering the major. Unless special permission is granted by the student's academic unit chair or director, no more than six credit hours of work from another institution may be counted toward a graduate degree at Meadows School of the Arts. No

credit is allowed for study by correspondence. Courses taken as an undergraduate or as a special student at SMU will be regarded in the same way as transfer courses.

Thesis, Thesis-Equivalent or Recital

All candidates for the master's degree will be expected to complete at least one of the following, unless modified by the appropriate department/division/institute of the student's major study: 1) a written thesis, 2) a period of directed internship, 3) a creative project, 4) recital or 5) a comprehensive exam.

A thesis that demonstrates original research may be offered in lieu of two to six credit hours. The student may elect to pursue a full- or part-time internship. Hours so earned are applied toward the total number of hours required for the degree.

Following initial enrollment for thesis, project or recital credit, graduate students are required to enroll each term until the thesis, project or recital has been completed and accepted.

For any term in which satisfactory progress has been made, but in which the thesis or project has not been completed, the student will receive a grade of I (Incomplete). Upon completion and acceptance of the thesis or project, the adviser may change up to six credit hours (three for project, two for recital) of a grade of *I* to letter grades, according to the policy of the academic unit. A total of six credit hours (three for project, two for recital) with grades of *P* (Pass) or letter grades not below a grade of *C* must be accrued toward the thesis, project or recital to satisfy degree requirements.

If the student fails to enroll for thesis, project or recital credit in any term for which it is required, they must enroll for the equivalent number of credit hours upon filing an application for candidacy to graduate.

Course Load

Enrollment for nine credit hours of coursework per term is recognized as a full-time load for persons engaged in graduate study. Graduate students not enrolled for the required number of hours may be certified as full-time or part-time students if they are officially enrolled for at least one course and are recognized by their academic dean as meeting one of the following conditions: 1) they are enrolled in a music program requiring fewer than a total of 36 credit hours, 2) they are working on the completion of a required thesis, internship or performance recital requirement on a full-time or part-time basis, 3) they are a third-year theatre student working on the completion of a required series of production projects on a full-time or part-time basis or 4) they have a required instructor appointment as part of a teaching assistantship. Additional information is found under Term Hour Loads in the General Policies section of this catalog.

Credits

Candidates for a master's degree must have completed a minimum of 30–75 credit hours of graduate work, depending upon the degree or department involved. All courses attempted for credit must average a grade of B or better, with no grade lower than a grade of C (2.000) applying toward the degree. In studio art, all courses attempted for credit must average a grade of B or better, with no grade lower than a grade of B- (2.700) applying toward the degree. In art history, a graduate student who receives a grade of B- or less for a course or seminar taken for credit toward the Master of Arts degree will be placed on probation. A graduate student who receives a grade of B- or less for more than one course or seminar taken for credit toward the Master of Arts degree in art history will be suspended from the University.

Arts Management and Arts Entrepreneurship graduate students in pursuit of the Master of Arts/Master of Business Administration degree must maintain a cumulative GPA of 3.000 in their M.A. coursework and in their M.B.A. coursework, independently, to graduate from the program. If a student's cumulative GPA in either program falls below 3.000 for any term of study that student will be placed on academic probation. If the student fails to bring the cumulative GPA to 3.000 within the next term that student may be dismissed from the program.

In all courses attempted by graduate students, with the exception of a thesis or project, a grade of *I* may be changed to a grade of *F* (Fail) if not removed within one year after the grade is entered on the student's record.

Academic Progress

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

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

Residence

A residence (enrollment in courses offered at SMU's main campus) of at least two full terms or the equivalent of this residence period in the summer is required. Most graduate programs will require more than the minimum. Work done in absentia will not be accepted, except in unusual conditions with the *prior* approval of the division chair.

World Language

A reading knowledge of a world language or languages will be required by those departments that deem it necessary for the student's research or creative project.

Academic Programs

Temerlin Advertising Institute for Education and Research

Professor Joe Phua, **Institute Director**

Professors: Steven Edwards, Alice Kendrick, Carrie La Ferle, Sidharth Muralidharan, Joe Phua
Assistant Professor: Quan Xie
Senior Lecturers: Mark Allen, Willie Baronet, Cheryl Mendenhall
Executives-in-Residence: N. Andrew Elliott, Corey Jones, Gordon Law
Adjunct Lecturers: Brenda Demith, Laine Dorsey, Gus Granger, David Hadeler, John Hall, Alan Lidji, Bryon Morrison, Hillary Russell, Jason Shipp, Cindy Sparrow

General Information

The Temerlin Advertising Institute (TAI), one of the nation's only endowed advertising institutes, invites each student to build a foundation of strategic communication principles, to develop a deep appreciation of the power of advertising and to join in an exploration of how advertising can be channeled for the betterment of a product or service for a client as well as for society. Students will explore responsibility issues within traditional advertising courses and experiential opportunities. Within the program, students may opt to follow an industry focus or a research/thesis emphasis.

Because the Temerlin Advertising Institute is located in Dallas, it enjoys a strong relationship with a vibrant advertising industry. DFW is in the nation's top five media markets and the headquarters for major advertising agencies, national and global corporations, large U.S. media corporations, public relations firms, and film production companies. This location affords access to professionals who are of the highest caliber and who serve as class clients, guest lecturers, executives-in-residence, adjunct faculty and internship sponsors.

Admission

Applicants will be expected to have an excellent undergraduate record in advertising or a related field. Previous work experience is desirable. Applicants from other disciplines will be considered provided they can show a keen interest in pursuing a career in advertising. Applicants must demonstrate a strong undergraduate GPA and submit an application to the Temerlin Advertising Institute.

International students will be required to demonstrate English language proficiency through scores on the TOEFL or other equivalent tests.

All applicants must submit acceptable references, and they may be asked to participate in a personal interview.

Scholarship awards will be determined by reviewing the overall quality of the student's application. Submitting GRE or GMAT scores is recommended for best consideration and adds information which will enhance the quality of the student's application.

Advertising, Accelerated M.A.

Select SMU undergraduate students have the opportunity to apply to the MA in Advertising while working on their undergraduate degrees. If accepted, this program will allow for a student to earn both a B.A. and M.A. Up to 9 credits of M.A. classes count toward both the undergraduate and graduate degrees. Students will be required to complete an additional 27 credits of graduate work to complete the Master's degree.

Students must be admitted into the M.A. program to be eligible to take the 6000 level classes.

Admission Requirements

For admission to the accelerated Master's Program, the student must:

- Be enrolled in an undergraduate program at SMU;
- Apply no later than one year prior to the time they would graduate with a B.A. degree;
- Have an overall GPA of 3.5 or higher;

- Have completed 90 hours in an undergraduate program at SMU;
- Have two letters of recommendation from faculty members at SMU;
- Be accepted into the M.A. program.

Master's Degree Requirements

To receive a Master's degree under the Accelerated Program, the student must:

- Have a cumulative GPA of 3.0 in the M.A. degree course work (including the graduate course work applied towards the undergraduate degree requirements);
- Complete a minimum of 27 credit hours of graduate course work at SMU beyond the undergraduate residency requirement to satisfy the graduate residency requirement;
- Have been awarded an undergraduate degree and fulfilled other requirements for M.A. degree.

Advertising, M.A.

Advertising as a cultural force can have a powerful impact on societies as well as brands. The rise of social media and the informed consumer has allowed advertisers to talk with (not at) consumers. Developing strategies for integrating consumers in branding decisions and developing long-term relationships with consumers are the keys to success. Therefore, the M.A. in advertising program provides training in global, social, cultural and technological sensitivity to give students the understanding needed to engage consumers in brand conversations. Strategically sound messages are the conversation starters delivered to consumers using paid, earned and owned media. In addition to enhancing their understanding of traditional advertising theory and practice, students will learn about the use of cultural intelligence, consumer insights, social media, cause marketing, and data analytics, as a means to create meaningful brands for customers.

Individuals graduating from this program will go on to work, either domestically or internationally, in advertising agencies as account executives, media strategists, research analysts or account planners. A graduate of the Institute will also be attractive to corporate marketing departments, media organizations, marketing firms, the event management field, branded entertainment, advergaming, motion picture marketing and nonprofit organizations.

Degree Requirements

All students participate in courses that enhance understanding of communication theory and advertising practices necessary for future advertising leaders. The program offers students the ability to deepen their area of interest by pursuing elective coursework in the area(s) of their interest. Core courses are listed below.

Advertising Core

- ADV 6317 - Consumer Insight and Persuasion
- ADV 6320 - Social Media Engagement Strategies
- ADV 6365 - Marketing Communications Management
- ADV 6371 - Advertising as A Cultural Force

Total: 12 Credit Hours

Advertising Research/Analytics

One from the following:

- ADV 6391 - Metrics of Success
- ADV 6392 - Qualitative/Quantitative Research
- ADV 6396 - Advanced Research Project

Total: 3 Credit Hours

Advertising Capstone
One from the following:

- ADV 6311 - Thesis
- ADV 6312 - Thesis
- ADV 6325 - Practicum: Executive Internship
- ADV 6399 - Advertising Campaigns

Total: 3 Credit Hours

Electives
Six from the following:

- ADV 6372 - Responsibility and Social Entrepreneurship
- ADV 6374 - International Advertising
- ADV 6383 - Creativity, Art, and Problem-Solving
- ADV 6393 - Account Planning
- ADV 6325 - Practicum: Executive Internship
- ADV 6110 - Directed Study
- ADV 6301 - Special Topics
- ADV 6302 - Special Topics
- ADV 6310 - Directed Study

Total: 18 Credit Hours

Total: 36 Credit Hours

Note: Electives outside TAI are available but must be approved.

Strategic Advertising Specialist Certificate Program

SMU's 18-credit-hour Strategic Advertising Specialist Certificate Program provides students graduate coursework that meets both their immediate needs and long-term goals. By staying current, building leadership acumen, and bringing innovative ideas back to work, students become more marketable as communications professionals. Classes fitting students' interests and schedules contribute to professional networking opportunities. In addition, students who earn the Graduate Certificate can apply for admission to the Master of Arts in Advertising and use the Certificate credits toward fulfilling the requirements for the M.A. degree.

Admission

Before enrolling in the Strategic Advertising Specialist Certificate Program, students must provide:

1. A completed application;
2. Proof of the completion of a baccalaureate degree from an accredited university;
3. An official undergraduate transcript.

Certificate Requirements

The Strategic Advertising Specialist Certificate Program requires completion of 18 graduate credit hours—nine hours of required core courses and 9 hours of electives. The 9 required hours are chosen from the M.A. required course list, with 2 courses from the Advertising Core section and one from the Advertising Research/Analytics section. The 9 elective hours are chosen from a variety of electives at the Temerlin Advertising Institute, and with approval.

Advertising Courses

ADV 6101 - Special Topics
Credits: 1.5
Advanced study of current issues in advertising, with specialized topic(s) defined for intensive examination.

ADV 6102 - Purpose-Driven Marketing
Credits: 1.5
Explores the best practices for brands wanting to connect with consumers through a higher purpose. Topics include choosing partners, impact on employees, organizational culture change, and profit.

ADV 6103 - Business-To-Business Advertising
Credits: 1.5
Examines how to grow your business by selling to business customers. Uses market development frameworks to create compelling value propositions for (B2B) advertisers. Topics include the following: the B2B marketing mix including mass media, targeted trade advertising, sales collateral, corporate sponsorships, tradeshows and events, promotional materials, inbound marketing campaigns, and targeted social media. Discusses how to manage a B2B marketing budget and prospecting pipeline and the key performance indicators associated with meeting revenue targets.

ADV 6110 - Directed Study
Credits: 1
This is an independent study under the direction and supervision of a full-time faculty member. A directed study is a close collaboration between the professor and an advanced student who conducts a rigorous project that goes beyond the experience available in course offerings. The student must secure written permission from the instructor and return a completed Directed Studies Approval Form to the Temerlin Advertising Institute Office before the start of the term. Instructor and departmental consent required.

ADV 6301 - Special Topics
Credits: 3
Advanced study of current issues in advertising, with specialized topic(s) defined for intensive examination.

ADV 6302 - Special Topics
Credits: 3
Advanced study of current issues in advertising, with specialized topic(s) defined for intensive examination.

ADV 6310 - Directed Study
Credits: 3
Independent study under the direction and supervision of a full-time faculty member. A directed study is a close collaboration between the professor and an advanced student who conducts a rigorous project that goes beyond the experience available in course offerings. The student must secure written permission from the instructor and return a completed Directed Studies Approval Form to the Temerlin Advertising Institute Office before the start of the term. Instructor and departmental consent required.

ADV 6311 - Thesis
Credits: 3

ADV 6312 - Thesis
Credits: 3
Prerequisite: ADV 6311.

ADV 6317 - Consumer Insight and Persuasion
Credits: 3
Focuses on applying knowledge from a variety of social sciences to the study of consumers, both as individuals and

as members of larger groups. Draws upon theories from many disciplines to study the behavior of consumers from the standpoint of culture, sub-culture, social class, social groups, and family, all with a focus on advertising ramifications. Includes motivations, attitudes, beliefs and learning and ethical considerations in cross-cultural advertising.

ADV 6320 - Social Media Engagement Strategies
Credits: 3
Students explore ways to deliver messages to audiences using a variety of traditional and nontraditional media. Emphasis is placed on the development of delivery systems that can maximize consumers' engagement with marketing messages. Topics covered include word-of-mouth, viral marketing, social media marketing, cause-related marketing, product placement, and customer relationship management.

ADV 6325 - Practicum: Executive Internship
Credits: 3
Intensive advertising industry work experience. Agencies and corporations assign students to long-term clients and projects.

ADV 6362 - Account Management
Credits: 3
Enables students to understand what makes advertising agency account managers successful. Examines the personal and performance qualities that characterize successful account managers. Emphasis is placed on interpersonal skills, problem-solving skills, and discussions of advertising industry situations.

ADV 6365 - Marketing Communications Management
Credits: 3
In-depth examination of strategic messaging, target audiences, compelling brand platforms, brand portfolio management, brand equity building, online branding, global brand building, metrics and measurement, and marketing communications. Students participate in contemporary case analyses on a team and individually, studying branding issues and contemporary brand-building best practices.

ADV 6371 - Advertising as A Cultural Force
Credits: 3
Does advertising take its cues from culture, or is it a trendsetting change agent that deliberately or unintentionally shapes society based on what is being advertised? Topics include the development of corporate images, racial and gender stereotypes, persuasive strategies, and international cultural differences. Highlights pertinent agencies, ideas, movements, events, and people from the past and present, as well as future trends. Using case studies from around the world, students consider the potential impact for good or bad that advertising can have on people and cultures, given the industry's power and influence.

ADV 6372 - Responsibility and Social Entrepreneurship
Credits: 3
Topics for this seminar include identifying the agents of change in the industry and what sets them apart, defining responsibility and where and how it manifests itself in the field of advertising, and determining how responsible advertising evolves into an agent of cultural change. Weekly lectures, guest speakers, and review of contemporary literature and case studies assist students in formulating educated responses.

ADV 6374 - International Advertising
Credits: 3
Advertising in today's global market economy demands a clear understanding of the environmental and cultural influences on the communication process. Specifically, tomorrow's professionals understand how the rapidly changing global environment influences marketing and advertising decisions about research, management, strategy, media, execution, and a host of other important advertising related issues. Examines the influence of culture on the consumer behavior process and responses to advertising. Students learn to recognize and vocalize similarities and

differences between countries and consumers based on tangible cultural indicators. Provides the necessary tools to effectively communicate and advertise products in a global marketplace.

ADV 6383 - Creativity, Art, and Problem-Solving
Credits: 3
A seminar devoted to understanding the complex nature of creativity as both art and science. Considerations from philosophy, ethics, biology, sociology, economics, and the fine arts will all be brought to bear on the issue, culminating in an exploration of the form creativity takes in the realm of advertising, from ideation to execution, as well as in organizational dynamics. Special attention will be given to identifying necessary and sufficient conditions for creativity and an account of its more mysterious qualities, including the nature of objective, subjective, and cultural aesthetic realities. The study of important theories and the review of case studies from a variety of creative domains provide the basis for class discussions and projects.

ADV 6391 - Metrics of Success
Credits: 3
A focus on the interpretation and application of research information to make decisions about marketing communication strategies. Emphasis is placed on the use of data as an aid to problem-solving and on the need to critically evaluate the quality of different types and sources of data. Addresses why measurement is important. Negotiates the meaning of words like "relevance" and "engagement." Examines how to conduct and assess measurement across multiple media. Discusses the who, what, and why of research metrics and the likely impact of measurement on the evolution of interactive media.

ADV 6392 - Qualitative/Quantitative Research
Credits: 3
Covers the entire research process: development of research questions; qualitative methods, including focus groups, in-depth interviews, and participant observation; quantitative methods, including surveys and experiments; sampling; data analysis; and communicating the result. The course also addresses important research concepts, including validity, reliability, and ethics.

ADV 6393 - Account Planning
Credits: 3
Covers the research-based and consumer-centered approach to strategic development of advertising. Expands on qualitative and quantitative research practices used in advertising, as well as specific planning techniques. Students create strategic briefs, report on primary and secondary research among consumers, and contribute to the creative and media strategies of an advertising campaign.

ADV 6396 - Advanced Research Project
Credits: 3
Prerequisites: ADV 6391, ADV 6392.

ADV 6399 - Advertising Campaigns
Credits: 3
Integrating major advertising principles, students work directly with an advertising agency to develop and present a real-world advertising campaign project for one of the agency's clients. Students use knowledge of research, strategy and planning, and media and creative execution, and they develop presentation techniques and team dynamics.

Art

Professor Brian Molanphy, **Claire Morris Spaht Chair**

Professors: Brian Molanphy, Philip Van Keuren
Associate Professors: Melanie Clemmons, Nishiki Sugawara-Beda
Assistant Professors: Emily Budd, Frederico Câmara
Visiting Professors of Practice: Dana Buzzee, David Challier, Ian Grieve, Kerry Maguire

Facilities

Facilities for the study of art include specialized studios, individual work spaces, and excellent equipment to support all media taught, as well as individual experimentation. Facilities span both new and traditional approaches to studio art, including woodshop, metal shop, foundry, ceramics studio, painting and drawing studios, darkroom and digital photography printers, video and computer-generated imaging, digital fabrication tools, virtual and augmented reality, and physical computing. Art students work as broadly and as experimentally as they wish within an environment of open artistic exchange, surrounded by artists in dance, music, theatre, film and communications.

Additional facilities comprise a variety of spaces for the installation of artwork, including the Pollock Gallery – the primary public exhibition venue of the Division of Art located in Expressway Tower. The Pollock Gallery provides students, faculty, staff and the surrounding community with opportunities to experience a wide and thought-provoking array of exhibitions representing diverse artists, time periods and cultures, as well as the B.F.A. and M.F.A. qualifying exhibitions.

The Meadows School and SMU offer excellent library and technological resources, including the Hamon Arts Library, as well as specific facilities within the Division of Art.

The division runs an extensive visiting artist program, ranging from visiting artist lectures and workshops to Pollock Gallery exhibitions. Through these programs, artists, critics and curators of note are brought to campus to teach, lecture and conduct upper-level undergraduate and graduate critiques.

The Division of Art will provide every graduate student with an individual or shared studio. It is the responsibility of each student to make full and proper use of the studio provided or lose the privilege. The division has no obligation to provide studios for longer than two years.The division also offers a special course to graduate and undergraduate students, the New York Colloquium (a winter interterm program in New York). During the New York Colloquium, students visit a range of museums, galleries, artists' studios and other venues appropriate to the development of their critical and professional studies in art.

Special Programs and Resources

The Dallas/Fort Worth area has a large artistic community with rich and varied resources. These include many internationally and nationally significant museums and contemporary exhibition spaces: SMU's Meadows Museum, the Dallas Museum of Art, the Nasher Sculpture Center, the Crow Museum of Asian Art of The University of Texas at Dallas, the Green Family Art Foundation, the Power Station, the Warehouse, the Latino Cultural Center of Dallas, the Dallas Contemporary, the Kimbell Art Museum, the Modern Art Museum of Fort Worth, and the Amon Carter Museum. There are also vibrant, artist-run alternative and cooperative galleries, and an established and growing commercial gallery system.

Admission

The M.F.A. program is a two-year residential program of study. Graduate students are admitted into the M.F.A. program in the spring for studies starting in the fall term. Candidates for the program must complete the online application available at http://www.smu.edu/Meadows/Admissions/Graduate. Additionally, candidates must upload a portfolio, including 20 selections of their work, to Slate. Portfolio submissions are due by February 1. Students are encouraged, but not required, to tour the facility with a current graduate student and to meet the Director of Graduate Studies (DGS) and other faculty prior to application. Admission to the graduate program is selective. Only those individuals will be admitted in whom the faculty recognizes clear prospects for attaining the objectives of the program during the two-year period of graduate study. Admission also is based on the objectives and limitations of the division.

The applicant is required to have a Bachelor of Fine Arts degree equivalent to that offered at SMU (including 60 studio hours and 9 Art History, Theory, or Criticism hours). In exceptional cases, unusually qualified applicants not holding this degree may be considered for admission. The ranked admission criteria are portfolio, statement of intent, transcript and recommendations.

In general, not more than six credit hours of transfer credit apply to the M.F.A. in art. However, if the applicant has an M.A. in studio art, up to 30 credit hours may be transferred to the SMU program with the approval of the faculty and the head of the graduate program. In any case, a minimum of 36 hours must be taken at SMU.

Scholarships and Financial Aid

Each year up to six Meadows Scholarships are reserved for incoming graduate students, awarded based upon artistic merit. These awards are for up to full tuition and fees remission and include teaching assistant stipends of $5,000 per academic year. A number of other grant programs offer significant funding for projects, materials and travel in support of creative research.

Aside from receiving a scholarship, students can apply for the following travel and scholarship opportunities: Meadows Travel Grant, Doolin Grant, Zelle Grant, Jones Grant and Moody Graduate Student Travel Grant.

Graduation Requirements

With the approval of the graduate committee, in consultation with the faculty, each student will participate in the M.F.A. Qualifying Exhibition (MFAQE). The M.F.A. Qualifying Exhibition is a group show of all graduate student candidates in their final semester. Approval to exhibit must be obtained in the term prior to the exhibition. This approval usually is given after the critique at the end of the prior fall term.

The quality of this exhibition will be the primary determinant of whether the M.F.A. degree will be granted.

During the period of the graduate exhibition, the entire faculty will interview each student. This examination is to establish that the students' creative work is of sufficient maturity and that their general knowledge of critical and historical issues is at the level expected of an M.F.A. candidate. Students are also expected to present an oral defense of their work, a slide presentation in the form of a professional artist lecture, a written thesis, as well as the following: an artist statement, 20 images with image list of work produced during the graduate program, a current curriculum vitae, and a PDF of the MFA Qualifying Exhibition brochure. This information should be presented in digital format. Students may not graduate unless this information is accepted to SMU Scholar.

If the faculty finds the oral presentation or written thesis to be unsatisfactory, students will have the option for a single retake within 10 days of the first review. Students will not be eligible to receive their degree after a second failure. Once the exhibition and the faculty examination are accepted and the required materials are turned in, students will receive their degree at the graduation ceremony at the end of the term.

Possession of Work

Meadows School of the Arts is entitled to retain as many as one piece of work by each student. The intention is to honor the successful candidate and to provide evidence of student success in lieu of the usual formal thesis. These works enter the University art collection.

Graduate Committees and Critiques

With the exception of the graduate seminar, coursework in history/theory/criticism, and studio elective, graduate study proceeds primarily through individual tutorials with members of the faculty, guided by a two-person graduate committee. Prior to the beginning of the first semester of study, the GDS will appoint, for each student, two members of faculty to serve as committee members (including the committee chair), a member of faculty for graduate studio "hours", and a member of faculty for TA for the forthcoming semester. Graduate committees can change beginning with a student's second or third term. Membership on the graduate committee becomes permanent at the beginning of the student's second year except for substitutions for faculty who are on leave. Upon the return of a committee member who has been on leave, they will resume their place on the student's committee.

This committee will meet with the student in critique at least once every month during each term in which they are registered for studio credit. These critiques are normally held the first week of each month, and it is the student's responsibility to arrange these critiques.

Graduate Reviews

At the middle and end of each term, a selection of completed and ongoing work and a written prose artist statement will be presented for review to the entire faculty of the division. Continuation in the graduate program is on a term-to-term basis and is determined by the graduate committee with the advice of the faculty at the review at the end of the term.

Art, M.F.A.

The Master of Fine Arts is the terminal degree in studio art. Students who earn the M.F.A. will be able to show a substantial body of work of uniformly high quality and distinct originality. The student will also have an intellectual grasp of the broad context, historical and current, within which the artist functions. The degree program is designed to comprise a two-year focused period of study, terminating with the M.F.A. qualifying exhibition and oral exam.

Facilities for and faculty expertise in ceramics, creative computation, drawing, installation, new media, painting, performance, photography, printmaking, sculpture, sound, and time-based media feature among the opportunities for students. The system of critiques and seminars is designed to encourage development between media and diverse experimentation within disciplines, as well as depth of mastery. A goal of the graduate program of the Division of Art is to encourage a wide range of creation in its students, primarily through open, studio-based investigation. Admission is based on the selection committee's estimation of the applicant's ability to succeed in the thesis plan. This plan may be altered should the work evolve in a manner that necessitates a change.

Degree Requirements

A minimum of 60 credit hours of coursework is required. All courses must be numbered 5000 or above. Forty eight (48) credit hours are to be clearly related to the major field of study. Nine (9) hours of graduate-level art history, theory, or criticism are required. Approval for courses outside of the Department of Art History for this purpose must be obtained from the director of graduate studies. All students participate in the Studio Graduate Seminar (ASAG 6300) each semester; this cannot be replaced by transfer credit.

Only grades of B- and above may apply toward the degree. A GPA of 3.0 must be maintained.

During fall orientation, candidates will be given a thorough outline of the expectations for degree completion.

- Graduate Studio Courses (ASAG 62XX and ASAG 63XX) - 33 credit hours
- ASAG 6300 - Graduate Seminar -12 credit hours
- ASAG 6301 - M.F.A. Qualifying Exhibition and Exam
- Art History, Theory, or Criticism courses in the Meadows School - 9 credit hours
- Elective - 3 studio credit hours

Total: 60 Credit Hours

Note:

- Courses at or above the 5000 level in individual disciplines may count toward the graduate studio course (ASAG) requirement.

Art-General Courses

ASAG 5001 - B.F.A. Qualifying Exhibition

Credits: 0

(for students who entered prior to fall 2010) Participation in the qualifying exhibition is required for all candidates for the degree of B.F.A. in art.

ASAG 5100 - Internship in Studio Art
Credits: 1
Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5200 - Internship in Studio Art
Credits: 2
Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5300 - Internship in Studio Art
Credits: 3
Students work in internship positions that relate to their individual studio studies, including internships in teaching, in galleries, as assistants to established artists, or with businesses in the arts. Students should sign up for 1, 2, or 3 credit hours for internships of 3, 6, or 10 hours per week. Internships are supervised and evaluated by a member of the Division of Art faculty. Prerequisite: Approval of departmental chair or adviser.

ASAG 5310 - Professional Practice in Art
Credits: 3
For art majors in their final year of studies. A practical and informed approach to understanding the competencies that are required to sustain practice as an artist beyond the undergraduate experience. Students learn how to negotiate the professional aspects of art and to identify and take advantage of a host of opportunities. Topics include establishing a studio; applying for residencies and grants; exhibiting work; intellectual property law; the contemporary art market; and alternative models of production, distribution, and exchange of art. A submission of an artist statement is required. Prerequisite: ASAG 3390.

ASAG 5315 - Advanced Studio II
Credits: 3
A forum for art majors in the fourth year of studies that facilitates the students' ability to articulate their work as artists and to defend and present it in a peer-group setting. Serves as a culmination of the study of art through the production of a body of work for exhibition. Required for the B.A. in art and the B.F.A. in art. Prerequisite: ASAG 3390.

ASAG 5325 - Studio Workshop
Credits: 3
An intensive investigation in arts by students engaged in independent work, group collaboration, and analytical study. Prerequisite: 15 credit hours in art or permission of instructor.

ASAG 5350 - Art Colloquium: New York
Credits: 3
Involves intensive analysis, discussion, and writing concerning works of art in museum collections and exhibitions, and in alternative exhibition spaces. Students study the philosophical as well as the practical to define and understand the nature of the art society produces and values. The colloquium meets in New York City for 2 weeks in January.

ASAG 6100 - Graduate Studio
Credits: 1
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6101 - Graduate Studio
Credits: 1
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6204 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6205 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6206 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6207 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6208 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6209 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6210 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6211 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6212 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6213 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6214 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6215 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6216 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6217 - Graduate Studio
Credits: 2
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6300 - Graduate Seminar
Credits: 3
A forum for discussion of current issues in the theory and practice of art. As opportunity presents, students meet with artists, dealers, curators, critics, and collectors.

ASAG 6301 - M.F.A. Qualifying Exhibition and Exam
Credits: 3
Preparation for the qualifying exhibition for candidates for the degree of Master of Fine Arts in Art and oral presentation/exam.

ASAG 6302 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6303 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6304 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6305 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6311 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6312 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6313 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6314 - Graduate Studio
Credits: 3
Independent study with individual faculty members. Teaching is essentially through private critiques. Classroom work can be arranged in instances where regular work from models or specific technical information or equipment is needed. Scheduling of critique of classroom work is the responsibility of the student.

ASAG 6321 - Studio Workshop
Credits: 3
An intensive investigation in art by students engaged in independent work, group collaboration, and analytical study. Prerequisite: Graduate standing.

Ceramics Courses

ASCE 5100 - Directed Studies in Ceramics
Credits: 1
Students refine their understanding of the discipline of ceramics based on their grasp of techniques and principles from the first two courses. Employing the fluid nature of ceramics to flow across disciplines, students select a common ground (for example, architecture, food service, or the human figure) and identify specific techniques (for

example, printing, throwing, or painting) to accomplish primarily self-initiated projects of research and making. Prerequisite: 6 credit hours of ASCE coursework at the 1000 or 3000 level.

ASCE 5200 - Directed Studies in Ceramics
Credits: 2
Students refine their understanding of the discipline of ceramics based on their grasp of techniques and principles from the first two courses. Employing the fluid nature of ceramics to flow across disciplines, students select a common ground (for example, architecture, food service, or the human figure) and identify specific techniques (for example, printing, throwing, or painting) to accomplish primarily self-initiated projects of research and making. Prerequisite: 6 credit hours of ASCE coursework at the 1000 or 3000 level.

ASCE 5300 - Advanced Ceramics
Credits: 3
Students refine their understanding of the discipline of ceramics based on their grasp of techniques and principles from the first two courses. Employing the fluid nature of ceramics to flow across disciplines, students select a common ground (for example, architecture, food service, or the human figure) and identify specific techniques (for example, printing, throwing, or painting) to accomplish primarily self-initiated projects of research and making. Prerequisite: 6 credit hours of ASCE coursework.

ASCE 5302 - Directed Studies in Ceramics
Credits: 3
Students refine their understanding of the discipline of ceramics based on their grasp of techniques and principles from the first two courses. Employing the fluid nature of ceramics to flow across disciplines, students select a common ground (for example, architecture, food service, or the human figure) and identify specific techniques (for example, printing, throwing, or painting) to accomplish primarily self-initiated projects of research and making. Prerequisite: 6 credit hours of ASCE coursework at the 1000 or 3000 level.

ASCE 5310 - Special Topics in Ceramics
Credits: 3
To be announced by the Division of Art. Prerequisite: ASCE 1300, ASCE 1310, ASCE 3300, ASCE 3310, ASCE 3320, ASCE 3330, or permission of instructor.

Drawing Courses

ASDR 5100 - Directed Studies in Drawing
Credits: 1
Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5200 - Directed Studies in Drawing
Credits: 2
Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5300 - Drawing Advanced
Credits: 3
Drawing at the senior level exemplifying independent development in drawing. Prerequisite: ASDR 3300 or permission of instructor.

ASDR 5302 - Directed Studies in Drawing
Credits: 3
Students may take one course per term only. Prerequisite: ASDR 3300.

ASDR 5303 - Directed Studies in Italy: Advanced Students
Credits: 3
Offers senior-level development in drawing and individual responses to the ruins, monuments, and landscape of

Italy, which are themselves the subjects of many masterpieces encountered in churches, museums, and archaeological sites. Students are allowed the freedom to explore formal issues and expressive means in response to these subjects, producing a visual record of their perceptions and thoughts in representational, abstract, or conceptual modes. Critiques allow students to demonstrate skills in formal analysis and interpretation. Enrollment is limited. Prerequisite: ASDR 3300.

ASDR 5305 - Drawing as Concept and Performance
Credits: 3
This course begins with the premise that the contemporary artist conceives of drawing as an expanded field of expressive and conceptual possibilities. Drawing understood as concept or performance is neither solely preparatory nor descriptive. Rather, drawing is constructed using a variety of means, including imaginative systems of notation, graphic conventions drawn from visual culture at large, and scripted physical actions. Prerequisite: ASDR 3305.

Photography Courses

ASPH 5100 - Directed Studies in Photography
Credits: 1
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5101 - Directed Studies in Video
Credits: 1
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5200 - Directed Studies in Photography
Credits: 2
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5201 - Directed Studies in Video
Credits: 2
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5302 - Directed Studies in Photography
Credits: 3
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5303 - Directed Studies in Video
Credits: 3
Students may take one course per term only. Prerequisite: Permission of instructor.

ASPH 5304 - Advanced Photography and Digital Media
Credits: 3
A capstone course primarily for undergraduates completing the photography minor. Throughout the semester students propose, research, develop, and complete a single body of work that relates to their specific professional and artistic ambitions. Class time is divided between analysis of contemporary photography projects, group discussions, presentations, and critiques. Overall, the course emphasizes portfolio development, self-directed fieldwork, the potential of long-term photographic investigations, and professional development. Prerequisite: ASPH 3303 or permission of the instructor.

Printmaking Courses

ASPR 5100 - Directed Studies in Printmaking
Credits: 1
Prerequisite: Permission of instructor.

ASPR 5200 - Directed Studies in Printmaking
Credits: 2
Prerequisite: Permission of instructor.

ASPR 5300 - Printmaking Workshop
Credits: 3
Further intermediate- and advanced-level exploration of the possibilities of the printing medium as an expressive tool. The ambience of the workshop, with no fixed structure, offers freedom to experiment in all directions (emotionally, intellectually, and technically) and to seek inspiration from any source. Students gain the self-discipline necessary for coherent results and mastery of the craft of printing. Prerequisite: ASPR 3300 or permission of instructor.

ASPR 5302 - Directed Studies in Printmaking
Credits: 3
Prerequisite: Permission of instructor.

Painting Courses

ASPT 5100 - Directed Studies in Painting
Credits: 1
Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5200 - Directed Studies in Painting
Credits: 2
Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5300 - Advanced Painting
Credits: 3
An intensive studio experience for students who wish to develop a significant body of work in painting. Independent development is stressed alongside a program of readings and individual and group critiques. Prerequisite: 6 credit hours in painting at the 3000 level or permission of instructor.

ASPT 5302 - Directed Studies in Painting
Credits: 3
Students may take one course per term only. Prerequisite: ASPT 3300.

ASPT 5306 - Painting in Taos II
Credits: 3
An advanced study of painting in the physical and cultural environment of the Fort Burgwin Research Center. Prerequisite: ASPT 3300 or ASPT 3306, or permission of instructor.

Sculpture Courses

ASSC 5100 - Directed Studies in Sculpture
Credits: 1
Students may take one course per term only. Prerequisite: Permission of instructor.

ASSC 5200 - Directed Studies in Sculpture
Credits: 2
Students may take one course per term only. Prerequisite: Permission of instructor.

ASSC 5300 - Advanced Seminar in Sculpture
Credits: 3
Advanced investigation of contemporary practice in sculpture, including methods of research, means of production,

and the critical and theoretical contexts of contemporary sculpture. Prerequisite: 9 credit hours in art courses at the 3000 level or permission of instructor.

ASSC 5302 - Directed Studies in Sculpture
Credits: 3
Students may take one course per term only. Prerequisite: Permission of instructor.

Art History

Professor Adam Herring, **Department Chair**

Professors: Roberto Conduru, Randall C. Griffin, Adam Herring
Associate Professors: Amy Freund, Adam Jasienski, Stephanie Langin-Hooper, Anna Lovatt, Abbey Stockstill
Assistant Professors: Elizabeth Eager, Elyan Hill, Tashima Thomas

Art History, Ph.D.

In 2011, the Art History Department began enrolling students in an innovative Ph.D. program rooted in the fields of art history and visual culture studies. The program builds upon the strengths of a distinguished faculty who bring a renewed emphasis on historical and new media, visual technologies, architecture and the city, race and gender, and performance and ritual. Emphasizing spatial and well as visual culture, the program extends the department's commitment to the study of technologies of visual communication, while also advancing transnational scholarship in the arts of Latin America and Iberia and the arts of Africa and the African Diaspora.

Admission

All students admitted to the program will receive full fellowship support and close mentorship within a small-program setting. Candidates are ensured professional success through a program featuring

- Small seminars and ample options for tutorial studies.
- Fellowships for all doctoral candidates for five full years.
- Medical benefits, tuition waivers and professional travel support for doctoral students.
- Close mentoring from matriculation to graduation and beyond.

To be admitted to the Ph.D. program, an applicant must have obtained a B.A. or M.A. from a four-year accredited college or university.

Degree Requirements

The Ph.D. in art history requires up to 36 credit hours of coursework, as well as 6 hours of directed readings and at least 4 credit hours of dissertation work. Students must pass a departmentally administered exam to demonstrate proficiency in at least two languages relevant to their course of study. Further requirements include oral and written exams and a colloquium in the third year; the fourth and fifth years are devoted to dissertation research and writing.

Any student who has demonstrated language proficiency and achieves a GPA of 3.00 in 30 hours of coursework during the first and second years of study but who does not receive the positive recommendation of the advisory committee to continue on to Ph.D. candidacy will be allowed to fulfill the requirements for the M.A. by completing a thesis within the following 12 months.

Art History, M.A.

Admission and Financial Aid

Admission to the graduate program is selective. Students are expected to have had substantial undergraduate work in the history of art. A minimum of 12 credit hours of undergraduate art history above the survey level or equivalent is required before a student may begin to accumulate hours for graduate credit. Students who have been admitted without adequate undergraduate preparation will be expected to take the requisite number of undergraduate hours before or during their first term at SMU. The applicant should have a reading knowledge of one world language. Applicants must take the GRE graduate school admission test or, in the case of non-U.S. citizens who are residents outside the U.S., have a previous degree from an English-speaking university. An interview with the art history graduate adviser is desirable.

Outstanding students are awarded tuition grants and teaching/research assistantships. These awards are based on merit. Students accepting the offer of a scholarship may not decline the accompanying assistantship. In addition, the division has funds available so that graduate students may travel to conduct research on their thesis topic.

Application for admission with financial aid must be filed in full by January 1 for the fall term. A graduate application for admission and information concerning assistantships, fellowships, scholarships and degree programs are available online at https://www.smu.edu/Meadows/AreasofStudy/ArtHistory/GraduateStudies/Admissions.

Degree Requirements

This is a 36-credit hour program. Thirty credit hours are required in coursework; each course is worth three credit hours. Twenty-one of the 30 credit hours must be of seminar standing – that is, ARHS 6329 plus six additional seminars. During the first term of graduate study, a student must enroll in at least two seminar courses. The final six credits must be taken in the form of a major research paper. This thesis must be approved by a committee of three faculty members at the conclusion of the student's M.A. work. Prior to enrollment in thesis hours, all students must pass a translation exam in a language related to the field of study and their graduate colloquium, which is generally scheduled at the beginning of their third term. If a student does not pass the colloquium, they have the opportunity to represent the work one final time. If unable to pass the second colloquium, they will be dropped from the program.

Each student will consult with the department's director of graduate studies upon arrival. Subsequently, students will select a permanent adviser and committee in their fields of special interest. Courses numbered 6000 or higher are graduate courses.

Art History Courses

ARHS 5101 - Directed Studies
Credits: 1
To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 5102 - Directed Studies
Credits: 1
To be arranged with permission of the adviser and the faculty members directing the studies project.

ARHS 6000 - Thesis Project
Credits: 0
This course is designed for graduate students who are completing a thesis project begun in an earlier term.

ARHS 6101 - Master's Thesis
Credits: 1

ARHS 6102 - Master's Thesis
Credits: 1

ARHS 6105 - Master's Thesis
Credits: 1

ARHS 6106 - Master's Thesis
Credits: 1

ARHS 6107 - Master's Thesis
Credits: 1

ARHS 6108 - Master's Thesis
Credits: 1

ARHS 6109 - Master's Thesis
Credits: 1

ARHS 6110 - Master's Thesis
Credits: 1

ARHS 6111 - Master's Thesis
Credits: 1

ARHS 6112 - Master's Thesis
Credits: 1

ARHS 6201 - Master's Thesis
Credits: 2

ARHS 6202 - Master's Thesis
Credits: 2

ARHS 6300 - Graduate Directed Study
Credits: 3
Specific topics for study selected by instructor.

ARHS 6301 - Master's Thesis
Credits: 3

ARHS 6302 - Master's Thesis
Credits: 3

ARHS 6303 - Archaeological Field Methods of Italy
Credits: 3
Archaeological field experience in classical archaeology in Italy. Introduces the principles of archaeological field method through lectures and field experience. Also, lectures on Etruscan history, art, and culture. (Temporalities pre-1500) (SMU-in-Italy: Archaeology)

ARHS 6304 - Seminar On Ancient Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6305 - Seminar On Greek Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6306 - Seminar on African Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6314 - Art of the Moving Image
Credits: 3
Considers how artists have made use of moving images in film, television, video, animation, and 3D projection, from the 1920s to the present day. Discusses how the uses of these media by artists intersect with and diverge from their uses in the film and television industries. Students will develop an in-depth knowledge of art of the moving image and an awareness of key themes and issues in film and media studies.

ARHS 6315 - Classical Sculpture
Credits: 3
A study of the styles, subjects, and techniques of the sculptor's art during the ancient Greek, Hellenistic, and Roman

eras. Focuses on the functions of sculpture in the round, in relief, freestanding, and in architectural settings, with particular attention to historical background.

ARHS 6316 - Etruscan and Roman Art
Credits: 3

ARHS 6318 - Seminar On Non-Western Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6319 - Seminar on Art of the African Diaspora
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6320 - Medieval Art
Credits: 3
An introduction to the art of Byzantium, Islam, and the medieval West through study of five genres to which each of these cultures made distinctive contributions: the congregational worship space, imaging the sacred word, the court and its objects, the pilgrimage site, and the urban religious complex.

ARHS 6321 - Seminar on Medieval Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6323 - Seminar on Convivencia: Jewish, Islamic, and Christian Art in Medieval Spain
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6324 - Art and Cultures of Medieval Spain
Credits: 3
Introduces the visual traditions of the diverse medieval cultures that coexisted from the fall of Roman Hispania to the cultural and political consolidations of Ferdinand and Isabella. Emphasizes instances of cultural coexistence and rivalry ("convivencia") among Spain's medieval Islamic, Christian, and Jewish cultures. Also, the interplay of foreign and indigenous traditions, the expression of religious and ethnic identity, and the reuse and reconception of artistic forms and objects. Direct study of medieval Spanish painting, sculpture, and manuscripts in the Meadows Museum and Bridwell Library supplement classroom lectures, discussion, and research projects. (Temporalities pre-1500; global perspectives)

ARHS 6329 - History and Methods of Art History
Credits: 3
Introduction to the history of the discipline with discussion of major methodological approaches as they have shaped past scholarship and the present sense of crisis in the discipline. Exercise in methods of research and its presentation in good form. Required of all first-year graduate students.

ARHS 6330 - Seminar on Italian Renaissance Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6331 - Art and Culture of the Italian Renaissance
Credits: 3
Surveys major artistic developments of the Renaissance (1300-1600), with special attention to the work of Giotto, Donatello, Leonardo, Raphael, Titian, and Michelangelo. Includes study of the customs, literature, and philosophy of the period through selected readings of primary sources. (Temporalities pre-1500)

ARHS 6332 - 16th-Century Italian Art
Credits: 3
Topics include the dominance of Leonardo, Michelangelo, Raphael, and Titian in the 16th century; the High Renaissance in Florence and Rome and its aftermath, Mannerism, in Catholic courts across Europe; the development of art history as a discipline in conjunction with the rise of academics, art collecting, and the search for elevated status; and the challenge of women artists such as Sofonisba Anguissola to prevailing notions of creativity. (Temporalities pre- and post-1500)

ARHS 6333 - Seminar on 18th-Century Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6335 - Seminar on Early Modern Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6337 - The Baroque From a Northern Perspective
Credits: 3
Explores the world of Rembrandt, Rubens, Leyster, Vermeer, Van Dyck, De la Tour, Le Brun, Jones, and Wren in the context of such contemporary events as the Thirty Years' War and the Reformation. Also, art versus craft, nationalism versus internationalism, individual genius versus market, colourism versus classicism, and collector versus connoisseur. By considering a broad range of artworks - from tapestry to painting and from etching to architecture - in terms of the maker, market and patron or client, this survey seeks the underlying whys for this absorbing period. (Temporalities post-1500)

ARHS 6339 - El Greco to Goya: Spanish Painting of the Golden Age
Credits: 3
A survey of the painting traditions of Spain's 15th through early 19th centuries, including such artists as El Greco, Velazquez, Ribera, Murillo, and Goya. Lectures are supplemented by direct study of Spanish paintings and prints in the Meadows Museum. (Temporalities post-1500)

ARHS 6340 - Seminar on Spanish Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6345 - Seminar on 20th-Century Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6348 - 18th-Century Art
Credits: 3
A study of European visual culture, 1700-1800, in its many contexts. Topics include art and the public sphere; the rise of museums, exhibitions, criticism, and theory; shifts in patronage and artistic practice; connections among commerce, industry, and the arts; questions of identity; stylistic revivals and innovations; explorations of the past; and encounters with cultures outside Europe. (Temporalities post-1500)

ARHS 6349 - Hieroglyphs to Hypertext: The Art and History of the Book
Credits: 3
Examines the early development and the enduring cultural impact of the book - that is, the physical format of written communication known as the codex, which has dominated the intellectual landscape for the past two millennia. This survey traverses the historical forms of written communication, including cuneiform, hieroglyphs, calligraphy, woodblock, and letterpress printing, as well as the new dematerialized forms stored in digital information retrieval technologies. (Temporalities pre-1500)

ARHS 6350 - Modern Art and Media Culture, 1789-1870
Credits: 3
Examines the emergence of a public sphere and a culture of looking in the 19th century. Discusses European visual art in relation to the rise of museum and gallery culture, journalistic illustration, the department store display window, photography and the panorama, the art critic, and early cinema. (Methods and theories)

ARHS 6351 - Seminar on Contemporary Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6353 - Seminar on Modern Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6354 - Seminar on 19th-Century Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6355 - History of Photography II: 1940-Present
Credits: 3
A survey of the history of photographic media from 1940 to the present, with particular emphasis on the still photograph in its various uses as art, document, aide-memoire, amateur pursuit, and social practice. Examines photographic images and image-makers in relation to the social historical contexts in which they are produced; the evolution of photographic technologies; and the idea of the photographic image as it appears in and is transformed through TV, video, film, conceptual art, and new media. (Temporalities post-1500)

ARHS 6356 - Modern Architecture
Credits: 3
Western architecture from the late 19th century to the present, focusing on the proto-modern trends of the late 19th century and the major masters of the modern movement: Sullivan, Wright, Gropius, Le Corbusier, and Mies van der Rohe. (Temporalities post-1500)

ARHS 6357 - Seminar on Cubism
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6358 - Gender and Sexuality in the Visual Arts
Credits: 3
Considers the representation of gender and sexuality in the visual arts, as well as the gendering of art production, patronage, and viewership. Topics may include the work of female artists, representations of male and female bodies, the role of the visual arts in constructing, subverting, norms of gender and sexuality, and the gendering of art theory and the art historical canon.

ARHS 6359 - Topics in Art History: International Studies
Credits: 3
Specific topics for investigation will be chosen by the instructor.

ARHS 6360 - Seminar on British Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6361 - Special Studies in Art History
Credits: 3
Specific topics for investigation will be chosen by the instructor.

ARHS 6362 - Picturing Children and the Family in Art, 1850 to the Present
Credits: 3
Considers changing representations of children and the family in art from 1850 to the present. Artworks will be studied in relation to literary and theoretical texts, from Lewis Carroll's Alice in Wonderland to Melanie Klein's research on the emotional development of children. Key topics will include the perceived relationship between childhood and artistic creativity, the representation of gender and sexuality, family members as artistic collaborators, and representations of the changing structure of the family in the twenty-first century.

ARHS 6363 - Topics in Brazilian Art and Architecture
Credits: 3
Explores Brazilian art and architecture from the encounter of the Portuguese with native peoples of the New World in 1500, through the long period of colonial history, to the vibrant contemporary arts of Brazil today. Topics include the complex tapestry of artistic and intercultural exchange among Brazil's Amerindian, African, and European populations; indigenous terra-forming; Tupi feather work, ceramics, and urban planning; European mapping of Brazil and the Amazon; religious art and architecture; Afro-Brazilian art forms and religious practices; Carnival and other performances of popular culture; the artistic production of the colonial period and the foundations of Brazilian modern art; video art during the dictatorship and contemporary allegories of underdevelopment; and historical artistic practices and their link to different national and international models for representing Brazilian national identity today, as well as their ethical, aesthetic, political, and/or social repercussions. (Temporalities post-1500; global perspectives)

ARHS 6364 - History and Theory of Prints
Credits: 3
Covers how prints are made and how they can function (newspapers, postage stamps, maps, works of art, etc.). Also, the history of printmaking; established and emerging printmakers and major printmaking techniques from the 15th through 21st centuries; and fundamental issues regarding originality and copying, uniqueness and multiplicity, display, and collecting as raised by the medium of print. Provides firsthand experience of prints through looking assignments, visits to local collections, and in-class exercises. (Temporalities post-1500)

ARHS 6365 - Race and Gender in Visual Culture
Credits: 3
The body is not just a compilation of organs. It is a site through which this era's most contentious political discussions (e.g., human rights violations, racism, and sexism) are experienced. Students explore the complex interconnections among race, gender, and politics in visual culture to analyze how these identities, locations, and markers are constructed and deployed in various media, including painting, photography, and TV. (Temporalities post-1500; methods and theories)

ARHS 6366 - Seminar on Pre-Columbian Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6368 - Art and Context: 1940-1970
Credits: 3
An international survey of modern art during 1940-1970 that looks at the postwar development of modernist, formalist, figurative, realist, and antimodernist art in a social historical context, with particular attention to the cultural impact of World War II, the ideological conflicts and geopolitics of the Cold War, and the social and political upheaval of the 1960s. Also, the relevant histories of gender, sexual, racial, regional, and national identity in America and other industrialized nations (Britain, France, Germany, Italy, the Soviet Union, and Japan). (Temporalities post-1500)

ARHS 6369 - Contemporary Art: 1965-Present
Credits: 3
An international survey of contemporary art from 1965 to the present, with specific attention to the rise of the current proliferation of new modes and new media in art (multimedia, installation, performance, site-specificity, video, interactive, and digital art), locating its origins in the social upheaval and shifting artistic practices at the close

of the 1960s. Also, contemporary art practices as they relate to a range of influential developments in critical theory, social history, and local and global visual cultures. (Temporalities post-1500)

ARHS 6370 - The Art Market: Making, Selling, and Displaying Art in Early Modern and Modern Europe
Credits: 3
Examines how art was produced, sold, collected, and displayed in early modern and modern Europe. Includes case studies of different centuries and cultures, which might include 16th-century Italy, 17th-century Holland, 18th-century England, or 19th-century France. Students consider issues such as artists' education and self-promotion, the roles of private and governmental patronage, the development of art academies and public exhibitions, the circulation of art objects between Europe and non-European countries, the gendering of the production and consumption of art, and the rise of the dealer system. (Temporalities post-1500)

ARHS 6371 - The Decorative Arts and the History of Dress in 18th-Century Europe
Credits: 3
Explores the history of production and consumption of the decorative arts and clothing in 18th-century Europe. Topics include how decorative objects and clothing were made and by whom, how styles evolved and in what political and social contexts, how consumers used objects to define themselves in and against society, and how objects and textiles circulated between Europe and the rest of the world. Also, the gendering of production and consumption, and the relationship between the luxury market and more affordable objects. (Temporalities post-1500)

ARHS 6372 - Seminar on American Art
Credits: 3
Specific topics chosen by the instructor. Seminar members discuss the student reports.

ARHS 6373 - American Art and Architecture to 1865
Credits: 3
A survey of American painting, sculpture, and architecture from the Colonial period through the Civil War.

ARHS 6374 - American Art and Architecture, 1865-1940
Credits: 3
Provides a stylistic and iconographic survey of American painting, sculpture, photography, and architecture from 1865 to 1940 and attempts to situate the images within their specific cultural contexts. Also, broad underlying issues such as nationalism, class, race, and gender. Group discussions on the strengths, assumptions, and weaknesses of these interpretations are relevant for the students' research, thinking, and writing. (Temporalities post-1500)

ARHS 6376 - Latin American Art
Credits: 3
A survey of art and architecture in Latin America from the initial contacts between European and American civilizations until the 20th century. (Temporalities post-1500; global perspectives)

ARHS 6382 - Art and Experience in Inka Peru
Credits: 3
The ritual and everyday objects of the native inhabitants of North America, and the architecture of the Mound Builders and the Southwestern Indians. (Temporalities post-1500; global perspectives)

ARHS 6383 - The Ancient Maya: Art and History
Credits: 3
Introduces the art and history of the Maya of Central America. Also, addresses the principal sites and monuments of the ancient Maya civilization, imparts a working understanding of the Maya hieroglyphic writing system, and surveys the political history of the fractious ancient Maya cities. (Temporalities pre-1500; global perspectives)

ARHS 6385 - The Aztecs Before and After the Conquest: Mesoamerica, 1400-1600
Credits: 3
Examines the art and cultural history of Mexico in the centuries immediately before and after the Spanish arrival in Mesoamerica. Topics include the art and ceremony of the imperial Aztec state; the nature of the conflict between 1519 and 1521 that ended in the fall of the Aztec capital to the Spanish; and the monuments of Spanish conquerors, missionaries, and the native elite in Mexico's early colonial period. (Temporalities pre-1500; global perspectives)

ARHS 6391 - Visual Culture in Colonial Mexico
Credits: 3
The arrival of Europeans in the Americas in 1492 inaugurated one of the most remarkable and violent encounters in human history. This course examines the visual and material culture created in the aftermath of this cultural collision in Mexico, the former Viceroyalty of New Spain, from the 16th to 18th centuries. Topics include the interplay and creative synthesis of discrete European and indigenous visual cultures within the colonial sphere; the role of the arts in empire building; and feather work, manuscripts, painting, sculpture, architecture, urban planning, etc. as visual practices. (Temporalities post-1500; global perspectives)

ARHS 6393 - Culture of Oaxaca: A Sense of Place
Credits: 3
Learning adventure in Oaxaca: exploration of multilayered cultural history through field trips to artists' workshops, museums, archaeological sites, and religious fiestas. The focus is on art, art history, folklore, and religion. Lectures, readings, discussion, essays, interviews and photographs of artists for student projects, and numerous field trips provide a broad exposure to Oaxacan culture. (Global perspectives) (SMU-in-Oaxaca)

ARHS 6394 - Art and Architecture of Japan
Credits: 3
Surveys religious and secular arts from prehistoric times through the Edo period. Includes field trips to Kyoto and Nara. (Temporalities pre-1500; global perspectives) (SMU-in-Japan)

ARHS 6399 - The Medieval Jewish-Christian Dialogue in Art and Text
Credits: 3
Examines the mutual perceptions, conflicts, and commonalities among medieval European Christians and Jews as reflected in works of visual art and in philosophical, theological, legal, and literary texts. (Temporalities pre-1500; global perspectives)

ARHS 7000 - Doctoral Exam Preparation - Second Semester
Credits: 0
Faculty-advised preparation for doctoral exams.

ARHS 7301 - Doctoral Workshop
Credits: 3
A termlong, writing-intensive program of instruction and professional mentoring with a member of the ARHS faculty. Doctoral students participating in the workshop are expected to produce one or more publishable works of scholarship over the term.

ARHS 7302 - Doctoral Exam Preparation
Credits: 3
Faculty-advised preparation for doctoral exams.

ARHS 8000 - Dissertation
Credits: 0
Faculty-advised preparation of the doctoral dissertation. Prerequisite: Departmental consent.

ARHS 8101 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8102 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8103 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8104 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8105 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8106 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8107 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

ARHS 8108 - Dissertation
Credits: 1
Faculty-advised preparation of the doctoral dissertation.

Corporate Communications and Public Affairs

Professor of Practice Gordon Law, **Division Chair** *ad interim*

Professors: Sandra Duhé, Rita Kirk, Zannie Giraud Voss, Gregory Warden
Associate Professors: Maria Dixon, Owen Lynch
Assistant Professor: Piyawan Charoensap-Kelly
Senior Lecturer: Christopher Salinas
Professors of Practice: Zoë Hess Carney, Christina Coats, Doric Earle, Jim Hart, Megan Heber, Kim Commerato Lance
Adjunct Professors: Erica Anderson, Donovan Ervin, Daniel Fonner, Michaella Gilliland, Dustin Grabsch, Rosanne Hart, Matthew Jacob, James Jillson, Steve Lee, Jennifer Little, Maureen Mixtacki, Liz Navarro, Andrea Perez, Chris Pilcic, Emily Potts, Alicia Schortgen

Arts and Nonprofit Leadership, M.A.

The Master of Arts in arts and nonprofit leadership is designed for working professionals to unlock their leadership potential within the dynamic creative sector. This innovative online program offers a distinctive blend of academic rigor, real-world practice, and a commitment to fostering the next generation of leaders who will drive innovation in creative organizations, such as performing arts, visual arts, cultural institutions, music, and more.

The MANPL is designed to provide an arts-centric, online format for working professionals interested in continuing their careers while acquiring knowledge and leadership skills for not only arts but also broader, related nonprofit contexts including culture, heritage, humanitarian aid, education, advocacy, and social impact.

Admission

Students must provide a transcript, resume, references and complete an online interview to be considered for the program.

Degree Requirements

The MANPL curriculum comprises 10 required courses. Each course is 3 credit hours, for a total of 30 credit hours. The degree is typically completed over five 15-week terms with 2 courses taken each term.

To graduate, a MANPL student must complete 30 credits, have a minimum overall GPA of 3.000 with no grade less than a C- in each individual course, and successfully complete a capstone project as described in the curriculum provided.

Term 1

- ANPL 6300 - Navigating the Arts and Nonprofit Sector: Principles and Practice
- ANPL 6305 - Financial Stewardship in Nonprofit Organizations

Term 2

- ANPL 6310 - Data-Driven Decision Making for Arts and Nonprofit Leaders
- ANPL 6315 - Strategies for Arts and Nonprofit Resource Mobilization

Term 3

- ANPL 6320 - Revenue Generation and Program Innovation in Arts and Nonprofits
- ANPL 6325 - Building Bridges: Effective Communication in Arts and Nonprofit Leadership

Term 4

- ANPL 6330 - Social Solutions and Entrepreneurship in Nonprofits
- ANPL 6335 - Management and Governance of Nonprofit Institutions

Term 5

- ANPL 6340 - Arts and Nonprofit Leadership Capstone Project with Leadership Intensive
- ANPL 6345 - Strategic Leadership and Transformation in Arts and Nonprofit Organizations

Total: 30 Credit Hours

International Arts Management, M.M.I.A.M

SMU, HEC Montréal and SDA Bocconi University's School of Management in Milan, Italy, jointly offer a limited number of highly qualified candidates a global perspective on arts management. Through study at these three campuses, a student is able to gain exposure to three different arts markets. This program is offered on a full-time basis only and is intended to train a new generation of managers for positions in the international dimension of the performing arts, the heritage sector (museums, historic sites) or cultural industries (film, publishing, sound recording, radio and television).

The duration of the M.M.I.A.M. program is 12 months, and it consists of three consecutive terms that collectively provide 45 credit hours: 39 credit hours of coursework plus a final project worth six credit hours. Students will spend the fall term in Dallas, the winter term in Montréal, the spring term at various universities abroad and the summer term in Milan. All coursework is offered in English. The curriculum includes instruction from internationally distinguished arts and business professors. The student's learning will be assessed with a combination of exams, team exercises, group projects, syntheses and participation in class. Teaching methods used in the program include theoretical courses, case studies, fieldwork, lectures by world leaders and visits to well-known cultural organizations and facilities.

Admission

The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the following elements to help identify a candidate's potential to succeed in the program: test scores (GMAT or GRE graduate school admission test scores required for all applicants, TOEFL or IELTS English language proficiency test scores also required if English is not the applicant's first language), application form, previous academic records, references and self-evaluation essays. If the candidate's application is accepted, they will be invited for an interview with a member of the selection committee by teleconference. The applications for study in the M.M.I.A.M. program are accepted only for fall admission. More information is available online from the Meadows School at www.smu.edu/Meadows/AreasOfStudy/ArtsManagement/GraduateStudies/MMIAM ("Apply" link).

Degree Requirements

The 15 credit hours of M.M.I.A.M. courses offered through SMU focus on management of nonprofit arts organizations and private sector funding, and the 15 credit hours offered through HEC Montréal focus on marketing. The 15 credit hours offered through SDA Bocconi focus on cultural industries; the focus of the master's thesis is an arts sector or industry.

Required Courses

SMU Courses

- IAM 6352 - Comparative International Cultural Policy
- IAM 6353 - International Law and the Arts
- IAM 6354 - Fundraising in the Arts
- IAM 6355 - Nonprofit Arts Budgeting and Financial Management
- IAM 6375 - Cultural Entrepreneurship and Governance for Nonprofit in the Arts

Total: 15 Credit Hours

HEC Montréal

- Accounting Management in Cultural Organizations (Film, Publishing, Recording)
- Artworks for Sustainability
- Digital Marketing
- Leadership in the Context of Cultural Organizations
- Topics in International Marketing Management
- International Marketing of the Cultural Industries
- Managing Cultural Products and Brands
- Global Marketing and Communications for the Arts
- Research Methods in Marketing for Arts and Culture
- Database Marketing

Total: 15 Credit Hours

SDA Bocconi

- Master's Thesis (6 hours)
- Consulting Management
- Performing Arts Management
- Heritage Management

Total: 15 Credit Hours
Total: 45.0 Credit Hours

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

As arts and nonprofit organizations today face a changing environment that presents both unprecedented opportunities and increased financial and competitive pressures, there is a need for skilled and resourceful administrators, managers and leaders. The SMU M.A./M.B.A. program in business and arts management is designed to address this need. It is based on the philosophy that a successful career in arts management requires a thorough knowledge of contemporary business practices coupled with both a deep understanding of arts and nonprofits and the ability to recognize and seize opportunities. Global exchange opportunities provide students exposure to the world's diversity of arts models, trends and challenges. Students gain an international perspective through exchange opportunities and partnerships.

The SMU Meadows School of the Arts, in conjunction with the Cox School of Business, offers to a limited number of highly qualified candidates the nation's only concurrent dual degree graduate program in arts management. Through the Division of Corporate Communication and Public Affairs, the M.A./M.B.A. program combines development of contemporary general-management skills with in-depth study of today's professional arts and nonprofit world.

The program is five successive terms, including summer. The curricula include instruction from distinguished arts and business professors, continuing seminars with nationally recognized arts and nonprofit administrators, and study abroad and internship components. During the first year, students take arts management seminars and the core required business curriculum, the basis on which to build for the variety of elective courses scheduled during mornings, afternoons and evenings of the second year. During the summer between the first and second year, students intern full time with a professional arts and/or nonprofit organization. In the first term of the second year, students may study abroad at Bocconi University in Milan, Italy. Seminars and practica (part-time internships) in arts or nonprofit organizations tailored to the individual student's background, experience and career goals round out the education. The division office also assists graduates in their career objectives through guidance and assistance with their placement.

Admission

The Admissions Committee seeks candidates who demonstrate outstanding academic achievement and potential, leadership qualities, and management potential. To assess these characteristics, the committee will look to the

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

The applications for full-time study in the M.A./M.B.A. program are accepted only for fall admission. Students must be accepted by both the Meadows arts management program and the Cox School of Business; however, candidates submit only the Cox M.B.A. online application and select M.A./M.B.A. as the degree choice. Students who matriculate into the M.A./M.B.A. dual program are required to complete concurrently both the M.A. and the M.B.A. requirements in order to graduate. Students cannot drop either part of the dual degree program nor fail to maintain a 3.000 GPA in each school independently as well as cumulatively.

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

Degree Requirements

This 77-hour program requires 50 hours of business courses and 27 hours of arts and nonprofit leadership courses. Cox School of Business courses are organized into modules.

Year 1

Fall Term

Module A Courses

- AMAE 6201 - Foundations of Arts and Nonprofit Leadership
- ACCT 6201 - Financial Accounting I
- BUSE 6202 - Managerial Economics
- FINA 6201 - Managerial Finance
- MAST 6478 - Data Analytics
- MNGT 6020 - First-Year Foundations
- MNGT 6101 - Managing Your Career

Module B Courses

- AMAE 6205 - Nonprofit Financial Management and Accountability
- ACCT second required accounting course (2 credit hours)
- ITOM 6202 - Management Decision Analysis
- MAST 6478 - Data Analytics *(continued)*
- MKTG 6201 - Marketing Management
- MNGT 6020 - First-Year Foundations *(continued)*
- MNGT 6103 - Business Presentation Techniques

Term Total: 22 Credit Hours

Note: Students select the second accounting course based on their interest and anticipated concentration: either ACCT 6202 - Financial Accounting II or ACCT 6205 - Strategic Cost Analysis.

Spring Term

- AMAE 6051 - Practicum (10 hours per week)

Module A Courses

- AMAE 6224 - Resource Development for Nonprofit Leaders

- ITOM 6203 - Operations Management
- MKTG 6233 - Nonprofit Marketing Strategy *(offered every other year)*
- MNGT 6011 - Managing Your Career, Part Two
- MNGT 6230 - The Unbridled Venture Project
- MNO 6201 - Organizational Behavior: Managing and Leading People
- Elective - zero or one or two courses (0-4 credit hours)

Module B Courses

- AMAE 6222 - Earned Revenue and Program Development

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

- MNGT 6210 - Global Leadership Program
- MNO 6202 - Leading Teams and Organizations
- STRA 6201 - Strategic Management
- Elective - zero or one or two courses (0-4 credit hours)

Term Total: 18-26 Credit Hours

Notes:

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

Summer Term

- AMAE 6104 - Leadership Intensive
- AMAE 6204 - Internship

Term Total: 3 Credit Hours

Year 2

Fall Term

International Study

Courses at Bocconi University in Milan, Italy

- Arts and nonprofit leadership electives: four courses (12 credit hours)
- Business electives: 2 courses (4 credit hours)

Term Total: 16 Credit Hours

Spring Term

- AMAE 6054 - Practicum (10 hours per week)

Module A Course:

- AMAE 6203 - Strategic Internal and External Communication

Module B Course:

- AMAE 6202 - Nonprofit Strategic Planning and Change Management

Module A and B Courses:

- Business electives: seven courses (14 credit hours)

Term Total: 18 Credit Hours

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

30 credit hours of required Cox courses
20 credit hours of elective Cox courses
50 credit hours total from Cox toward M.A./M.B.A. degree
Note: For the 20 credit hours of elective courses, students complete one concentration. Each concentration requires 12–16 specific credit hours.

Credit Hours Summary by School

Year	*Meadows Arts*	*Cox Business*
1	11	34
2	16	16
Total	**27**	**50**

Arts and Nonprofit Leadership Courses

ANPL 6300 - Navigating the Arts and Nonprofit Sector: Principles and Practice
Credits: 3
This foundational course offers students a journey through the historical and philosophical roots of nonprofit organizations and their connection to arts and related contexts over time. Explores nonprofit rationale, leadership principles, and potential for social impact within the broader landscape of nonprofit organizations in the United States.

ANPL 6305 - Financial Stewardship in Nonprofit Organizations
Credits: 3
Provides applied acumen in financial management practices tailored to nonprofit organizations including accounting, budgeting, analysis, reporting, and revenue/expense management strategies, with emphasis on transparency and accountability, including case studies and project applications. Prerequisite or corequisite: ANPL 6300.

ANPL 6310 - Data-Driven Decision Making for Arts and Nonprofit Leaders
Credits: 3
Provides data analysis and visualization skills tailored for nonprofit contexts, including data gathering and cleaning, model building and analysis, stakeholder reporting, and data-driven strategy development. Additional topics include data ethics, AI, program evaluation, and tools needed for effective data storage and analysis. Prerequisite: ANPL 6300.

ANPL 6315 - Strategies for Arts and Nonprofit Resource Mobilization
Credits: 3
Provides skills and strategies essential for securing nonprofit funding and resources vital to organizational viability. Topics include grant writing, foundation relations, donor engagement, corporate collaborations, and the intricacies of planning fundraising events. Prerequisites: ANPL 6300 and ANPL 6305.

ANPL 6320 - Revenue Generation and Program Innovation in Arts and Nonprofits
Credits: 3
Investigates inventive approaches for marketing and generating earned revenue within nonprofit organizations. Includes components of program design and evaluation, pricing strategies, ticketing, merchandising, audience

development, and other innovative methods to generate revenue using a case study and hands-on project approach. Prerequisites: ANPL 6300 and ANPL 6305.

ANPL 6325 - Building Bridges: Effective Communication in Arts and Nonprofit Leadership
Credits: 3
Applies principles of strategic communication and stakeholder engagement tailored to nonprofit organizations. Includes communication strategy development, advocacy, public relations, social media management, and crisis communication planning, underscoring the importance of navigating political, social, and economic landscapes as an essential aspect of effective nonprofit leadership. Prerequisites: ANPL 6300 and ANPL 6305.

ANPL 6330 - Social Solutions and Entrepreneurship in Nonprofits
Credits: 3
Investigates principles of creative entrepreneurship, design thinking, venture funding, and social innovation models specifically tailored to nonprofit organizations. Includes planning, crafting, and testing of inventive solutions to address real-world challenges to drive positive change. Prerequisites: ANPL 6300 and ANPL 6305.

ANPL 6335 - Management and Governance of Nonprofit Institutions
Credits: 3
Provides comprehensive coverage of nonprofit governance, compliance, and organizational management, including key leadership areas of board governance, human capital, cultural policy, enterprise technology, legal and regulatory requirements, strategic leadership, and ethical considerations. Prerequisites: ANPL 6300 and ANPL 6305.

ANPL 6340 - Arts and Nonprofit Leadership Capstone Project with Leadership Intensive
Credits: 3
Applies knowledge and skills acquired in previous courses to address real-world challenges in the arts and nonprofit sector. Includes collaboration with nonprofit organizations to develop strategic solutions and showcase leadership potential in a culminating project. Students additionally participate in a leadership intensive to reflect on their experience, tackle leadership challenges, and focus on personal leadership style to succeed in the field. Prerequisite: At least 18 hours of program required coursework; usually taken in last year of the program.

ANPL 6345 - Strategic Leadership and Transformation in Arts and Nonprofit Organizations
Credits: 3
Applies knowledge and skills acquired in previous courses to the formulation and implementation of strategic plans, planning methodologies, financial/resource planning, change management strategies, communication strategies, and alignment of organizational objectives with mission, vision, and values. Utilizes case studies and collaborative group projects for application and preparation for leadership roles in the nonprofit sector. Prerequisite: At least 18 hours of program required coursework; usually taken in last year of the program.

Arts Management and Arts Entrepreneurship Courses

AMAE 6051 - Practicum
Credits: 0
Practical experience/project work with an arts, nonprofit, or corporate organization related to arts and/or nonprofit leadership. Requires departmental approval and 10 hours of weekly documented work supervised by a qualified professional in the field. Work hours and course credit must be completed concurrently and within the spring semester. Practicum credit may not be earned retroactively or apart from enrollment in the course.

AMAE 6053 - Practicum
Credits: 0
Practical experience/project work with an arts, nonprofit, or corporate organization related to arts and/or nonprofit leadership. Requires departmental approval and 10 hours of weekly documented work supervised by a qualified professional in the field. Work hours and course credit must be completed concurrently and within the semester. Practicum credit may not be earned retroactively or apart from enrollment in the course.

AMAE 6054 - Practicum
Credits: 0
Practical experience/project work with an arts, nonprofit, or corporate organization related to arts and/or nonprofit leadership. Requires departmental approval and 10 hours of weekly documented work supervised by a qualified professional in the field. Work hours and course credit must be completed concurrently and within the spring semester. Practicum credit may not be earned retroactively or apart from enrollment in the course.

AMAE 6104 - Leadership Intensive
Credits: 1
A guided, reflective, and in-depth analysis of students' leadership styles and goals taken concurrently with AMAE 6204. Includes strategic visioning for creating positive change and impact through arts and/or nonprofit leadership.

AMAE 6115 - Directed Studies in Arts Administration
Credits: 1
Directed Studies in Arts Administration.

AMAE 6201 - Foundations of Arts and Nonprofit Leadership
Credits: 2
Explores the historical, social/cultural, economic, and political trends of the nonprofit sector. Integrates application of leadership and management theories, ethical principles, and legal frameworks relevant to nonprofit structure and governance.

AMAE 6202 - Nonprofit Strategic Planning and Change Management
Credits: 2
Focuses on the role of long-range planning and managing change for nonprofits, including alignment of organizational mission with strategic objectives; key stakeholders; organizational capacity; and capital structure to construct an appropriate, detailed strategic plan for an organization.

AMAE 6203 - Strategic Internal and External Communication
Credits: 2
Provides a political, economic, and social/cultural view of strategic communication within specific organizational contexts including the impact of public policy, advocacy, and social change. Emphasizes the culture and strategy of leadership, volunteer management, and governance. Incorporates fundamentals of public relations and stakeholder relationships in the context of ethical practices.

AMAE 6204 - Internship
Credits: 2
An internship with an arts, nonprofit, or corporate organization related to arts and/or nonprofit leadership. Requires departmental approval and 36 hours of weekly documented work supervised by a qualified professional in the field. Work hours and course credit must be completed concurrently and within the June-August summer term. Internship credit may not be earned retroactively or apart from enrollment in the course.

AMAE 6205 - Nonprofit Financial Management and Accountability
Credits: 2
Emphasizes financial and operational management of nonprofit organizations including budgeting as a reflection of the mission; as a means of fiscal prediction and control; and as a vehicle of communication among staff, trustees, and the organization's other constituencies. Includes methods to evaluate performance and effectiveness at both organizational and programmatic levels.

AMAE 6215 - Independent Study: In-Depth Industry Exploration
Credits: 2
This research course will give students an opportunity to fully explore the structural and managerial specifics of their arts industry discipline of choice, including collective bargaining agreements, current trends and pressing issues, programming management, and technology.

AMAE 6221 - Legal Issues in the Arts
Credits: 2
Students will examine, debate, and critically assess legal and ethical aspects of creating and interacting with works of the visual and performing arts and the relationships between and among creators, performers, dealers, collectors, arts institutions, and the public.

AMAE 6222 - Earned Revenue and Program Development
Credits: 2
Explores how nonprofit organizations develop, implement, and evaluate programs that deliver needed services to the community. Explores opportunities for generating and enhancing earned revenue streams through evaluation of internal strengths, assets, and expertise along with external opportunities given supply and demand conditions. Emphasis is on project management strategies, impact models, operational assessments, and data collection and analysis.

AMAE 6223 - Fundraising in the Arts
Credits: 2
Examination of strategies for raising funds in the private and public sectors, including the process of researching, preparing, and managing individual and corporate gifts as well as foundation and government grants.

AMAE 6224 - Resource Development for Nonprofit Leaders
Credits: 2
Offers an advanced examination of processes and practices for raising funds and non-monetary resources, including preparing, soliciting, and managing individual and corporate gifts; foundation and government grants; annual fund development; major gifts; capital campaigns; planned giving; and endowments. The course also includes application of relevant theories and interdisciplinary pedagogy to fully explore concepts.

AMAE 6225 - Economics of Arts and Culture
Credits: 2
This course explores the influence of cultural economics on the production, financing, and consumption of arts and culture, and their mechanisms. The course focuses on these topics: the demand and supply of art; the market of the visual arts; the market of the performing arts; the audiovisual industry and other cultural industries; cultural heritage and cultural tourism; art value and pricing; copies and fakes; artists' labor market; and habits, dynamics, and social interactions in cultural consumption. Prerequisite: Enrollment in the M.A./M.B.A. program or permission of instructor.

AMAE 6315 - Directed Studies in Arts Administration
Credits: 3

AMAE 6321 - Law and the Arts
Credits: 3
Examines laws and legal implications relating to 1) the activities of visual and performing arts organizations; 2) the creation, acquisition, use, transfer, and disposition of works of visual and performing arts and related intellectual properties; 3) the interests, obligations, and relationships of creators, users, and consumers of the arts; 4) and broader domestic and international issues impacting the art world.

AMAE 6325 - Cultural Economics
Credits: 3
Explores the mechanisms and influence of cultural economics on the production, financing, and consumption of arts and culture. Focuses on the demand and supply of art; the market of visual arts; the market of the performing arts; the audiovisual industry and other cultural industries; cultural heritage and cultural tourism; art value and pricing; copies and fakes; artists' labor market; and habits, dynamics, and social interactions in cultural consumption. Prerequisite: Enrollment in the M.A./M.B.A. program or permission of instructor.

AMAE 6326 - Cultural Policy
Credits: 3
Provides an overview of policy analysis and practice of the cultural sector in its different areas (heritage, visual and performing arts, etc.) and perspectives. Analyzes historical and theoretical backgrounds of cultural policy; cultural policies in practice (stylized facts and geographical and political divergence at local, national, and international levels); evaluation of cultural policies and their socioeconomic impact; culture, diversity, and development; and cultural access and arts education.

AMAE 6331 - International Arts/Business Exchange with Bocconi University
Credits: 3

AMAE 6332 - International Arts/Business Exchange with Bocconi University
Credits: 3

AMAE 6333 - International Arts/Business Exchange with Bocconi University
Credits: 3

AMAE 6334 - International Arts/Business Exchange with Bocconi University
Credits: 3

AMAE 6387 - Creative Entrepreneurship and Attracting Capital
Credits: 3
Students explore ways to attract capital. Topics include crowdfunding, event-based fundraising, pitching angel investors and venture capitalists, grant writing, bartering, acting entrepreneurially in existing organizations, startup processes, and other key topics of creative entrepreneurship.

AMAE 6390 - Developing Creative Strategies: Planning for Success
Credits: 3
Students brainstorm; develop original concepts; and explore business models, team-building, and innovation to create a plan of action for a career in the arts and creative economy.

International Arts Management Courses

IAM 6056 - Accounting Management in Cultural Organizations
Credits: 1.5
HEC Course Number 2001MIHEC. In order to make the best possible decisions, managers in the cultural industries use information that is produced by company information systems. In this regard, the financial information produced by a company's accounting system is of the utmost importance. In several countries, company financial statements are now being presented according to International Financial Reporting Standards (IFRS). This course is aimed at acquainting managers, who may be called upon to read financial statements produced in different countries, with the main IFRS rules of presentation. The second part of the course covers guidelines for using budget control efficiently in order to reach the above objectives. At the end of the course, students will have a firm grasp of both internal financial management (budgeting) and external financial management (reading financial statements).

IAM 6057 - Marketing and Consumer Culture
Credits: 1.5
HEC Course Number 2008MIHEC. Over the past 20 years, researchers in the social sciences and in the field of marketing have debated the topic of consumption and consumer culture. These experts have reflected on the rise of consumer culture, studied the impact of consumption in the arts field, and examined our understanding of culture. This course explores the issue of consumer culture from an anthropological perspective.

IAM 6058 - Arts Marketing
Credits: 1.5
HEC Course Number 2002MIHEC. This course covers key marketing concepts and their application in the cultural

sector. It looks at the traditional definition of marketing and discusses the specifics of the marketing approach in the field of culture, including the centrality of the artwork and the artist in any marketing approach. The course considers the company not only in terms of its products but also in terms of its markets, taking into account the cultural specificity of each consumer market based on its demographic profile. Marketing strategies are analyzed from the perspective of commercial variables (product, price, place, promotion) and marketing information systems.

IAM 6059 - Leadership in the Context of Cultural Organizations
Credits: 1.5
HEC Course Number 2004MIHEC. This course examines the practice of cultural management at the international level, using specific cases to illustrate the theory and practice of cultural leadership around the world. After completing the course, students will have a better understanding of the environmental dynamics that surround cultural organizations, executive leadership as practiced in complex organizational environments, artistic leadership, the practice of dual executive leadership and the possibilities for collaborative leadership, the theory and practice of governance in organizations that experience a variety of resource dependencies, and possibilities for executive leadership transition in the cultural field.

IAM 6060 - Information Technologies for Arts and Culture
Credits: 1.5
HEC Course Number 2006MIHEC. In this era of communications technology, cultural organizations need to maintain reliable data on their business activities in order to offer the consumer a high-quality service and/or an exceptional experience. Reliable data are also the basis for sound management. The production of reliable data requires (1) a profound understanding of the business processes by which data are collected, generated and/or transformed; and (2) mastery of concepts related to data modelling, to enable the creation of quality databases. In this course, students learn how to create information systems designed specifically for cultural organizations and how to develop the skills necessary to manage information systems in any field.

IAM 6061 - New Forms of Innovation
Credits: 1.5
HEC Course Number 2005MIHEC. The objective of this course is to help students to understand key innovation processes and models and to apply them to the cultural field. The course offers an emerging view of innovation, such as open innovation, reverse innovation, inclusive and social innovation, digital innovation, creative commons, etc.

IAM 6062 - International Marketing of the Cultural Industries
Credits: 1.5
HEC Course Number 2007MIHEC. In this course students learn about the different export and import markets of the cultural industries, their mechanisms of supply and demand on a global scale, and how to identify international opportunities in existing markets. Students also learn about the various internationalization strategies used by the cultural industries. Specific cases of success and failure in the international market are presented.

IAM 6063 - Managing Cultural Products and Brands
Credits: 1.5
HEC Course Number 2003MIHEC. The purpose of this course is to familiarize students with the central decisions involved in managing products and brands in the cultural sector. Students are taught to appreciate the unique characteristics of cultural products; how to analyze product markets; how to create a meaningful consumption experience that complements the central work of art; and how to develop, protect, and leverage a strong brand. Students learn to articulate major product and brand management issues at the strategic and tactical levels, apply relevant theoretical models and analytical tools in the context of managing cultural products and brands, and analyze the implications inherent to the implementation of product and brand strategies.

IAM 6064 - Promotion and Advertising
Credits: 1.5
HEC Course Number 2009MIHEC. This course is aimed at developing managerial skills in marketing communication by demonstrating the range of communications options available to cultural organizations and the cultural industries today. It familiarizes students with the decisions that must be taken when developing integrated

marketing communication strategies, always in the specific context of the arts field. The course presents the issues currently facing marketing communication specialists, such as how to define the new relations between agencies, the media, and cultural entities and how best to address the phenomenon of social media.

IAM 6065 - Research Methods in Marketing for Arts and Culture
Credits: 1.5
HEC Course Number 2010MIHEC. This course consists of a general review of the methods used by researchers to produce fundamental or applied knowledge in the domain of arts and culture. At the end of the course, students will be well-equipped to plan and conduct a research project as well as to critically evaluate research reports in the context of arts and culture.

IAM 6066 - Database Marketing for Culture and Arts Organizations
Credits: 1.5
HEC course number 2012MIHEC. Cultural organizations are facing expanding competition. Therefore, the quality of decision making is an important factor for success, and the ability to understand and use increasing amounts of available data has become vital. This course addresses this important issue for cultural organizations and is designed to fill a training gap for future managers in the cultural sector.

IAM 6067 - Topics in International Marketing Management
Credits: 1.5
Explores change management relating specifically to marketing. Covers the theory of change and how change affects the market and the organization, inclusion and cultural mediation, and reaching diverse clientele using social media. Discusses aspects of international marketing that may change over time, as was the case during the pandemic. Students are encouraged to think out of the box and use social media to attain marketing objectives.

IAM 6068 - Global Marketing Communication for the Arts
Credits: 1.5
Building on the universal communications model, this course examines and dissects the relationship between Sender (selling a cultural product in a culturally diverse environment, local/corporate culture and values, marketer perceptions); Message ("speaking the language" of an audience, exploring cultural dimensions); Medium (focusing on mediums' relevance to the industry including PR, web, e-marketing, social media); and Receiver (the audience, global vs. local, etc.). Explores each element within the context of international arts management with a particular focus on addressing culturally diverse audiences/target markets.

IAM 6069 - Digital Marketing
Credits: 1.5
Introduces the principles of strategic management in the digital ecosystem and customer experience, with a value-creating marketing perspective. Students learn to work and make decisions in a business environment where marketing experts have lost all or partial control in the creation of their markets.

IAM 6070 - Artworks for Sustainability
Credits: 1.5
Using case studies in the management and marketing of sustainability, students explore engaged artworks as well as the integration of sustainable development principles in art management.

IAM 6071 - Internet, Publishing, and Music Workshop
Credits: 1.5
Completed at SDA Bocconi University. The main goal of this workshop is to turn out media professionals by addressing the economic and managerial implications associated with the transformation of media industries. The workshop focuses on transformation processes that involve content creation, publication, aggregation, distribution, and promotion across different platforms and in different configurations (as a product, as a service, as a license). The description of the evolution of business models parallels the analysis of different regulatory settings associated with intellectual property management, privacy, pluralism, and net neutrality. The comparison between bestselling titles and niche products leads to the identification of globalization and the evolution of narratives across media, cultures,

and countries. The participation of end users in value-creation processes is addressed by examining the evolution of self-publication and digital platform-mediated publication. Similarities and differences across industries and countries are discussed.

IAM 6072 - Performing Arts Workshop
Credits: 1.5
Completed at SDA Bocconi University. The goal of this workshop is to turn out professionals for the performing arts sector. The workshop focuses on theatre, festivals, dance, classical music, ballet, and opera and is interdisciplinary and international in scope. Modes of theatre and opera appreciation, spectator behavior at performances, and the management of performing arts organizations and festivals are some of the issues addressed in the workshop. The workshop provides in-depth coverage of the policies, marketing strategies, and funding sources of European (particularly Italian) and northern American organizations and events. Students are given a unique opportunity to meet executives from distinguished institutions in the performing arts and to visit renowned theatrical and operatic venues.

IAM 6074 - Master Thesis Writing and Designing Seminar
Credits: 1.5
Supports students in the development of their master's thesis, from reviewing literature to presenting findings, with a focus on how to develop a comparative analysis among organizations that operate in different countries and contexts. Students work as a learning community and discuss specific issues arising in ongoing individual research.

IAM 6173 - Arts Management and Markets Workshop
Credits: 1
Completed at SDA Bocconi University. This workshop is intended for highly motivated students who wish to develop a professional and competitive edge in the field of arts management. It is structured and designed in order to present opportunities for the transfer of "high pressure" knowledge and experience from the instructor to the students through a mix of activities and approaches inside and outside the classroom. The objective is to help advanced students refine their profile as arts manager consistent with the needs of the international job market. Professional skills are considered to include the development of a critical approach to the art world and its systems of functioning. The course is based in the world of contemporary art and explores the global dynamics of this constantly changing professional environment. It combines a curatorial/art historical perspective with an institutional/entrepreneurial perspective, depending on the particular expertise of the instructor (Angela Vettese, critic, curator, and director of a contemporary art museum; Stefano Baia Curioni, economic historian specializing in the global art market) and depending as well on the particular needs of the current international art system. The course takes both a cultural and a managerial approach, concentrating on vision, organizational and narrative capabilities, and a strong tendency toward self-improvement.

IAM 6351 - Cultural Economics and the International Art Market
Credits: 3
Students gain a thorough understanding of the mechanisms of cultural economics and their influence on the production, financing, and consumption of arts and culture. Includes the application of economic analysis and tools to the different aspects, activities, and mechanisms of the cultural sector (e.g., the fine arts and performing arts markets, film, and other cultural industries). Students also compare, analyze, and evaluate the factors that form and influence international cultural heritage, cultural tourism, cultural districts, the arts labor market, and creative careers. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6352 - Comparative International Cultural Policy
Credits: 3
Overview of policy models, analysis, and practices of the cultural sector in its different areas (heritage, visual and performing arts, etc.) and countries. Students analyze historical and theoretical backgrounds of cultural policy; cultural policies in practice (stylized facts and geographical and political divergences at local, national, and international levels); cultural policies and their socio-economic impact; culture, diversity, and development; cultural access and arts education; and stimulation of the supply of art. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6353 - International Law and the Arts
Credits: 3
Analysis of the legal implications of managing arts institutions. Topics include organizational structures and tax implications; contracts and negotiating strategies; copyright and trademark ownership, licensing, and use; royalties and artists' economic rights; the rights and limitations of free expression; and the international treaties, laws, regulations, and policies that impact arts and culture. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6354 - Fundraising in the Arts
Credits: 3
Examination and mastery of strategies for raising funds in the private and public sectors. Includes the process of researching, preparing, and managing individual and corporate gifts as well as foundation and government grants. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6355 - Nonprofit Arts Budgeting and Financial Management
Credits: 3
The financial and operational management of nonprofit arts organizations, with an emphasis on the budget as a reflection of the art form, as a means of fiscal prediction and control, and as a vehicle of communication among staff, trustees, and the organization's other stakeholders. Prerequisite: Restricted to students enrolled in the M.M. international arts management or M.A./M.B.A. program; departmental approval required for all others.

IAM 6370 - Creative Entrepreneurship and Business Planning
Credits: 3
Completed at SDA Bocconi University. Issues of governance and corporate strategy are discussed in the context of diverse situations such as government bodies in charge of developing cultural policies, public-private partnerships and the struggle for sustainability, ownership and marketability of content for startups in participative media, the nature of stakeholders' involvement, and protection in crowdfunded projects. Builds upon students' knowledge in the fields of business, public administration, management of nonprofit organizations, intellectual property, and corporate and private law. Addresses the issues of ownership; governance; management; control; value appropriation; and value distribution for established institutions, partnerships, startups in media companies, cultural institutions, and nonprofit institutions. Value creation in the arts, cultural institutions, and media is discussed at different levels: individual firms, collaborative firms, and territories.

IAM 6373 - International Arts Production Systems in Milan
Credits: 3
Surveys a broad spectrum of arts institutions and creative organizations operating in and around Milan. Students participate in on-site visits, meetings with curators and arts administrators, and talks with experts and creative people to better understand Milan as a creative city and to explore the international aspects of arts organizations' basic operations (i.e., their audience, staff, reputation, and supply chain). Grades take into account class participation and an in-class reflection paper.

IAM 6374 - Creativity and Urban Development Workshop
Credits: 3
Completed at SDA Bocconi University. Creativity is a multifaceted and complex concept, particularly as it relates to both the actors and the organizations involved in production and consumption and the urban settings in which production and consumption take place. This course is aimed at (1) investigating how the creative industries affect urban growth via the relationships between urban landscapes/geographies and creative innovation and production systems; (2) integrating managerial, urban, and cultural studies under the theme of creative professionals and urban creativity; and (3) developing competencies in field research, focusing on creativity within organizations and the urban setting and on producing project managers for creative projects, innovation managers or consultants, urban marketing experts within territorial agencies, researchers for the creative industries (both private and public) and urban settings, and consultants for developers and municipalities. The course is structured around three creative industries (design and architecture, visual arts, and pop culture), covering their internal organization and their

relationships with the urban setting. Instructors are both academics and professionals working in the field. The course features several Italian and international guest speakers and company visits.

IAM 6375 - Cultural Entrepreneurship and Governance for Nonprofit in the Arts
Credits: 3
Introduces the process of startup entrepreneurship and presents a number of tools that can be useful as a support in the different phases of the business planning process. Covers governance and strategy issues (i.e., assembling teams, board-executive relationships, and organizational structure) that accompany the growth of arts and cultural organizations from their birth to their decision of going international.

IAM 6376 - International Consulting Management in the Arts
Credits: 3
Develops consulting management skills by supporting small groups through consulting project simulations. Students discuss issues and problems arising in consulting nonprofit and public sector organizations.

IAM 6377 - Consulting Management
Credits: 3
Completed at SDA Bocconi University. Develops consulting management skills by simulating the work of consultants hired to help and support arts institutions. The class will act as a learning community by discussing issues and problems arising in consulting work involving non-profit and public sector organizations. Addresses the consulting cycle, the importance of negotiation and the opportunities for consultants to become agents of change and innovation within organizations.

IAM 6379 - Performing Arts Management
Credits: 3
Completed at SDA Bocconi University. Examines Italian performing arts institutions and provides an understanding of how they work and the main challenges they face. Onsite visits, meetings with artistic and managing directors of opera houses and festivals, as well as with experts and artists, will help participants get a better sense of how performing arts organizations operate.

IAM 6387 - Heritage Management
Credits: 3
Completed at SDA Bocconi University. The starting point of the course is the international definition of heritage as defined by UNESCO. Students will investigate issues linked with conservation, promotion, and protection that cultural institutions face every day. By working closely with professionals and under the instructor's guidance, students will analyze how museums and heritage are managed and administered in Italy, reflecting on the advantages and drawbacks of marketing the arts.

IAM 6570 - Strategy and Governance of Cultural Institutions
Credits: 5
Completed at SDA Bocconi University. In this course, issues of governance and corporate strategy are discussed in the context of diverse situations, such as government bodies in charge of developing cultural policies, public-private partnerships and the struggle for sustainability, ownership and marketability of content for startups in participative media, the nature of involvement of stakeholders, and protection in crowdfunded projects. The course builds upon students' knowledge in the fields of business, public administration, management of nonprofit organizations, intellectual property, and corporate and private law. It addresses the issues of ownership, governance, management, control, value appropriation, and value distribution for established institutions, partnerships, startups in media companies, cultural institutions, and nonprofit institutions. Value creation in the arts, cultural institutions, and media is discussed at different levels: individual firms, collaborative firms, and territories.

IAM 6667 - Master's Thesis
Credits: 6
Master's thesis completed at SDA Bocconi University.

Creative Computing

Professor Ira Greenberg, **Program Director**

Professor: Ira Greenberg
Associate Professor of Practice: Jeff Cavitt
Assistant Professor: Courtney Brown
Visiting Lecturer: Jessie Zarazaga
Adjunct Instructors: Kenneth R. Howard, David G. Smith, Brittni Watkins

General Information

SMU's master of arts in creative technology is an online graduate program, enabling students to participate in the program from anywhere in the world. Each of the 10 courses includes a balance of asynchronous content and synchronous live sessions. The program combines creative and design disciplines with core and emerging digital technologies to generate innovative solutions that are growing in demand across industries. Throughout the 30 credit-hour program, students are taught topics that will help prepare both creative and technical-oriented individuals to combine skill-sets across interactive mediums, design, programming, blockchain and generative AI applications. Upon graduation, students gain the skills and knowledge to advance careers in creative technology leadership, AI, design, UI/UX, animation, AR/VR, coding/software development, and more.

Student learning and program outcomes include:

- Generate AI solutions
- Create custom software
- Design user interfaces and experiences grounded in aesthetic and usability theories
- Develop full-stack web-based applications, including integration with blockchains
- Create augmented and virtual reality solutions
- Develop software applications for the Metaverse
- Design, code and mint generative NFT's
- Create mobile software and applications
- Express themselves creatively through computation and related technologies

Admission and Graduation Requirements

The Master of Arts in Creative Technology requires a baccalaureate degree for admission.

To graduate, a student must complete 30 credits, have a minimum overall GPA of 3.000, and successfully complete a capstone project and paper.

International students will be required to demonstrate English language proficiency.

The Academic Calendar for the Creative Technology, M.A. can be found here:
https://s3.smu.edu/des/registrar/pdf/calendars/RSGS%202024-25.pdf.

Creative Technology, M.A.

Degree Requirements

All students must complete 30 credits, (see 10 courses listed below) and maintain an overall GPA of 3.000.

- CRCP 6310 - Introduction to Creative Coding
- CRCP 6320 - Principles of Digital Design
- CRCP 6330 - Creative Coding for the Web
- CRCP 6340 - Creative Coding for Application Development
- CRCP 6350 - 3D Modeling and Animation
- CRCP 6360 - Interactive and Experiential Design
- CRCP 6370 - Artificial Intelligence in the Metaverse
- CRCP 6380 - Mobile Computing and Augmented Reality

- CRCP 6390 - Data Expression
- CRCP 6399 - Creative Technology Capstone

Total: 30 Credit Hours

Creative Computing Courses

CRCP 6291 - Special Topics
Credits: 2
Designed to cover topics at the graduate level that may have temporary or limited interest.

CRCP 6310 - Introduction to Creative Coding
Credits: 3
Students explore computation as a powerful generative medium while learning the fundamentals of coding and computational thinking. Hands-on topics include algorithmic drawing, procedural imaging, 2-D and 3-D animation, visualization, interactivity, gaming, and an introduction to object-oriented programing.

CRCP 6320 - Principles of Digital Design
Credits: 3
Students learn principles of design theory, as applied to screen-based and other digital applications and systems. Topics introduced include brainstorming, thumbnailing, wireframing, imaging, typography, layout and the grid, color theory, user experience, interface design, virtual ecosystems, generative NFT's and AI, and the history of design.

CRCP 6330 - Creative Coding for the Web
Credits: 3
Students learn the fundamentals of Web development with an emphasis on the front-end. Individual and team-based creative projects are introduced that integrate principles of aesthetics, information design, Web applications, cloud-based architecture, UX/UI, Web3, NFT's and Blockchain.

CRCP 6340 - Creative Coding for Application Development
Credits: 3
Students learn advanced creative coding principles, across multiple programming languages and platforms, with an emphasis on web3 technology. Topics covered include software systems, real-time performance, 3-D virtual environments, interactive applications, mobile development, augmented installations, IPFS, and smart contracts.

CRCP 6350 - 3D Modeling and Animation
Credits: 3
Students learn 3-D modeling and animation using leading software packages, such as Maya and Blender. Topics include virtual sculpting, texture mapping, transformations, procedural shaders, virtual lights and cameras, timeline-based animation, scripting, and special effects.

CRCP 6360 - Interactive and Experiential Design
Credits: 3
Students explore holistic system design for innovative audience engagement and experience of places, environments, ideas, and products. Topics covered include exhibition design, concerts and events, public installation, sensory based marketing, immersive environment design, AR/VR interaction, video installation, and projection mapping.

CRCP 6370 - Artificial Intelligence in the Metaverse
Credits: 3
Students explore the application of AI as a powerful creative Web 3 medium. Gan, Stable Diffusion, and other AI approaches are explored including relevant issues related to ownership, provenance, and ethics in the Metaverse.

CRCP 6380 - Mobile Computing and Augmented Reality
Credits: 3
Students explore the intersections of art, interactivity, and storytelling with mobile devices and augmented reality (AR) technologies.

CRCP 6390 - Data Expression
Credits: 3
Students are introduced to data as a motif for creative expression and story-telling. Topics include visualization, sonification, social media data scraping, data API's, databases, big data, basic statistics, data mining, and machine learning.

CRCP 6391 - Special Topics
Credits: 3
Designed to cover topics at the graduate level that may have temporary or limited interest.

CRCP 6399 - Creative Technology Capstone
Credits: 3
In consultation with a faculty adviser and approved capstone committee, students propose, design, and implement an independent creative computing project. Projects may include performance, exhibition, and hardware and/or software development. Students are encouraged to explore interdisciplinary research opportunities and committee members. Requires completion of a paper summarizing significant project outcomes and results and a public presentation/demonstration/exhibition organized by the student. To be completed in the student's last term of the program.

Music

Professor Thomas Keck, **Division Director**

Professors: Edward Cumming, Jack Delaney, Andrés Díaz, Virginia Dupuy, Stefan Engels, Clifton Forbis, Samuel Holland, David Karp, Thomas Keck, Carol Leone, Barbara Hill Moore, Xi Wang
Associate Professors: Sarah Allen, Christopher Anderson, Robert Frank, Peter Kupfer
Assistant Professors: Kristina Nielsen, Daniel Tague, Margaret Winchell
Artists-in-Residence: Sergei Babayan, Michael Scarola, Alexander Sitkovetsky
Professors of Practice: Aaron Boyd, Chad Hoopes, Derrick Horne, Catharine Lysinger, Julie Scott, Leon Turner
Senior Lecturers: Mark Feezell, Kevin Gunter, Lane Harder, Janice Lindstrom, Michael Lively, Melissa Murray, Jason Smith
Lecturers: Hyae-jin Hwang, Eric Schmidt
Adjunct Professors: Christopher Adkins, Erin Hannigan
Adjunct Associate Professors: Steven Ahearn, George Baker, Kevin Finamore, Barry Hearn, Willa Henigman, David Heyde, Haley Hoops, Ronald Houston, Alexander Kienle, Diane Kitzman, Pierre LaPointe, Emily Levin, Annie Lin, George Nickson, Brian Perry, Andrey Ponochevny, Gregory Raden, James Romeo, Ted Soluri, Barbara Sudweeks, Kara Kirkendoll Welch, Wu Qian
Adjunct Assistant Professors: John Bryant, Bryan Burnes, Kim Corbet, Don Fabian, Lynne Jackson, Brian Jones, Camille King, Jon Lee, Darren McHenry, Naoko Nakamura, Chris Oliver, Jarrod Robertson, Brent Ross, Paul Schmidt
Adjunct Lecturers: Brian Bentley, Jonathon Jones, Drew Lang, Jamal Mohamed, Edward Smith, Rosalyn Story
Mustang Band Director: Charles Aguillon

Facilities

Concert performances are presented in Caruth Auditorium, a 490-seat concert hall; the 168-seat Robert J. O'Donnell Lecture–Recital Hall; and the Dr. Bob and Jean Smith Auditorium in the Meadows Museum. Opera productions are presented in the 392-seat Bob Hope Theatre. The Jake and Nancy Hamon Arts Library houses a collection of more than 110,000 books and scores, more than 31,000 audio and video recordings, and more than 100,000 items in special collections of research materials such as the Van Katwijk Music Collection.

Facilities available to music students include 45 newly renovated practice rooms in the Jeanne R. Johnson Practice Complex.

Student recitals and faculty and ensemble performances are digitally recorded in formats that are acceptable for auditions, competitions and archival purposes.

The Group and Individual Music Therapy Clinics, connected by an observation room, offer student therapists opportunities for clinical practicum experiences under faculty supervision.

The Division of Music maintains an inventory of 40 Steinway grand pianos, three harpsichords and eight pipe organs, including a celebrated three-manual 51-stop tracker organ built by C.B. Fisk located in Caruth Auditorium.

The Electronic Music Studio is a comfortable, multitrack, MIDI and digital audio facility featuring hardware and software on a Macintosh platform. The studio is well equipped to support algorithmic composition, interactive performance, synthesis, sampling, sequencing, signal processing, video post scoring and digital recording with stereo, quad and 5.1-surround monitoring.

Admission

Master of Music students seeking admission to the graduate programs of the Division of Music must have earned a Bachelor of Music degree (or the equivalent) from an accredited institution and must submit complete transcripts of previous college work, along with three letters of recommendation. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **80** with a minimum score of at least **20** in each of the four sections

- IELTS: A minimum overall score of at least 6.5 with a minimum score of at least 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 213

Incoming graduate students are required to take the Graduate Music Diagnostic Examinations upon matriculation. The results of these examinations are used to identify any deficiencies in the areas of music history/literature, music theory and aural skills. Students found to be deficient in these areas will be required to take appropriate review courses. Failure to pass required review courses in the first term of study will result in academic probation and a second-term continuation of review. (Financial aid does not cover any review courses.) Failure to pass the review courses during the second term will result in academic suspension from the degree program.

The standard required for admission is a cumulative minimum GPA of 3.000 (on a 4.000 scale) in all undergraduate work. Under rare circumstances, acceptance on probation may be granted to a student whose cumulative GPA is less than 3.000. In such instances, seven credit hours in approved coursework must be completed during the first term of residence and a GPA of 3.000 must be achieved. A student who does not meet these criteria will be dropped automatically from the University and may not enroll in the following term. The student may reapply after a lapse of one term.

No more than six hours of transfer credit may be applied to any degree program other than the Master of Sacred Music program. Such credits must have been earned in graduate-level courses and cannot have been taken in order to fulfill undergraduate degree requirements. The acceptance of transfer credits is subject to the approval of the student's adviser, the chair of the department offering the comparable SMU course if it is a required course, and the Director of the Division of Music.

Applicants to the Master of Sacred Music program may apply up to nine hours of transfer credits of nonperformance music or theological study. Approval by the Division of Music is required if such hours are in music, and approval by the Perkins School of Theology Committee on Academic Procedures is necessary if such hours are in theology.

Applicants should consult the Meadows Graduate Admissions Office for material beyond the following guidelines:

- A performance audition is required in each field except music education, music composition, music theory pedagogy and musicology. Applicants in these fields may elect to audition for placement in ensembles. Musicology, music education, music theory pedagogy and music composition applicants are required to submit evidence of competency and creativity in the form of term papers, analyses or compositions. Musicology majors are expected to have a reading ability in at least one world language. Music education applicants are required to submit a sample term paper and video-recorded teaching examples, and to complete a personal interview with the music education faculty.
- Piano performance and pedagogy majors are strongly encouraged to audition and interview in person. In addition to a graduate performance audition, applicants to this program are required to present a live or video-recorded teaching demonstration.
- Choral and instrumental conducting majors are required to submit a video recording of a recent conducting rehearsal. A video recording of a performance will be accepted if a rehearsal is not available. Video recordings should be DVD format.

Note: Information on admission to the M.S.M. program is found in the Master of Sacred Music section of this catalog.

Act of Enrollment

When a student enrolls with the Meadows School of the Arts Division of Music for participation in a music course – whether as a music major, music minor or through elective study – by the act of enrollment and in consideration of the right to participate in such course, the student 1) acknowledges their willingness to accept and comply with the standards and policies set forth in the *Division of Music Handbook* and all other University rules and regulations; 2) assigns to the University the exclusive right to use the proceeds from any curricular or extracurricular promotional, publicity or entertainment activities associated with the course, including but not limited to photographs, television, recordings, motion pictures, concerts and theatrical productions, and any right the student may have to receive any royalties and/or other sums that may be due to the student from such activities; 3) releases the University, its trustees, officers, agents, employees and assigns from any obligation to pay any proceeds, royalties and/or other

sums that may be due to the student in connection with the course; and 4) agrees, on request of the University, to periodically execute all documents necessary to acknowledge the assignment and release set forth herein.

Degree Requirements

Any required remedial work in music history/literature and/or music theory must be completed before students may enroll in graduate courses in those areas. MUHI 6335 - Introduction to Graduate Studies should be taken during the first year of graduate study. Music education majors must take MUED 6340 - Research in Music Education instead of MUHI 6335. Piano performance and pedagogy majors may take either MUED 6340 or MUHI 6335.

No electives outside of music or below the 5000-level will be counted toward the degree without prior written approval of the Meadows Academic Services Office. Such courses will be examined for their professional relevance to the student's course of study.

During the first term of residency, each student must file a proposed course of study with the Meadows Academic Services Office. The proposal should be prepared in consultation with the student's adviser. It may be altered subsequently if circumstances warrant a change. To change a proposal, the student should make a written request, obtain the adviser's signature and submit the request to the Meadows Academic Services Office for approval.

All music performance majors, with the exception of guitar, piano and organ majors, are required to enroll in large ensemble (wind ensemble, orchestra or choral ensemble) each term of residence. Wind and percussion students are required to perform in both Meadows Symphony Orchestra and Meadows Wind Ensemble at the discretion of the ensemble directors.

Exemptions may be granted by written approval of the ensemble director and the Director of the Division of Music. Transfer students will not be exempted from the large ensemble requirement based on transfer credits. Exceptions for music education majors may be considered.

Students completing multiple music programs or majors may do so with abbreviated course requirements. The following are approved combinations of programs and the abbreviated credit hour requirements for each:

- Completion of a second major within the master's degree will result in a program of studies containing a minimum of 10 additional credit hours beyond those required for the first major.
- Master of Music students who have received the Artist Diploma or Performer's Diploma from SMU apply 10 credit hours from the Artist Diploma or Performer's Diploma toward the master's degree, which results in an abbreviated program of study containing a minimum of 20 credit hours.
- Performer's Diploma students who have received the Master of Music degree from SMU apply 10 credit hours from the master's degree toward the Performer's Diploma, which results in an abbreviated program of study containing 10 hours.
- Artist Diploma students who complete a master's degree or Performer's Diploma from SMU apply 10 credit hours from the master's degree or Performer's Diploma to the Artist Diploma, which results in an abbreviated program of study containing 10 hours.

No more than five credit hours in directed studies will be permitted for any degree program.

Specific courses of study leading to the Master of Music and Master of Sacred Music degrees will be determined by the results of the Graduate Music Diagnostic Examinations and the student's educational and professional objectives. Requirements for master's degrees are stated in terms of minimums.

The Division of Music requires attendance at all scheduled class meetings, lessons and ensemble rehearsals. In all instances, the instructor determines the extent to which absences affect a student's grade. Students should become thoroughly acquainted with the class attendance policy established by their teachers and ensemble directors. Instructors are not obligated to make special arrangements for the student to accommodate any absence. All reasons for absence should be submitted in advance to the instructor. Failure to do so may result in a student being dropped from a course with a grade of *W* (before the calendar deadline to drop) or receiving a grade of *F* for the course.

Graduation Requirements

All graduate degree programs require the completion of a Graduate Comprehensive Review that includes, but is not limited to, a recital, composition, thesis, professional project or formal examination. A committee of no fewer than three faculty members will supervise and evaluate the work for this requirement. This committee must be appointed before work on the recital, composition, thesis or professional project has begun.

Specific guidelines for the preparation of a thesis or project may be obtained from the Meadows Academic Services Office. Following initial enrollment for thesis credit, graduate students are required to enroll for thesis each term until the thesis has been completed and accepted.

Required recitals must include a cross-section of the repertory in the student's major performance area. The performance of contemporary works is encouraged. Incomplete recitals require enrollment in private study during the term in which they are completed.

The policies and procedures regarding the Graduate Comprehensive Review are outlined in the *Division of Music Handbook*, which is available on the Division of Music CANVAS site and on the Division of Music homepage. Students may not complete their comprehensive review before their last term of residency and the successful completion of all required review work.

All courses attempted for credit must average a grade of B (3.000) or better, with no grade lower than a grade of C (2.000) applying toward the degree.

Candidates are required to complete all degree requirements within seven years of the initial date of matriculation.

Degree Programs

Graduate degree programs in music are designed to provide increased specialization in the major field beyond the baccalaureate level and, at the same time, to assure that students continue to develop the breadth of competencies required to function as well-rounded musicians. Although specific degree requirements will vary according to the major field pursued, all Master of Music degree programs include in some demonstrable form, performance, research, pedagogy, music history and music theory. Detailed degree plans are presented on the following pages.

Performer's Diploma

The Performer's Diploma program is a two-year program for exceptional performers who already hold a minimum of a bachelor's degree or equivalent conservatory or professional qualifications and who are preparing for a career in performance. The Performer's Diploma is available in piano, strings, voice, organ, woodwinds, brass or percussion. By their performance and credentials, applicants must demonstrate that they have the potential to become professional performers and are well on the way to realizing that potential. The program provides intensive studio instruction in performance along with ensemble experience, chamber music and repertoire coursework related to the major. The Performer's Diploma program normally encompasses a four-term residency. Extensions are rarely granted, and funding is limited to four terms. A minimum of 20 credits is required for completion of the diploma. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **64** with a minimum score of at least **20** on the speaking and listening sections and a minimum score of at least **12** on the reading and writing sections
- IELTS: A minimum overall score of at least 6.0 with a minimum score of at least a 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 193

Applicants who do not attain the minimum score outlined above have the option to complete a 6-week summer Intensive English Program offered by SMU before they begin their music studies. The cost of the program is not covered by any scholarships that may be awarded by the Meadows School of the Arts.

Artist Diploma

The Artist Diploma program is a two-year program for a small number of extraordinary performers who already hold a bachelor's degree, master's degree or equivalent conservatory or professional qualifications and who are on the threshold of a solo career in performance. By their performance and credentials, applicants must demonstrate

that they are in the final stages of preparation to enter major competitions and/or to begin a professional solo career. Candidates for the Artist Diploma must possess not only great talent, but also the ability and determination to realize that talent in the contemporary musical world. Students who apply are required to present an initial DVD recording of a recital and to provide a curriculum vitae and undergo an interview. If they are admitted to the final round, applicants must perform a recital at the Meadows School of the Arts for a faculty committee that governs admission standards. Any student whose first language is not English must present one of the following:

- TOEFL iBT: A minimum overall score of at least **64** with a minimum score of at least **20** on the speaking and listening sections and a minimum score of at least **12** on the reading and writing sections
- IELTS: A minimum overall score of at least 6.0 with a minimum score of at least a 5.5 in each of the four sections
- Computer Based TOEFL: A minimum overall score of 193

Applicants who do not attain the minimum score outlined above have the option to complete a 6-week summer Intensive English Program offered by SMU before they begin their music studies. The cost of the program is not covered by any scholarships that may be awarded by the Meadows School of the Arts.

Assistantships for Artist Diploma students will consist of service as an artistic ambassador of the Meadows School. As such, an Artist Diploma student may be asked to perform in concert without additional compensation for special events, for donor events and/or in competition.

Brass, Percussion, and Woodwind Instruments Performance, M.M. majors in Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Saxophone, Trombone, Trumpet, Tuba

Advisers: Barry Hearn, George Nickson, Ted Soluri

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 6305 - Introduction to Instrument Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6XXX (chosen with adviser's approval) (three credits)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6101 - Graduate Recital

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensembles:

One large and one chamber ensemble enrollment each term in residence

Total: 8 Credit Hours

Performance Studies

- BSSN 6100, CLAR 6100, FLUT 6100, FRHN 6100, OBOE 6100, SAX 6100, TROM 6100, TRPT 6100, TUBA 6100 (four credits)

- MREP 5140 - Orchestral Repertoire: Woodwinds (two terms)
  or
- MREP 5150 - Orchestral Repertoire: Brass (two terms)
  or
- MREP 5170 - Orchestral Repertoire: Percussion (two terms)

Total: 6 Credit Hours

Electives:
Chosen with adviser's approval.

Total: 3 Credit Hours
Total: 30 Credit Hours

Choral Conducting, M.M.
Adviser: Margaret Winchell

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 - Keyboard Skills for Conductors I and II). The review courses are remedial and do not count toward the degree nor are they funded by scholarship.

All choral conducting majors are expected to have English, French, Italian and German diction courses as well as a minimum of two terms of world language study on their undergraduate transcripts. Any deficiencies in these areas will require enrollment in PERB 5006 - Singers' Diction Review.

Required Courses
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6209 - Choral Conducting II
- MUCO 6210 - Seminar: Major Choral Works
- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6289 - Conducting Practicum
- MUCO 6307 - Choral Conducting I
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6384 - Survey of Choral Literature

Select One
- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:
Chosen with adviser's approval

Total: 8 Credit Hours
Total: 30 Credit Hours

Guitar Performance, M.M.

Adviser: Laura Hearn

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- GUIT 6100 - Private Study: Guitar (four credits)
- MPED 6303 - Guitar Pedagogy
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6348 - Guitar History and Literature
- MURE 6101 - Graduate Recital (four credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensembles:

- PERE 5130 - Meadows Guitar Ensemble (four credits)

Total: 4 Credit Hours

Electives:

Chosen with adviser's approval; up to three credits may be in large ensemble, chamber ensemble, or repertory class

Total: 6 Credit Hours

Total: 30 Credit Hours

Instrumental Conducting, M.M., (Orchestral Emphasis)

Adviser: Laura Hearn

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 - Keyboard Skills for Conductors I and II). The review courses are remedial and do not count toward the degree nor are they funded by scholarship. Any deficiencies in foreign language proficiency will require enrollment in PERB 5006 - Singers' Diction Review.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6189 - Conducting Practicum
- MUCO 6200 - Applied Study in Conducting (eight credits)
- MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6347 - Issues in Symphonic Literature
- PERE 5118 - Meadows Large Instrumental Ensemble (four credits of orchestra unless otherwise approved)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:
Chosen with adviser's approval

Total: 6 Credit Hours
Total: 30 Credit Hours

Instrumental Conducting, M.M., (Wind Emphasis)

Adviser: Jack Delaney

A piano proficiency exam must be passed by the end of the student's third term. These skills and competencies may be developed through individual preparation or review courses (PERB 5107, PERB 5108 - Keyboard Skills for Conductors I and II). The review courses are remedial and do not count toward the degree nor are they funded by scholarship. Any deficiencies in foreign language proficiency will require enrollment in PERB 5006 - Singers' Diction Review.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUCO 6189 - Conducting Practicum
- MUCO 6200 - Applied Study in Conducting (eight credits)
- MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6374 - Wind Ensemble History and Literature
- PERE 5118 - Meadows Large Instrumental Ensemble (four credits of wind ensemble unless otherwise approved)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:
Chosen with adviser's approval

Total: 6 Credit Hours
Total: 30 Credit Hours

Music Composition, M.M.

Adviser: Private Instructors

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)

- MUAS 6010 - Music Engagement (four terms)
- MUHI 6XXX (three credits) (chosen with adviser's approval)
- MUHI 6335 - Introduction to Graduate Studies
- MUTH 6310 - Introduction to Electro-Acoustic Music
  or
- MUTH 6311 - Advanced Topics in Music Technology

- MUTH 6320 - Advanced Composition (six credits)
- MUTH 6381 - Thesis in Composition (six credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensemble:
Total: 2 Credit Hours

Electives:
Chosen with adviser's approval

Total: 4 Credit Hours
Total: 30 Credit Hours

Music Education, M.M.

Advisers: Sarah Allen, Julie Scott

Two options are provided in the M.M. in music education: 1) an option for candidates who already hold teaching certification and 2) an option for candidates with a degree in music who are seeking teacher certification. The M.M. in music education may be earned on a part-time basis, typically in three years, or on a full-time basis, typically in two years. Courses are offered in the evenings and summers to accommodate in-service teachers, thereby enabling them to continue in their jobs while pursuing the degree. Full-time students may take daytime and evening classes. At least nine credit hours of the required coursework in MUHI, MUTH or electives must be from 6000-level courses that are not double listed.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms for full-time students only)
- MUAS 6010 - Music Engagement (four terms for full-time students only)
- MUED 6340 - Research in Music Education
- MUED 6352 - Foundations of Music Education
- MUHI 6XXX (three credits) (chosen with adviser's approval)
- MUED 6XXX (six credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:
Chosen with adviser's approval. Elective options include, but are not limited to, MUCO courses, EDU courses, performance studies, or ensemble, as well as summer SMU Music Educators Workshops

Total: 12 Credit Hours
Total: 30 Credit Hours

Musicology, M.M.
Adviser: Peter Kupfer

The M.M. in Musicology is completed through one of two specializations, research or pedagogy. Students take 20 credit hours of core courses, plus an additional 10 credits in their area of specialization.

Students must pass a translation exam in a second language relevant to their specialization, typically German, Italian, French, Spanish, or Latin.

Required Courses
Core Courses
- MUHI 63XX (At least three seminar courses chosen with adviser's approval) (nine credits)
- Ensembles (two credits)

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6337 - Conceptual Foundations of Musicology

One from the following:
Select one with adviser's approval.

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 20 Credit Hours

Specializations
Research
- Elective (MUHI, MUTH, MUED, EDU, HIST, or other chosen with adviser's approval - three credits)
- Thesis (six credits)

- MUHI 6154 - Practicum in Musicology Pedagogy

Total: 10 Credit Hours

Pedagogy
- Elective (MUHI, MUTH, MUED, EDU, HIST, or other chosen with adviser's approval - three credits)

- EDU 6322 - Educational and Behavioral Psychology
- MUHI 6154 - Practicum in Musicology Pedagogy (two terms)
- MUHI 6250 - Final Project in Musicology Pedagogy

Total: 10 Credit Hours
Total: 30 Credit Hours

Organ Performance, M.M.

Adviser: Stefan Engels

Required Courses

- MPED 5114 - Organ Pedagogy
- MREP 6122 - Organ Repertory and History of Organ Building: Middle Ages to J.S. Bach
- MREP 6222 - Organ Repertory and History of Organ Building: After J.S. Bach to the Present
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6201 - Graduate Recital *
- ORG 6105/6205 – Liturgical Organ Playing and Organ Improvisation (5-7 credits)
- ORG 6200 - Private Study: Organ (four terms)
- PERE 5171 - Chamber Ensemble

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:

Chosen with adviser's approval

Total: 0-2 Credit Hours

Ensembles (2 Credit Hours)

Total: 30 Credit Hours

*One hour duration; a minimum of 25 minutes must be played from memory; extensive written program notes required. Recital may take place on or off campus and will be graded by a committee of three, which includes the professor of organ and additional SMU faculty members or representatives from the professional community.

Piano Performance and Pedagogy, M.M.

Adviser: Catharine Lysinger

At least three credit hours of the required coursework in MUHI, MUTH and/or electives must be from 6000-level courses that are not double listed.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6XXX (chosen with adviser's approval) (three credits)

- MUHI 6335 - Introduction to Graduate Studies
  or
- MUED 6340 - Research in Music Education

- MUPD 5210 - Current Trends in Piano Pedagogy (internship also required)
- MUPD 5312 - Survey of Precollege Piano Literature (internship also required)

- MUPD 6396 - Piano Pedagogy I (internship also required)
- MUPD 6397 - Piano Pedagogy II (internship also required)

- MURE 6101 - Graduate Recital (with adviser's approval) and PERB 6109 - Program Notes (corequisite to graduate recital)
  or
- MURE 6202 - Graduate Lecture Recital (with adviser's approval)

- PERB 6112 - Piano Improvisation
- PIAN 5101 - Piano Department Performance Class (four credits)
- PIAN 6100 - Private Study: Piano (four credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensemble:

Two credits, chosen from:

- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
- PERE 5171 - Chamber Ensemble
- other PERE course with adviser and instructor approval

Total: 2 Credit Hours

Electives:

Chosen with adviser's approval from MUED, EDU, PERB, MUHI, MUTH

Total: 3 Credit Hours
Total: 36 Credit Hours

Piano Performance, M.M.

Adviser: Carol Leone

At least three credit hours of the required coursework in MUHI, MUTH or electives must be from 6000-level courses that are not double listed.

Required Courses

- MREP 6114 - Advanced Piano Repertoire
- MSA 6049 - Graduate Full-Time Status
- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6XXX (chosen with adviser's approval) (three credits)
- MUHI 6335 - Introduction to Graduate Studies

- MUPD 5312 - Survey of Precollege Piano Literature
  or
- MUPD 6396 - Piano Pedagogy I

or

- MUPD 6397 - Piano Pedagogy II

- MURE 6101 - Graduate Recital
- PERB 6109 - Program Notes (corequisite to graduate recital)
- PERB 6112 - Piano Improvisation
- PIAN 5101 - Piano Department Performance Class (four credits)
- PIAN 6100 - Private Study: Piano (four credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensemble:

- PERE 5171 - Chamber Ensemble (two credits)

Total: 2 Credit Hours

Electives:
Chosen with adviser's approval

Total: 2 Credit Hours
Total: 30 Credit Hours

Sacred Music, M.S.M.

Purpose

The Master of Sacred Music (M.S.M.) degree program is jointly sponsored by Perkins School of Theology and the Division of Music of Meadows School of the Arts for the preparation of professional music and arts leadership in the church and, if one chooses, ordination as deacon. Recognizing the existence of several models of professional church music leadership, this program provides a wide range of graduate-level training in performance, professional and academic skills.

High priority is placed upon the preparation of the church musician as enabler of congregational singing and conductor of various ensembles in both the church and the community. professional church music courses, supervised practicum, worship leadership opportunities, conducting projects and other work offered in the School of Theology and the Division of Music provide opportunities to learn a wide range of literature, performance practices and skills and to apply this learning in both academic and church settings.

Student Learning Outcomes

1. Discernment: Students will demonstrate musical, theological, liturgical and contextual discernment, including the ability to make sound musical and theological judgments about works performed, (e.g., questions of validity, quality and contextual appropriateness on the twin levels of text and music) and the capability to situate a musical work in a local context.
2. Skill: Students will demonstrate musical skills, including advanced accomplishment in an applied area appropriate to a faith community's piety, and informed by the history and analysis of the genres of church music as well as by sensitivity to the ways current technologies can aid the realization of the music's goals in its contexts.
3. Pedagogy: Students will practice effective pedagogy, including an understanding of faith formation through music for musicians of all types and ages, and application of processes for engaging musical participation by choirs and the congregation in worship.

4. Theological framework: Students will demonstrate an understanding of the discipline of sacred music within a larger theological and cultural framework.
5. Theology: Students will demonstrate clarity toward a theology that positions music in all its dimensions as praise to God and service to neighbor, as biblically based offering and prophecy, and as proclamation of Gospel.
6. Interpersonal and organizational skill: Students will practice interpersonal sensitivity and organizational skills, including the ability to foster professional interpersonal relationships, Christian community in musical ensembles, and skills to effectively administer a music and worship ministry that supports the mission of a congregation in its context.

Requirements for Admission

Applicants for the M.S.M. program must hold a bachelor of music or bachelor of music education degree, or its equivalent, from a regionally accredited institution. Their undergraduate preparation must include credited work in choral conducting and at least 30 credit hours of courses in the liberal arts.

A cumulative GPA of at least 3.000 (on a 4.000 scale) is required for admission to the master of sacred music program. Admission to the School of Theology further requires that a minimum GPA of 2.750 be achieved in the student's liberal arts work. The concentration in liturgical musicology requires a cumulative GPA of at least 3.500 for admittance and requires that the student maintain at least a 3.500 GPA for all graduate work. Although one application is made through Perkins School of Theology, successful applicants for the M.S.M. program are accepted by both the Division of Music in the Meadows School of the Arts and the Perkins School of Theology.

The applicant is expected to bring capabilities in one of the seven concentrations offered, demonstrating potential for success for study at the graduate level. Admission to the applied concentrations (choral conducting, keyboards, organ, and composition and arranging) requires that the applicant demonstrate performance capabilities by a personal audition or by an online Web link. All academic concentrations (music education, worship arts and liturgical musicology) include applied instruction in choral conducting and organ and a keyboard proficiency exam. In addition, the application should include a description of previous experience or written work that demonstrates the applicant's ability to pursue graduate level work in the chosen concentration.

Applicants who already hold graduate degrees in music (master of music, master of music education or other comparable degree) or who have completed some coursework at the graduate level may, upon the approval of the director of the program, apply up to nine credit hours (or the equivalent) of nonperformance graduate musical or theological study toward the M.S.M. degree. However, this work must also meet the approval of the Committee on Graduate Studies of the Division of Music (if the work is in music) or of the registrar of the Perkins School of Theology (if the work is in theology). Hours in the M.S.M. may also apply toward the M.Div., Master of Theology M.A.M., M.T.S. or T.H.M. degrees offered by the Perkins School of Theology. Consultation with the director of the M.S.M. program is recommended.

Requirements for Graduation

The requirements for the M.S.M. total 48 credit hours.

During the student's final term of enrollment, they will be given a set of comprehensive written examinations covering the major areas of study and related fields. Satisfactory performance on these examinations and a minimum cumulative GPA of 3.000 or a grade of B on all M.S.M. work is required for graduation. In addition, in their outgoing term students are required to undergo a Supervised Practicum Assessment in their ministry context in which church music faculty confer with an on-site committee to determine the student's professional development during the course of the degree, and areas for further growth.

All requirements for the M.S.M. degree must be completed within seven calendar years from the time of initial registration.

Planning a Program of Study

The M.S.M. course of study includes work taken in common by all sacred music students; courses that fulfill the requirements of one of the seven concentrations; and work that is designed to serve the individual student's particular needs and interests. Each student elects one of seven options for concentration study:

Applied Concentrations:

- Choral Conducting
- Composition and Arranging
- Keyboards
- Organ

Admission to these concentrations requires that the applicant demonstrate performance proficiencies adequate to their selected concentration. This requirement will be fulfilled through an in-person audition, digital submission of performance materials, or submission of a portfolio, according to audition requirements.

Academic Concentrations:

- Music Education
- Worship Arts
- Liturgical Musicology

Graduate candidates who have successfully completed the admissions process and have been admitted into the master of sacred music program are required to take Graduate Diagnostic Exams in Music History prior to enrollment. Through these examinations, administered online by the Division of Music, students are expected to demonstrate skills and knowledge in music history, aural skills and theoretical materials equivalent to those of graduating seniors who have met general requirements in these areas at SMU. While not a factor in admission, an application cannot be considered for enrollment and financial aid until the exams are taken. The Graduate Diagnostic Exams aid the student's adviser in planning their course of study and provide the student with a better understanding of the expectations for graduate-level study. Students who fail the diagnostic examinations will be required to enroll for MUTH 6000 - Graduate Theory Review and/or MUHI 6000 - Music History Review. The successful exams or the above-named courses are prerequisite for all graduate theory and history courses. STUDENTS CANNOT BE ADVISED INTO GRADUATE COURSES AT MATRICULATION IF THEY MISS THE EXAMS. Additionally, any required graduate review coursework must be successfully completed by the end of the first term. Students who do not complete graduate review coursework in the fall term will be placed on academic probation in the spring term and required to enroll again into the applicable review courses for credit. Additionally, tuition and fees will be charged in the spring term and the cost of the review courses are NOT covered by scholarship, grants or tuition waiver. Failure to complete requirements according to the probation conditions will result in suspension from the program at the end of the spring term. Those who do not successfully complete the exams during the application process may take them again at the beginning of their first semester. Remedial instruction is offered online to assist the student to complete this aspect of their requirements.

For all concentrations except organ and keyboards, materials for the keyboard proficiency exam will be sent to successful applicants after they have been admitted. These exams are administered throughout a student's course of study, and must be completed before a student's final semester in the program.

Course Requirements

The requirements for the M.S.M. total 48 term hours and may be completed in two years (usually including summers) depending on the results of the Graduate Diagnostic Examinations. Pursuing an additional graduate music degree at Meadows School of the Arts or fulfilling the requirements for deacon's ordination in the United Methodist Church may require extra semesters towards completion.

The required supervised practicum includes musical/liturgical leadership in a local congregation.

The 48 credit hours for the M.S.M. are distributed as follows:

Required Courses

Theological Studies

- NT 6300 - Interpreting the New Testament
- OT 6300 - Interpretation Old Testament
- WO 6313 - Introduction to Christian Worship

One from the following:

- HX 6300 - The Christian Heritage
- ST 6303 - Interpretation of the Christian Message

Total: 12 Credit Hours

Church Music

- CM 8120 - Supervised Practicum *(four terms)*
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 13 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement *(four terms)*
- Participation for two consecutive terms within the same academic year in a Meadows Choral Ensemble, as determined by placement audition *(one credit hour per term)*

One from the following:

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 5 Credit Hours

Perkins or Meadows Electives

Elective hours will be determined in consultation with the student's adviser on the basis of the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.

Total: 6 Credit Hours for all except the organ concentration, which allows for 5 Credit Hours

Applied Concentrations

Choral Concentration Requirements

- Elective course in choral conducting *(2 credit hours)*
- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6307 - Choral Conducting I *(by placement evaluation)*
- MUHI 6384 - Survey of Choral Literature

Total: 12 Credit Hours

Composition and Arranging Concentration Requirements

- CM 8201 - Instruction in Conducting *(audition required)*
- MUTH 5325 - Class Composition

- MUTH 5330 - Instrumentation and Arranging
  or
- MUTH 5360 - Advanced Orchestration

- MUTH 6190 - Directed Studies in Composition *(2 hours over two semesters)*
- MUTH 6281 - Thesis in Composition

Total: 12 Credit Hours

Keyboards Concentration Requirements

- CM 8140 - Practicum in Keyboards
- CM 8201 - Instruction in Conducting *(audition required)*
- CM 8240 - Keyboards in Ensemble
- Private instruction in Keyboard *(7 hours)*

Total: 12 Credit Hours

Organ Concentration Requirements

- PERB 6212 - Organ Improvisation and Service Playing
- Private organ study *(four 2-hour terms)*

Total: 12 Credit Hours

Academic Concentrations

Worship Arts Concentration Requirements

- CM 8121 - Practicum in Worship Arts
- CM 8201 - Instruction in Conducting *(audition required)*
- CM 8321 - Seminar in Worship Arts I *(Focus on Ritual Studies and Arts)*
- CM 8322 - Seminar in Worship Arts II *(Focus on Liturgical Theology and Arts)*
- CM 8323 - Seminar in Worship Arts III *(Focus on Aesthetics and Arts)*

Total: 12 Credit Hours

Music Education Concentration Requirements

- CM 8107 - Youth Choir and the Church
- CM 8124 - Music Ministry with Children
- CM 8201 - Instruction in Conducting *(audition required)*
- MUED 5250 - Workshop in Music Education

6 credit hours from the following:

- MUED 6361 - Orff Schulwerk Level I
- MUED 6362 - Orff Schulwerk Level II
- MUED 6363 - Orff Schulwerk Level III
- MUED 6364 - Kodály Level I
- MUED 6365 - Kodály Level II
- MUED 6366 - Kodály Level III

Total: 12 Credit Hours

Liturgical Musicology Concentration Requirements

- CM 8300 - Thesis in Sacred Music
- Nine hours in Meadows School of the Arts or Perkins School of Theology in an appropriate field of study to be determined by the student's goals in consultation with the student's adviser, etc., musicology, liturgical studies.

Total: 12 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 credit hours under "Theological Studies" may count toward the 24 credit hour requirement. It may be possible to use hours under "Perkins or Meadows Electives" to satisfy more of the 24-hour requirement.

- Elective courses for all concentrations will be determined in consultation with the student's adviser based on the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.

- A portion of the hours under "Perkins or Meadows Electives" may be used for choral conducting, depending on the placement evaluation. No more than three elective hours of applied study in Meadows may be counted toward the M.S.M. degree requirements outside of those designated in each concentration's course of study.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Students seeking ordained deacon status in the United Methodist Church will need 12 additional credit hours beyond the required coursework for the M.S.M. degree. For specific information, students should contact the director of the M.S.M. program.

The Supervised Practicum

In the second or third year, with the approval of the M.S.M. faculty, the student will present a service of worship in her/his church to complete their supervised practicum curriculum. This service becomes the graduate project for the M.S.M. degree and will be given a pass or fail grade by an evaluating M.S.M. faculty member, in addition to any projects required by the student's specific concentration.

Financial Aid

In addition to the financial aid described elsewhere in this catalog, a limited number of scholarships, fellowships and work grants are available specifically to M.S.M. students. Inquiries should be addressed to the director of the M.S.M. program. In addition, most M.S.M. students are employed by a local congregation as a part of the supervised practicum requirement for the M.S.M. degree.

Strings Performance, M.M. majors in Cello, Double Bass, Harp, Violin, Viola

Advisers: Aaron Boyd

At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MPED 6305 - Introduction to Instrument Pedagogy
  or
- MPED 6308 - String Pedagogy I

- MUHI 6XXX (chosen with adviser's approval) (three credits)
- MUHI 6335 - Introduction to Graduate Studies
- MURE 6101 - Graduate Recital

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Ensembles:
One large ensemble each term in residence and four chamber ensemble enrollments

Total: 8 Credit Hours

Performance Studies
- CELL 6100 - Private Study: Cello
- DBBS 6100 - Private Study: Double Bass
- HARP 6100 - Private Study: Harp
- VIOL 6100 - Private Study: Violin
- VLA 6100 - Private Study: Viola

Total: 4 Credit Hours

Electives:
Chosen with adviser's approval.

Total: 5 Credit Hours
Total: 30 Credit Hours

Theory Pedagogy, M.M.
Adviser: Mark Feezell

Successful completion of the departmental Keyboard Proficiency examination or approved courses (MUTH 5150 and either MUTH 5210 or MUTH 5250) is required. At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI (6000 level, chosen with adviser's approval) (three credits)
- MUHI 6335 - Introduction to Graduate Studies
- MUTH 6156 - Practicum in Theory Pedagogy
- MUTH 6250 - Final Project in Theory Pedagogy
- MUTH 6355 - Pedagogy of Theory

Choose six credits from the following:
(chosen with adviser's approval; at least 3 credits must be at the 6000 level)

- MUTH 5150 - Advanced Musicianship
- MUTH 5210 - Keyboard Skills
- MUTH 5250 - Advanced Musicianship
- MUTH 5370 - Survey of Counterpoint
- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Ensembles (2 Credit Hours)

Electives
Chosen with adviser's approval (6 hours must be in EDU, MPED, MUED, or MUPD)

Total: 10 Credit Hours
Total: 30 Credit Hours

Voice Performance, M.M.

Adviser: Private Instructor

All graduate voice majors are expected to have English, French, Italian and German diction courses on their undergraduate transcripts. PERB 5006 may be assigned when deficiencies exist. All graduate voice majors are expected to have a minimum of two terms of foreign language study on their undergraduate transcripts. At least three credit hours of the required coursework in MUHI and/or MUTH must be from 6000-level courses that are not double listed.

Required Courses

- MPED 5216 - Vocal Pedagogy I
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MUHI 6335 - Introduction to Graduate Studies
- MUHI 6345 - Issues in Opera History (or as recommended by the adviser)
- MURE 6101 - Graduate Recital
- Meadows Choral Ensemble (two credits as determined by audition)
- PERB 5006 - Singers' Diction Review
- PERE 5122 - Meadows Lyric Theatre (two credits)
- VOIC 6100 - Private Study: Voice (four credits)
- VOIC 6108 - Vocal Coaching (four credits)

Select One

- MUTH 6300 - Analysis of Contemporary Music
- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 3 Credit Hours

Electives:

Chosen with adviser's approval

Total: 6 Credit Hours
Total: 30 Credit Hours

Brass, Percussion or Woodwinds Performance, Artist Diploma (Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Saxophone, Trombone, Trumpet, Tuba)

Advisers: Barry Hearn, George Nickson, Ted Soluri

Required Courses

- ADPR 7200 - Private Study (eight credits)
- ADRE 7101 - Artist Diploma Recital (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- Ensembles: one large and one chamber enrollment each term in residence (eight credits)

Total: 20 Credit Hours

Notes:

- Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances, with the approval of the head of winds/brass/percussion, may include an additional solo recital, a full concerto with orchestra, a mock orchestral audition, a chamber music recital, significant competitions of national or international stature or a lecture-recital. At least one of the recitals must include a chamber work. The recitals will be graded by the student's adviser, the student's teacher, another faculty member and the director of the orchestra or wind ensemble.
- PERE ensemble assignments are made by the applied music teacher, adviser and ensemble directors.

Brass, Percussion or Woodwinds Performance, Performer's Diploma (Bassoon, Clarinet, Flute, French Horn, Oboe, Percussion, Saxophone, Trombone, Trumpet, Tuba)

Advisers: Barry Hearn, George Nickson, Ted Soluri

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MURE 6101 - Graduate Recital (two required; two credits)
- MURE 6201 - Graduate Recital (one required; two credits)
- Private Study: two semesters of 6100 and two of 6200
- Ensembles: one large and one chamber enrollment each term in residence (eight credits)

- MREP 5140 - Orchestral Repertoire: Woodwinds (two credits)
  or
- MREP 5150 - Orchestral Repertoire: Brass (two credits)
  or
- MREP 5170 - Orchestral Repertoire: Percussion (two credits)

Total: 20 Credit Hours

Notes:

- Recitals include three public performances on campus, one of which must be a solo recital of approximately one hour of music. The other two performances, with the approval of the head of winds/brass/percussion, may be selected from the following: additional solo recitals, a full concerto with orchestra, a mock orchestral audition, chamber music recitals, significant competitions of national or international stature, or lecture-recitals. At least one of the recitals must include a chamber work. The three recitals will be graded by the student's teacher and two performance faculty.
- PERE ensemble assignments made by applied music teacher, adviser and ensemble directors.

Guitar Performance, Artist Diploma

Adviser: Laura Hearn

Required Courses

- ADPR 7200 - Private Study (eight credits)
- ADRE 7101 - Artist Diploma Recital (four credits)
- MREP 5130 - Guitar Repertoire (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PERE 5130 - Meadows Guitar Ensemble (four credits)

Total: 20 Credit Hours

Notes: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. A third recital, with the approval of the major professor, must include a significant component of chamber music, and a fourth performance could be a full concerto with orchestra or a lecture-recital. The recitals will be graded by the student's teacher, a faculty member and an additional faculty member with knowledge of the guitar and its repertoire who is designated by the teacher.

Guitar Performance, Performer's Diploma

Adviser: Laura Hearn

Required Courses

- GUIT 6200 - Private Study: Guitar (eight credits)
- MREP 5130 - Guitar Repertoire (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MURE 6101 - Graduate Recital (four credits)
- PERE 5130 - Meadows Guitar Ensemble (four credits)

Total: 20 Credit Hours

Note: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. A third recital, with the approval of the major professor, must include a significant component of chamber music, and a fourth performance could be a full concerto with orchestra or a lecture-recital. The recitals will be graded by the student's teacher, a performance faculty member and a faculty member with knowledge of the guitar and its repertoire who is designated by the teacher.

Organ Performance, Artist Diploma

Adviser: Stefan Engels

Required Courses

- ADPR 7300 - Private Study (four terms)
- ADRE 7101 - Artist Diploma Recital (four required)
- ORG 6105, ORG 6205 – Liturgical Organ Playing and Organ Improvisation (2-4 credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- Electives (chosen with adviser's approval; 0-2 credit hours)

Total: 20 Credit Hours

Note: Recitals include four public performances, one of which must be on campus. The other three performances may be either on or off campus at a suitable venue approved by the adviser. Three of the recitals must be solo recitals of about one hour of music; the additional performance may include another solo recital, a full concerto with orchestra, a chamber music recital, or a lecture-recital. Two of the recitals must be played entirely from memory; the other two recitals should include a minimum of 30 minutes of music played from memory. Each recital will be graded by a committee that includes the professor of organ and two additional SMU faculty members or representatives from the professional community.

Organ Performance, Performer's Diploma

Adviser: Stefan Engels

Required Courses

- ORG 6200 - Private Study: Organ (four terms)
- ORG 6105/6205 – Liturgical Organ Playing and Organ Improvisation (three-five credits)
- MREP 6122/6222 – Organ Repertory and History of Organ Building
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- MURE 6101 - Graduate Recital (three required)
- PERE 5171 - Chamber Ensemble
- Electives (chosen with adviser's approval; 0-2 credit hours)

Total: 20 Credit Hours

Notes:

- The chamber music requirement may be fulfilled by accompanying choral ensembles.
- Recitals (memory requirement minimum 25 minutes for each recital) include three public performances, one of which must be on campus. The other two performances may be either on or off campus at a suitable venue approved by the adviser. Two of the recitals must be solo recitals of about one hour of music. The additional performance may be another solo recital, a full concerto with orchestra, a chamber music recital, or a lecture-recital. Each recital will be graded by a committee that includes the professor of organ and two additional SMU faculty members or representatives from the professional community.

Piano Performance, Artist Diploma

Adviser: Carol Leone

Required Courses

- ADPR 7300 - Private Study (12 credits)
- ADRE 7101 - Artist Diploma Recital (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PIAN 5101 - Piano Department Performance Class (four credits)

Total: 20 Credit Hours

Notes: Required recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances, with the approval of the head of piano, may include an additional solo recital, a full concerto with orchestra, a chamber music recital or a lecture-recital. The recitals will be graded by the head of keyboard studies, the student's private teacher and at least one additional faculty member.

Piano Performance, Performer's Diploma

Adviser: Carol Leone

Required Courses

- MREP 6114 - Advanced Piano Repertoire (one credit)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAC 6101 - Techniques of Instrumental Accompanying
- MUAC 6102 - Techniques of Vocal Accompanying
- MUAS 6010 - Music Engagement (four terms)
- MURE 6101 - Graduate Recital (three required, three credits)
- PERE 5171 - Chamber Ensemble (four credits)
- PIAN 5101 - Piano Department Performance Class (four credits)
- PIAN 6100 - Private Study: Piano (four credits)
- Electives (chosen with adviser's approval; two credit hours)

Total: 20 Credit Hours

Note: Recitals include three public performances on campus, two of which must be solo recitals of approximately one hour of music. The third performance, with the approval of the head of piano, may be selected from the following: an additional recital, a full concerto with orchestra, a chamber music recital or a lecture-recital. The three recitals will be graded by the head of keyboard studies, the student's teacher and another artist faculty member.

Strings, Artist Diploma (Cello, Double Bass, Harp, Violin, Viola)

Advisers: Aaron Boyd

Required Courses

- ADPR 7200 - Private Study (Violin, Viola, Cello, Double Bass, or Harp; eight credits)
- ADRE 7101 - Artist Diploma Recital (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- PERE 5171 - Chamber Ensemble (four credits)
- PERE 5118 - Meadows Large Instrumental Ensemble (four credits)

Total: 20 Credit Hours

Notes:

- Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour of music. The additional performances, with the approval of the head of strings, may include an additional solo recital, a full concerto with orchestra, a mock orchestral audition, significant competitions of national or international stature, a chamber music recital or a lecture-recital. One of the recitals must include a chamber work. Each recital will be graded by the head of strings, the student's teacher, another faculty member and the director of orchestral activities.
- PERE orchestra ensemble assignments are made by the applied music teacher, adviser and ensemble conductors.

Strings, Performer's Diploma (Cello, Double Bass, Harp, Violin, Viola)

Advisers: Aaron Boyd

Required Courses

- MREP 5160 - Orchestral Repertoire: Strings (two credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MURE 6101 - Graduate Recital (three credits)
- PERE 5171 - Chamber Ensemble (four credits)
- PERE 5118 - Meadows Large Instrumental Ensemble (four credits)
- Music Electives (three credits)
- Private Study (CELL, DBBS, HARP, VLA, VIOL; four credits)

Total: 20 Credit Hours

Note: Recitals include three public performances on campus, one of which must be a solo recital of approximately one hour of music. The other two performances, with the approval of the head of strings, may be selected from the following: additional solo recitals, a full concerto with orchestra, mock orchestral auditions, chamber music recitals, significant competitions of national or international stature, or lecture-recitals. One of the recitals must include a chamber work. The three recitals will be graded by the student's teacher and two members of the performance faculty.

Voice Performance, Artist Diploma

Adviser: Private Instructor

Required Courses

- ADPR 7200 - Private Study (eight credits)
- ADRE 7101 - Artist Diploma Recital (four credits)
- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)

- Meadows Choral Ensemble, 2 credits (two terms as determined by audition)
- PERE 5122 - Meadows Lyric Theatre (four credits)
- Electives (chosen with adviser's approval; two credit hours)

Total: 20 Credit Hours

Note: Recitals include four public performances on campus, two of which must be solo recitals of approximately one hour in length. One must include songs and arias; one must include chamber music. One performance may be selected from an additional recital, a substantial performance with orchestra (to be approved by the voice faculty), an operatic role equivalent to an AGMA "A" or "B" rating, a chamber music recital or a lecture-recital. The four recitals will be graded by the head of voice, the student's voice teacher or other voice faculty member if the teacher is the head, and another music faculty member. A pre-recital hearing before the voice faculty is required. Not less than 3/4 of the recital material must be performed from memory at the hearing. Complete printed material for the recital is required at the hearing.

Voice Performance, Performer's Diploma

Adviser: Private Instructor

Required Courses

- MSA 6049 - Graduate Full-Time Status (four terms)
- MUAS 6010 - Music Engagement (four terms)
- MURE 5000 – Graduate Recital (one required)
- MURE 6101 - Graduate Recital (two credits)
- PERB 5208 - Advanced Acting for Voice Majors
- Meadows Choral Ensemble, two credits (two terms as determined by audition)
- PERE 5122 - Meadows Lyric Theatre (four credits)
- VOIC 6100 - Private Study: Voice (four credits)
- Electives (six credits)

Total: 20 Credit Hours

Note: Recitals include three public performances on campus, two of which must be solo recitals of approximately one hour in length. One must include songs and arias; one must include chamber music. One performance may be selected from an additional recital, a substantial performance with orchestra (to be approved by the voice faculty), an operatic role equivalent to an AGMA "A" or "B" rating, a chamber music recital or a lecture-recital. The three recitals will be graded by the head of voice, the student's voice teacher or other voice faculty member if the teacher is the head, and another music faculty member. A pre-recital hearing before the voice faculty is required. Not less than 3/4 of the recital material must be performed from memory at the hearing. Complete printed material for the recital is required at the hearing.

Artist Diploma Private Studies Courses

ADPR 7200 - Private Study

Credits: 2

One 1-hour lesson per week (14 per term). Repeatable course offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Prerequisite: Auditioned acceptance into the Artist Diploma program.

ADPR 7300 - Private Study

Credits: 3

One 90-minute lesson per week (14 per term). Repeatable course offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Prerequisite: Auditioned acceptance into the Artist Diploma program.

Artist Diploma Recitals Courses

ADRE 7101 - Artist Diploma Recital
Credits: 1
Solo performance of approximately 1 hour of music or specific recital requirements of student's performance area. Graded pass/fail by committee.

ADRE 7201 - Artist Diploma Recital
Credits: 2
Solo performance of approximately 1 hour of music or specific recital requirements of student's performance area. Graded pass/fail by committee.

Bassoon Courses

BSSN 6100 - Private Study: Bassoon
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

BSSN 6200 - Private Study: Bassoon
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Cello Courses

CELL 6100 - Private Study: Cello
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

CELL 6200 - Private Study: Cello
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Clarinet Courses

CLAR 6100 - Private Study: Clarinet
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

CLAR 6200 - Private Study: Clarinet
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Conducting Courses

MUCO 6184 - Directed Study in Conducting
Credits: 1
Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

MUCO 6189 - Conducting Practicum
Credits: 1
Preparation and public performance of instrumental or choral ensemble.

MUCO 6200 - Applied Study in Conducting
Credits: 2
Private lessons for conducting majors. Study of historical context, performing practice, interpretive issues, performance techniques, kinetic control, conducting problems, and rehearsal techniques. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

MUCO 6209 - Choral Conducting II
Credits: 2
Further development of conducting techniques as they apply to a variety of repertoires. Also, study and application of rehearsal techniques, and application of vocal and choral techniques. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

MUCO 6210 - Seminar: Major Choral Works
Credits: 2
(fall term of even-numbered years) An in-depth study of selected choral works.

MUCO 6211 - Instrumental Techniques for Choral Conductors
Credits: 2
A study of the performance techniques of string, woodwind, brass, and percussion instruments in works for chorus and orchestra. Includes a comprehensive concentration on bowing techniques and methodologies, transposition, and historical perspective. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

MUCO 6212 - Choral/Vocal Techniques for The Instrumental Conductor
Credits: 2
(fall term of odd-numbered years) Develops a functional knowledge of choral singing and vocal production through the study and performance of works from the choral and operatic repertory.

MUCO 6252 - Vocal and Choral Techniques
Credits: 2
A study of all aspects of the choral rehearsal. Topics include development of choral tone; study of the changing voice; and laboratory conducting projects on a variety of choral rehearsal techniques. Students are required to accept

internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

MUCO 6284 - Directed Study in Conducting
Credits: 2
Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

MUCO 6289 - Conducting Practicum
Credits: 2
Preparation of instrumental and/or choral ensemble for public performance.

MUCO 6307 - Choral Conducting I
Credits: 3
Continued development and refinement for choral conducting techniques. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

MUCO 6384 - Directed Study in Conducting
Credits: 3
Individual technical development and score preparation for the advanced conductor. Prerequisite: Approval of instructor.

Double Bass Courses

DBBS 6100 - Private Study: Double Bass
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

DBBS 6200 - Private Study: Double Bass
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Euphonium Courses

EUPH 6100 - Private Study: Euphonium
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

EUPH 6200 - Private Study: Euphonium
Credits: 2
One-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching,

subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term. Reserved for both graduate and undergraduate Music pre-majors, majors, and minors.

Flute Courses

FLUT 6100 - Private Study: Flute
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

FLUT 6200 - Private Study: Flute
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

French Horn Courses

FRHN 6100 - Private Study: French Horn
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

FRHN 6200 - Private Study: French Horn
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Guitar Courses

GUIT 6100 - Private Study: Guitar
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

GUIT 6200 - Private Study: Guitar
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Harp Courses

HARP 6100 - Private Study: Harp

Credits: 1

One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

HARP 6200 - Private Study: Harp

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Harpsichord Courses

HARS 6100 - Private Study: Harpsichord

Credits: 1

One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

HARS 6200 - Private Study: Harpsichord

Credits: 2

One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Music Accompanying Courses

MUAC 6101 - Techniques of Instrumental Accompanying

Credits: 1

Required of Artist Certificate pianists to acquaint them with the various skills associated with accompanying, and to familiarize them with some of the instrumental repertoire.

MUAC 6102 - Techniques of Vocal Accompanying

Credits: 1

Required of Artist Certificate pianists to acquaint them with the various skills associated with accompanying, and to familiarize them with some of the vocal repertoire.

MUAC 6103 - Practicum in Collaborative Performance

Credits: 1

Practical application of accompanying skills through studio assignments and performance. Prerequisites: MUAC 6001, MUAC 6002 or MUAC 6101, MUAC 6102.

Music Arts and Skills Courses

MUAS 5145 - Overview of Piano Technology

Credits: 1

An overview of the history and development of the piano, grand and upright construction and regulation, tuning,

temperament, and relationships with technicians and retailers. Hands-on instruction in tuning techniques includes unison and octave tuning.

MUAS 5146 - Upper String Techniques
Credits: 1
Basic principles involved in playing and teaching violin and viola. Reserved for music majors and minors.

MUAS 5147 - Lower String Techniques
Credits: 1
Basic principles involved in playing and teaching cello and bass. Reserved for music majors and minors.

MUAS 5148 - Single Reed and Flute Techniques
Credits: 1
Basic principles involved in playing and teaching single reed and flute instruments. Reserved for music majors and minors.

MUAS 5149 - Double Reed Techniques
Credits: 1
Basic principles involved in playing and teaching double reed instruments. Reserved for music majors and minors.

MUAS 5150 - Low Brass Techniques
Credits: 1
Basic principles involved in playing and teaching low brass. Reserved for music majors and minors.

MUAS 5151 - High Brass Techniques
Credits: 1
Basic principles involved in playing and teaching upper brass. Reserved for music majors and minors.

MUAS 5152 - Percussion Techniques
Credits: 1
Basic principles involved in playing and teaching percussion. Reserved for music majors and minors.

MUAS 5153 - Vocal Techniques
Credits: 1
Basic principles involved in singing and teaching voice. Reserved for music majors and minors.

MUAS 5154 - Marching Band Techniques
Credits: 1
(fall term of even-numbered years) Provides music education students with opportunities to learn skills and techniques involved in marching band.

MUAS 5155 - Jazz Techniques
Credits: 1
(fall term of even-numbered years) Introduces jazz pedagogy, with an emphasis on improv.

MUAS 5320 - Recording Technology
Credits: 3
A comparison of approaches to music recording in all forms of mass media. Includes demonstrations of studio equipment and digital recording and editing.

MUAS 5322 - Analysis of Music Production
Credits: 3
Students gain a basic yet broad understanding of the function of a music producer in both artistic and music business

environments, and of the process through which any musical work is produced as a live performance or recording. The role of the music producer is concentric to all decisions in recording and defining artistic endeavors. Whether working with a director in producing music for a film score, collaborating with a songwriter to define an expression, working with a composer to achieve an artistic vision, or understanding how an advertising agency needs musical help in order to sell a product, the producer must be able to coordinate the procedure with the vision. Even when the producer is also the artist, composer, recording engineer, and financier, he/she must step outside of all other roles to plan how the end result can best be achieved.

MUAS 5323 - Music Production Practices
Credits: 3
Students create recording projects in a wide range of areas, including artist recordings in a variety of musical genres, film scoring, and TV/Radio commercials. Prerequisite: MUAS 5322.

MUAS 6010 - Music Engagement
Credits: 0
Registration in this course supports the activities of the Music Division. Students are encouraged to take advantage of the opportunities for performance, master classes, and community engagement. Students may also be called upon to serve as ambassadors of the division for prospective students. Required of all music majors each term in residence.

MUAS 6300 - Introduction to Digital Audio Workstations
Credits: 3
Presents the concepts of recording and mixing music and audio using computer-based digital audio workstations (DAWs). Course topics include, but are not limited to, digital audio basics, mixing techniques, software-based audio effects processors, and MIDI recording using virtual instruments.

Music Composition and Theory Courses

MUTH 5130 - Collaborative Composition
Credits: 1
Students collaborate with artists in other disciplines on composition projects. Meadows disciplines rotate periodically.

MUTH 5150 - Advanced Musicianship
Credits: 1
Develops musicianship skills beyond the level attained in the undergraduate core musicianship courses. Includes sight reading and improvisation studies in a range of musical styles for both voice and instruments, advanced melodic and harmonic dictation exercises, aural analysis of musical examples from a wide range of style periods, and the use of the keyboard to support the continued development of skills. Repeatable for credit. Instructor consent required. Prerequisites: MUTH 2130, MUTH 2230 for undergraduate students, or a passing score for the Graduate Music Theory Diagnostic Exam or for MUTH 6023, MUTH 6124, and MUTH 6125 for graduate students.

MUTH 5210 - Keyboard Skills
Credits: 2
Applies the student's knowledge of music theory to practical keyboard musicianship and explores core principles of keyboard improvisation. Prerequisites: MUTH 2130, MUTH 2230, and PERB 2132, or permission of instructor.

MUTH 5250 - Advanced Musicianship
Credits: 2
Develops musicianship skills beyond the level attained in the undergraduate core musicianship courses. Includes sight reading and improvisation studies in a range of musical styles for both voice and instruments, advanced melodic and harmonic dictation exercises, aural analysis of musical examples from a wide range of style periods, and the use of the keyboard to support the continued development of skills. Repeatable for credit. Instructor consent required. Prerequisites: MUTH 2130, MUTH 2230 for undergraduate students, or a passing score for the Graduate Music Theory Diagnostic Exam or for MUTH 6023, MUTH 6124, and MUTH 6125 for graduate students.

MUTH 5325 - Class Composition
Credits: 3
A composition course for noncomposition majors. Topics include notational practices; contemporary and traditional approaches to composition through study of model works from the literature; in-class presentation, reading, and critique of projects; and professional standards for the creation and distribution of scores, parts, and recordings of compositions and arrangements. Prerequisites: MUTH 2130, MUTH 2230 or permission of instructor. Restricted to music majors.

MUTH 5330 - Instrumentation and Arranging
Credits: 3
An overview of the ranges and performing characteristics of orchestral and band instruments and vocalists, with practical application via scoring and arranging for a variety of small instrumental and vocal ensembles. Prerequisites: MUTH 2130, MUTH 2230.

MUTH 5360 - Advanced Orchestration
Credits: 3
Explores advanced techniques of orchestration through a series of scoring projects for a variety of ensembles. Prerequisite: MUTH 5330 or permission of instructor.

MUTH 5370 - Survey of Counterpoint
Credits: 3
Through exercises in analysis and composition, this course provides a study of contrapuntal techniques from the Middle Ages to the 20th century, with emphasis on traditional modal and tonal styles. Prerequisites: MUTH 2130, MUTH 2230.

MUTH 6000 - Graduate Theory Review
Credits: 0
Intensive remedial work in aural perception and/or music theory based on the results of the Graduate Music Theory Diagnostic Examination.

MUTH 6100 - Graduate Theory Review
Credits: 1
Intensive remedial work in aural perception and/or music theory based on the results of the Graduate Music Theory Diagnostic Examination.

MUTH 6120 - Advanced Composition
Credits: 1
Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests for students with atypical degree plans. Prerequisites: Permission of instructor and departmental approval.

MUTH 6156 - Practicum in Theory Pedagogy
Credits: 1
Teaching experience supervised by department faculty. Prerequisite: MUTH 6355.

MUTH 6181 - Thesis in Composition
Credits: 1
Culminating research/creative project for music composition majors. Prerequisite: Permission of instructor.

MUTH 6184 - Directed Studies in Theory
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6190 - Directed Studies in Composition
Credits: 1
Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

MUTH 6220 - Advanced Composition
Credits: 2
Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests for students with atypical degree plans. Prerequisites: Permission of instructor and departmental approval.

MUTH 6250 - Final Project in Theory Pedagogy
Credits: 2
Independent research project in an area of theory pedagogy. Topic must be approved by department faculty. Prerequisite: MUTH 6355.

MUTH 6281 - Thesis in Composition
Credits: 2
Culminating research/creative project for music composition majors. Prerequisite: Permission of instructor.

MUTH 6284 - Directed Studies in Theory
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6290 - Directed Studies in Composition
Credits: 2
Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

MUTH 6300 - Analysis of Contemporary Music
Credits: 3
Detailed analysis of recent music written in a variety of styles and using diverse techniques. The course also explores early 20th-century antecedents of more recent music. Analysis and discussion are supported by readings from theoretical articles and composers' writings. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUTH 6310 - Introduction to Electro-Acoustic Music
Credits: 3
Covers historical and emerging concepts and techniques of composing, performing, and listening to fixed and interactive electro-acoustic music via lectures and laboratory projects. Topics include basic acoustics; hardware and software tools for the generation, processing, and reproduction of musical sound; and the history and literature of electronically generated music. Students complete individual and collaborative projects applying their studies to the recording, creation, and performance of fixed and real-time interactive creative projects. Prerequisite: Approval of instructor.

MUTH 6311 - Advanced Topics in Music Technology
Credits: 3
Advanced investigation into topics in electro-acoustic music and technology-related art forms. Topics are announced each term the course is offered and may include film music, MIDIstration, real-time interactive performance using Max/MSP/Jitter, algorithmic composition, and technology-related interdisciplinary collaboration. Repeatable. Prerequisite: MUTH 6310 or approval of instructor.

MUTH 6320 - Advanced Composition
Credits: 3
Individual study with the composition faculty and regularly scheduled seminars with faculty and visiting guests. Prerequisite: Permission of instructor.

MUTH 6326 - Seminar in Music Analysis
Credits: 3
A study of analytical methods applicable to music from a specific repertoire to be determined with each course offering. Offered irregularly. Prerequisite: Successful completion of the theory portions of the Graduate Music Diagnostic Examination or Graduate Theory Review.

MUTH 6330 - Analytical Techniques
Credits: 3
A survey of analytical methods applicable to music from a wide range of style periods. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUTH 6355 - Pedagogy of Theory
Credits: 3
Exploration of philosophies and methods, review of materials and resources available to the theory instructor, curriculum and syllabus design, practice teaching experience. Prerequisites: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review; EDU 6322 or substitute; or permission of instructor.

MUTH 6381 - Thesis in Composition
Credits: 3
Culminating research/creative project for music composition majors. Student is expected to attend a weekly private lesson. Prerequisite: Permission of instructor.

MUTH 6384 - Directed Studies in Theory
Credits: 3
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUTH 6390 - Directed Studies in Composition
Credits: 3
Composition projects under the direction of faculty. Prerequisite: Approval of instructor.

Music Education Courses

MUED 5147 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5149 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5150 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5151 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5152 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5153 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5154 - Workshop in Music Education
Credits: 1
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5250 - Workshop in Music Education
Credits: 2
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5251 - Workshop in Music Education
Credits: 2
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5252 - Wind Literature For the Secondary School
Credits: 2
(fall term of odd-numbered years) Survey of new and standard literature suitable for secondary school students. Examines music for instrumental solo, ensemble, band, and orchestra.

MUED 5254 - Workshop in Music Education
Credits: 2
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5255 - Workshop in Music Education
Credits: 2
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5350 - Workshop in Music Education
Credits: 3
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5351 - Workshop in Music Education
Credits: 3
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5352 - Workshop in Music Education
Credits: 3
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 5354 - Workshop in Music Education
Credits: 3
A brief, intensive study of a focused topic in music education, including Orff, Kodály, Dalcroze, and other methodologies.

MUED 6109 - Elementary Music Practicum
Credits: 1
Focuses on crafting and teaching mini lessons for peers in the college classroom and for area public school classrooms. Uses video camera extensively for accurate feedback. Restricted to music majors and minors.

MUED 6110 - Choral Conducting Practicum
Credits: 1
Stresses development of rehearsal techniques in a laboratory setting. Students choose, prepare, and rehearse music with other students in class to develop skills in error detection, rehearsal pacing, sequencing, and ordering of music for optimum rehearsals. Restricted to music majors and minors.

MUED 6111 - Instrumental Conducting Practicum
Credits: 1
Stresses development of rehearsal techniques in a laboratory setting. Students prepare and rehearse music in sectional and full-ensemble settings to develop skills in error detection, rehearsal pacing, sequencing, and ordering of music for optimal rehearsals. Restricted to music majors and minors.

MUED 6130 - Elementary Music Methods and Materials
Credits: 1
An investigation of major approaches for teaching elementary general music. Includes public school classroom observations. Restricted to music majors and minors.

MUED 6131 - Instrumental Music Education Methods and Materials
Credits: 1
Covers materials for instruction, motivation, administration, class control, and performance preparation. Restricted to music majors and minors.

MUED 6132 - Choral Music Education Methods and Materials
Credits: 1
Focuses on the art and practice of developing successful choral programs for grades five through 12. Topics include recruitment, auditions, behavior management, vocal techniques, the changing voice, choice of music, rehearsal planning, and management of nonmusical details. Includes public school observations.

MUED 6150 - Project in Music Education
Credits: 1
Independent work on thesis or professional project.

MUED 6194 - Directed Studies in Music Education
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUED 6249 - Music Education Practicum
Credits: 2
Development of rehearsal techniques through preparation and public performance of an elementary or secondary school ensemble.

MUED 6250 - Project in Music Education
Credits: 2
Independent work on thesis or professional project.

MUED 6260 - Orff Schulwerk Master Class
Credits: 2
(summer 1 term of odd-numbered years) Designed to explore advanced techniques and teaching of the Orff Schulwerk approach. Prerequisite: MUED 6363.

MUED 6294 - Directed Studies in Music Education
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUED 6310 - Music Education Methods and Materials
Credits: 3
Advanced study of music education methods and materials. A specialized topic is defined for intense examination. Emphasizes the development of master teachers in specialized areas of study.

MUED 6320 - Motivation, Discipline, and Management
Credits: 3
Techniques of classroom discipline and time management using standard behavior modification techniques.

MUED 6340 - Research in Music Education
Credits: 3
A study of representative research approaches and methods in music education and instruction, with emphasis on research designs, methods, materials, and analysis and interpretation of research literature.

MUED 6350 - Project in Music Education
Credits: 3
Independent work on thesis or professional project.

MUED 6352 - Foundations of Music Education
Credits: 3
Philosophical and historical foundations of music education, with implications for organization and curriculum of school music.

MUED 6354 - Special Topics in Music Education
Credits: 3
Advanced study of current issues in music education, with specialized topic(s) defined for intensive examination. Emphasizes the practical application of research.

MUED 6358 - Kodály: A Historical Perspective
Credits: 3
An exploration of the history, techniques, and teaching of the Kodály method, set within the context of music education and Hungarian history of the 20th century. May include a trip to the Kodály Institute in Hungary.

MUED 6361 - Orff Schulwerk Level I
Credits: 3
This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools.

MUED 6362 - Orff Schulwerk Level II
Credits: 3
This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools. Prerequisite: MUED 6361.

MUED 6363 - Orff Schulwerk Level III
Credits: 3
This certification course, approved by the American Orff-Schulwerk Association, provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Orff Schulwerk approach in their schools. Prerequisite: MUED 6362.

MUED 6364 - Kodály Level I
Credits: 3
This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools.

MUED 6365 - Kodály Level II
Credits: 3
This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools. Prerequisite: MUED 6364.

MUED 6366 - Kodály Level III
Credits: 3
This certification course provides a broad spectrum of techniques, materials, theoretical training, and pedagogy, which enables students to implement the teaching of the Kodály method in their schools. Prerequisite: MUED 6365.

MUED 6394 - Directed Studies in Music Education
Credits: 3
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Music Pedagogy Courses

MPED 5114 - Organ Pedagogy
Credits: 1
A survey of teaching materials and pedagogical methods, both historical and modern, for organ students. Projects include compilation of graded repertoire lists and preparation and/or presentation of a supervised private lesson.

MPED 5216 - Vocal Pedagogy I
Credits: 2
A study of vocal techniques, including vocal acoustics, breathing, and laryngeal function. Provides information useful to the singer, studio voice teacher, and choral director. Prerequisite: Permission of instructor.

MPED 5217 - Vocal Pedagogy II
Credits: 2
A study of teaching strategies and philosophies, diagnosis of vocal problems, stage deportment, vocal repertoire, and ethics for teachers. Students gain practical, supervised experience in teaching.

MPED 6184 - Directed Study: Pedagogy
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MPED 6284 - Directed Study: Pedagogy
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MPED 6303 - Guitar Pedagogy
Credits: 3
(spring term of even-numbered years) Prepares guitarists for studio teaching.

MPED 6305 - Introduction to Instrument Pedagogy
Credits: 3
Prepares instrumental private teachers for studio teaching.

MPED 6308 - String Pedagogy I
Credits: 3
(fall term of odd-numbered years) A survey of methods, materials, and curriculum for teaching strings at the beginning level. Focus on the philosophical, psychological, and developmental bases of string study. Review and evaluation of current educational materials. Additional topics include current trends, history of string education, and pedagogical situations. Prerequisite: Proficiency on a string instrument as a major, or technique courses equivalent to MUAS 3146 and 3147, or permission of instructor.

MPED 6309 - String Pedagogy II
Credits: 3
(spring term of even-numbered years) Continuation of the skills and concepts developed in MPED 6308, as well as an in-depth study of methods, materials, and curriculum for teaching strings at the intermediate and advanced levels. Prerequisite: MPED 6308.

MPED 6384 - Directed Study: Pedagogy
Credits: 3
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Music Repertoire Courses

MREP 5109 - Classical and Romantic Song Literature
Credits: 1
(spring term of odd-numbered years) An overview of song literature from the Classical and Romantic periods. Students prepare repertoire for performance in class and make presentations on topics of specialized interest. Lectures focus on specific developmental trends such as the genesis of the song cycle, the evolution of the piano accompaniment in the 19th century, and links between poets and composers.

MREP 5110 - Contemporary Song Literature
Credits: 1
(spring term of even-numbered years) A survey of repertoire and performance practices of song literature from the 20th century to the present day. Provides students with a general knowledge of the literature to acquaint them with performance and notational practices, and to develop the musical skills necessary to perform this literature.

MREP 5112 - Sacred Masterpieces For Singers
Credits: 1
An overview for singers of the great masses and oratorios of the 18th and 19th centuries, with an emphasis on performance. Baroque, Classical, and Romantic styles are taught through the study and performance of arias and ensembles from these works. Students are coached by the instructor, and they perform for the class. Open to junior, senior, and graduate voice majors, as well as singers in the Perkins' Master of Sacred Music program, or by instructor permission.

MREP 5130 - Guitar Repertoire
Credits: 1
Student performances of their solo repertoire and individual instruction in a master-class setting.

MREP 5140 - Orchestral Repertoire: Woodwinds
Credits: 1
Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5150 - Orchestral Repertoire: Brass
Credits: 1
Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5160 - Orchestral Repertoire: Strings
Credits: 1
Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 5170 - Orchestral Repertoire: Percussion
Credits: 1
Interpretive study and performance preparation of significant excerpts from selected orchestral repertoire.

MREP 6114 - Advanced Piano Repertoire
Credits: 1
A broad survey of piano literature, including lectures and performances by the students enrolled. Emphasizes performance styles and practices of every historical period.

MREP 6122 - Organ Repertory and History of Organ Building: Middle Ages to J.S. Bach
Credits: 1
Examines the wealth of the organ repertory in combination with aspects of the different styles in organ building from the Middle Ages to J.S. Bach. The historical contexts of individual compositions, analytical aspects and performance-related issues are discussed. An optional integrated Organ Study Tour (8-12 days) to varying destinations in Europe and the United States is integrated into the course.

MREP 6222 - Organ Repertory and History of Organ Building: After J.S. Bach to the Present
Credits: 2
Examines the wealth of the organ repertory in combination with aspects of the different styles in organ building from J.S. Bach to the present. The historical contexts of individual compositions, analytical aspects and performance-related issues are discussed. An optional integrated Organ Study Tour (8-12 days) to varying destinations in Europe and the United States is integrated into the course.

MREP 6288 - Directed Studies: Advanced Organ Literature
Credits: 2
Directed studies in advanced organ repertoire.

Musicology Courses

MUHI 6000 - Music History Review
Credits: 0
A review course required of all graduate students scoring below 70 percent on the MUHI entrance assessment. Students required to take this course must complete it within their first year of enrollment in SMU courses. The course must be completed prior to enrollment in any other graduate MUHI course.

MUHI 6100 - Music History Review
Credits: 1
A review course required of all graduate students scoring below 70 percent on the MUHI entrance assessment.

Students required to take this course must complete it within their first year of enrollment in SMU courses. The course must be completed prior to enrollment in any other graduate MUHI course.

MUHI 6154 - Practicum in Musicology Pedagogy
Credits: 1
Introduction to pedagogical methods for musicology. Topics include, among others, syllabus design, discussion protocols, lecturing, in-class activities, and assessment design. Students on the musicology pedagogy track enrolled in this course for a second time shadow faculty and engage in applied teaching opportunities in undergraduate courses and/or public musicology venues. Prerequisite: MUHI 6335.

MUHI 6182 - Research in Music History Thesis
Credits: 1
Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6192 - Directed Studies in Music History
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6250 - Final Project in Musicology Pedagogy
Credits: 2
Independent research project in any area of musicology pedagogy (with approval of the department faculty), resulting in a 20-30 page report. Projects might include annotated syllabi and rationale for original courses, historical investigations of pedagogical techniques in musicology classrooms, or empirical studies to test novel pedagogical approaches. Prerequisite: MUHI 6335.

MUHI 6282 - Research in Music History Thesis
Credits: 2
Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6292 - Directed Studies in Music History
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6335 - Introduction to Graduate Studies
Credits: 3
Introduces the methods, tools, resources, issues, and types of musical research. Emphasis is given to several major skill areas including development of research questions; information location, retrieval, evaluation, and assimilation; and communication (both written and oral) to different types of audiences. Prerequisite: Successful completion of MUHI Diagnostic Exam or MUHI 6000/MUHI 6100.

MUHI 6336 - Seminar in Musicology
Credits: 3
Area or topic for intense examination is determined each term, with an emphasis on the practical application of research techniques, knowledge of materials and sources, and varied methods of presentation. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6337 - Conceptual Foundations of Musicology
Credits: 3
A survey of the history, central questions, and methods of musicology to be offered in the fall of odd years. Topics to be addressed include historiography, nationalism, identities, periodization, narratives, canons, hermeneutics,

archival work, empirical approaches, text criticism, and semiotics. Prerequisite (for non-MUHI MM students only): MUHI 6335.

MUHI 6345 - Issues in Opera History
Credits: 3
An exploration of cultural, historical, analytical, aesthetic, and scholarly issues related to representative operas. Addresses forms, compositional approaches, vocal writing, and orchestration, with a focus on the ways operas interact with larger cultural and historical trends around the time of their genesis and in the world today. Students are expected to demonstrate 1) an ability to understand and respond to recent and advanced scholarly writing on opera and 2) an ability to follow arguments informed by music analysis, to present analytical points deduced from listening and score study, to undertake original research on operas, and to report their research findings. Offered Spring semester of odd-numbered years. Prerequisite: MUHI 6335, MUED 6340, or instructor permission.

MUHI 6347 - Issues in Symphonic Literature
Credits: 3
An exploration of cultural, historical, analytical, aesthetic, and scholarly issues related to representative symphonic works. Addresses forms, compositional approaches, vocal writing, and orchestration, with a focus on the ways symphonic works interact with larger cultural and historical trends around the time of their genesis and in the world today. Students are expected to demonstrate 1) an ability to understand and respond to recent and advanced scholarly writing on symphonic literature and 2) an ability to follow arguments informed by music analysis, to present analytical points deduced from listening and score study, to undertake original research on symphonic works, and to report their research findings. Offered every Fall semester. Prerequisite: MUHI 6335, MUED 6340, or instructor permission.

MUHI 6348 - Guitar History and Literature
Credits: 3
(spring term of odd-numbered years) The course examines the history of guitar and its music from the early 16th century to the present. Included are the vihuela and Baroque guitar, four-string Spanish guitar, and related literature. Emphasis is given to the evolution of the modern instrument and its repertoire. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6374 - Wind Ensemble History and Literature
Credits: 3
A chronological study of the development of the wind ensemble, its literature, and its socio-political influences. Examines scores, recordings, original source materials, and scholarly research. Prerequisites: MUHI 6335 and MUED 6340, or instructor permission.

MUHI 6382 - Research in Music History Thesis
Credits: 3
Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6384 - Survey of Choral Literature
Credits: 3
(spring term of even-numbered years) A survey of choral music from the medieval era to the present day. Examination of representative compositions is made with regard to genre, form, compositional procedures, and stylistic aspects. Discussion of the works also includes the social-political conditions, intellectual-artistic states of mind of patrons and composers, and other external influences. Prerequisite: MUHI 6335, or MUED 6340, or instructor permission.

MUHI 6392 - Directed Studies in Music History
Credits: 3
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUHI 6482 - Research in Music History-Thesis
Credits: 4
Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6682 - Research in Music History Thesis
Credits: 6
Culminating research project for music history majors. Emphasis is placed upon methodology, stylistic procedures, and writing skills. Subject determined by student's interests, background, and availability of source material.

MUHI 6692 - Directed Studies in Music History
Credits: 6
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

Oboe Courses

OBOE 6100 - Private Study: Oboe
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

OBOE 6200 - Private Study: Oboe
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Organ Courses

ORG 6100 - Private Study: Organ
Credits: 1
One half-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

ORG 6105 - Liturgical Organ Playing and Organ Improvisation
Credits: 1
Focuses on keyboard harmony, general and advanced hymn-playing skills, Baroque counterpoint, Anglican service playing, conducting from the console, and advanced improvisation.

ORG 6200 - Private Study: Organ
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

ORG 6205 - Liturgical Organ Playing and Organ Improvisation
Credits: 2
Focuses on keyboard harmony, general and advanced hymn-playing skills, Baroque counterpoint, Anglican service playing, conducting from the console, and advanced improvisation.

Percussion Courses

PERC 6100 - Private Study: Percussion
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERC 6200 - Private Study: Percussion
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Class Instruction for Performance Courses

PERB 5006 - Singers' Diction Review
Credits: 0
A review course required of all students not passing an entrance assessment for proficiency in the pronunciation of Italian, French, and German.

PERB 5101 - Directed Studies in Voice
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

PERB 5107 - Keyboard Skills for Conductors I
Credits: 1
Keyboard competencies for conductors, including basic technical patterns, harmonization, and relevant score reading. Review course for the M.S.M. and the M.M. in conducting keyboard proficiency requirement.

PERB 5108 - Keyboard Skills for Conductors II
Credits: 1
Advanced keyboard competencies for conductors, including basic technical patterns, harmonization, and relevant score reading. Review course for the M.S.M. and the M.M. in conducting keyboard proficiency requirement.

PERB 5111 - Directed Studies in Performance
Credits: 1
Directed studies or approved internships in performance or pedagogy. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERB 5119 - Music Theatre Workshop
Credits: 1
Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 5170 - Chamber Music Workshop
Credits: 1
Focuses on a specific work or cycle of works from the chamber music repertory and includes regular rehearsals led by the instructor. Students discuss the historical background and performance practices related to the work(s) as well as engage in the analysis of musical structure and style. Instructor consent required.

PERB 5201 - Directed Studies in Voice
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

PERB 5208 - Advanced Acting for Voice Majors
Credits: 2
Acting and performance tools, character development, monologue study, and repertoire preparation and research. Prerequisites: Concurrent enrollment in VOIC and consent of instructor.

PERB 5211 - Directed Studies in Music Performance
Credits: 2
Directed studies or approved internships in performance or pedagogy. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PERB 5213 - Studies Continuo Playing
Credits: 2
(fall term of even-numbered years) Designed for the harpsichord major, to fill the need for a well-developed skill in playing Baroque through bass accompaniments from an unrealized figured bass and/or from an unfigured bass with style performance suitable to the period.

PERB 5219 - Music Theatre Workshop
Credits: 2
Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 5310 - Music Theatre Workshop: SMU Abroad
Credits: 3
Preparation and performance of musical theatre as an American art form. Prerequisite: By interview.

PERB 5319 - Music Theatre Workshop
Credits: 3
Preparation and performance of musical theatre as an American art form. Prerequisite: By audition.

PERB 5320 - Orchestral Workshop
Credits: 3
Advanced investigation of a variety of topics pertinent to the training of orchestral musicians, including auditioning, repertory issues, free-lance work considerations, and music business concerns. Topic varies by term. May be repeated for credit. Permission of instructor required.

PERB 6101 - Departmental Performance Class
Credits: 1
Departmental recitals, performance classes, master classes, guest artist performances, and lectures related to performance specialization. Students enroll concurrently with studies in applied music.

PERB 6109 - Program Notes
Credits: 1
Research for and preparation of program notes for required M.M. degree recitals following specified departmental requirements and timelines.

PERB 6111 - Introduction to the Organ
Credits: 1
(fall term of even-numbered years) A practical initiation to the organ: its design, sound, liturgical functions, and musical capabilities. A hands-on introduction to organ playing technique, easy literature, and simple hymn-playing. Primarily for students in the choral/vocal track of the M.S.M. program, with others admitted by permission of the instructor.

PERB 6112 - Piano Improvisation
Credits: 1
(spring term of even-numbered years) Designed to provide the graduate-level student with a pedagogical and musical approach to a fascinating skill. Through class participation and group interaction, students develop their creative capabilities. In addition to developing skill at improvising, students sharpen their skill at harmonizing, transposing, sight-reading, and playing by ear.

PERB 6212 - Organ Improvisation and Service Playing
Credits: 2
(spring term of odd-numbered years) Practical skills for the church organist; hymn-playing, transposition, and anthem accompaniment; and hymn-based improvisations in the small forms.

Performance Ensembles Courses

PERE 5000 - Meadows Ensemble
Credits: 0
Participation in a Meadows ensemble at the discretion of ensemble directors. Open to all students through audition, although most participants are music majors. Includes public performances of a wide variety of repertoire each season.

PERE 5110 - Point: Interdisciplinary Project and Performance Ensemble
Credits: 1
An interdisciplinary ensemble for inventive artists of all interests, exploring the future of personal expression through collaborative projects and performances. Innovative technologies are utilized and created. Open to all SMU students with instructor consent. May be repeated for credit.

PERE 5112 - Mustang Marching Band
Credits: 1
Preparation and performance of music for field performances.

PERE 5113 - Meadows Chorale
Credits: 1
This large mixed choir is open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5114 - Meadows Chamber Singers
Credits: 1
A select vocal ensemble comprised of the most advanced vocal talent in the university; open through audition to all undergraduate and graduate students, regardless of major. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5115 - Meadows Jazz Orchestra
Credits: 1
Rehearsal and performance of standard and original works for jazz ensembles. By audition.

PERE 5116 - Concordia
Credits: 1
A select treble choir that performs an eclectic mix of repertoire from chamber works to opera excerpts to standard choral works. Open to all students (regardless of major) through audition. Fulfills large ensemble requirements for Music Division degree programs.

PERE 5118 - Meadows Large Instrumental Ensemble
Credits: 1
Participation in Meadows Symphony Orchestra and/or Meadows Wind Ensemble at the discretion of ensemble directors. Open to all students through audition, although most participants are music majors. Includes public performances of a wide variety of repertoire each season.

PERE 5121 - Meadows World Music Ensemble
Credits: 1
Exploration of rhythms, melodies, forms, and basic ethnic percussion techniques from Africa, Asia, Latin America, and a variety of cultures. Includes composition, improvisation, and performances within forms of ethnic traditions adapted to Western instruments. Prerequisite: Music major or consent of instructor.

PERE 5122 - Meadows Lyric Theatre
Credits: 1
Musical preparation, dramatic coaching, role study, rehearsal, and performance of opera and musical theatre. Eligibility, by audition, for the annual main stage production. Prerequisite: By audition.

PERE 5130 - Meadows Guitar Ensemble
Credits: 1
Preparation and performance of guitar ensemble literature. Prerequisite: Guitar major or consent of instructor.

PERE 5168 - Chamber Ensemble: Piano Duos
Credits: 1
Preparation and performance of piano duets for one piano, four hands and two pianos, four hands. Does not fulfill chamber music requirements for music majors.

PERE 5171 - Chamber Ensemble
Credits: 1
Preparation and performance of repertoire for various ensembles of three to nine mixed instruments, one to a part, without conductor.

PERE 5173 - Meadows Percussion Ensemble
Credits: 1
Rehearsal and performance of standard percussion ensemble literature. By audition.

Piano Courses

PIAN 6100 - Private Study: Piano
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

PIAN 6200 - Private Study: Piano
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Piano Pedagogy Courses

MUPD 5196 - Directed Study in Piano Pedagogy
Credits: 1

MUPD 5210 - Current Trends in Piano Pedagogy
Credits: 2
(spring term of even-numbered years) Students explore, through participation and observation, the psychological principles operative in group and class environments, with emphasis on teacher effectiveness. Surveys college-level keyboard texts. Internship required.

MUPD 5312 - Survey of Precollege Piano Literature
Credits: 3
(spring term of odd-numbered years) Survey and performance of standard piano literature in all style periods for precollege students. Emphasis on technical preparation and curriculum-building. Internship required.

MUPD 6121 - Internship/Assistantship in Piano Pedagogy
Credits: 1
Required for all graduate assistants in piano pedagogy; 15 hours per week as assigned by the department head. Supervised private and group instruction of children in the Piano Preparatory Department and class piano for undergraduate students as assigned. Includes observation, preteaching conferences with faculty, and participation in all phases of departmental activity.

MUPD 6125 - Piano Pedagogy Practicum
Credits: 1
Specific supervised teaching and/or research projects as designed for the term.

MUPD 6130 - Composition of Pedagogical Music for Keyboard
Credits: 1
(spring term of odd-numbered years) Development of skills in composition of pedagogically effective keyboard literature. The student becomes familiar with a wide gamut of supplementary teaching materials, which are examined from a pianistic and musical perspective with reference to the various levels of instruction. Directed composition assignments, survey projects, class performance, analysis, and discussion. Students take 1 or 2 credit hours (MUPD 6130 or MUPD 6230) based on projects undertaken. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUPD 6196 - Directed Studies in Piano Pedagogy
Credits: 1
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUPD 6230 - Composition of Pedagogical Music for Keyboard
Credits: 2
(spring term of odd-numbered years) Development of skills in composition of pedagogically effective keyboard literature. The student becomes familiar with a wide gamut of supplementary teaching materials, which are examined from a pianistic and musical perspective with reference to the various levels of instruction. Directed composition assignments, survey projects, class performance, analysis, and discussion. Students take 1 or 2 credit

hours (MUPD 6130 or 6230) based on projects undertaken. Prerequisite: Successful completion of the Graduate Music Theory Diagnostic Examination or Graduate Theory Review.

MUPD 6296 - Directed Studies in Piano Pedagogy
Credits: 2
A close collaboration between a faculty member and an advanced student who conducts a rigorous project that goes beyond the experience available in current course offerings. Prerequisite: Approval of instructor.

MUPD 6396 - Piano Pedagogy I
Credits: 3
(fall term of even-numbered years) An in-depth study of methods and curriculum for teaching piano at the elementary level. Focus on philosophical, psychological, and physiological bases of piano study. Survey and evaluation of current educational materials. Internship required.

MUPD 6397 - Piano Pedagogy II
Credits: 3
(fall term of odd-numbered years) In-depth study of methods, materials, and curriculum for teaching piano at the intermediate and advanced levels. Also, current trends (including technology), professionalism, history of piano pedagogy, and employment opportunities. Internship required.

Private Studies Course

MUPR 5000 - Music - Private Lesson
Credits: 0
Instrumental or vocal private lessons. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Recitals Courses

MURE 6101 - Graduate Recital
Credits: 1
Solo performance of approximately 1 hour of music. Graded pass/fail by committee.

MURE 6201 - Graduate Recital
Credits: 2
Solo performance of approximately one hour of music. Graded pass/fail by committee.

MURE 6202 - Graduate Lecture Recital
Credits: 2
Option for piano performance and pedagogy candidates. Approximately 30 minutes of music performance with 30 minutes of scholarly presentations as approved by applied teacher and head of piano pedagogy. Graded pass/fail by committee.

Saxophone Courses

SAX 6100 - Private Study: Saxophone
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

SAX 6200 - Private Study: Saxophone
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Trombone Courses

TROM 6100 - Private Study: Trombone
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TROM 6200 - Private Study: Trombone
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Trumpet Courses

TRPT 6100 - Private Study: Trumpet
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TRPT 6200 - Private Study: Trumpet
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Tuba Courses

TUBA 6100 - Private Study: Tuba
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

TUBA 6200 - Private Study: Tuba
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching,

subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Viola Courses

VLA 6100 - Private Study: Viola

Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VLA 6200 - Private Study: Viola
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Violin Courses

VIOL 6100 - Private Study: Violin
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VIOL 6200 - Private Study: Violin
Credits: 2
One 1-hour lesson each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall and spring. Majors are required to enroll in private studies each term until degree requirements are completed. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Voice and Vocal Coaching Courses

VOIC 6100 - Private Study: Voice
Credits: 1
One half-hour or hour lesson (depending on the program) each week (14 per term) with a jury examination at the conclusion of each term. These repeatable course numbers are offered each fall, spring, and summer. Students are required to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

VOIC 6108 - Vocal Coaching
Credits: 1
Intensive and detailed work on language inflection and diction. Phrasing, style, and interpretation as applied to art songs, Lieder, operatic arias, and the concert repertoire.

VOIC 6200 - Private Study: Voice
Credits: 2
One 1-hour lesson each week (14 per term), with a jury examination at the conclusion of each term. Repeatable

course offered each fall, spring, and summer. Majors must enroll in private studies each term until degree requirements are completed. Requires students to accept internships in performance or private teaching, subject to availability and/or scheduling conflicts with other SMU courses. Internships may begin prior to the beginning of the term.

Theatre

Associate Professor Blake Hackler, **Division Chair**

Professors: Blake Hackler, Stanley Wojewodski, Jr., Steve Woods
Associate Professors: Benard Cummings, Sara Romersberger, Anne Schilling, Gretchen Smith
Visiting Associate Professor: Robert Clare
Assistant Professors: Kristin Dana, Jennifer Thompson
Professors of Practice: Reiko Aylesworth, Tiana Blair, Cole McCarty
Visiting Lecturers: Carter Gail, Megan Winters
Adjunct Lecturers: Dawn Askew, Jason Biggs, Linda Blase, Amanda Capshaw, Justin Mosher, Melissa Panzarello Cox, Brandon Smith, Kathy Windrow
Production Manager: Dawn Askew
Costume Shop Manager: Melissa Panzarello Cox
Cutter/Draper: Amanda Hendrickson
Property Supervisor: Teila Vochatzer
Sound Engineer and Designer: Jason Biggs
Stage Lighting Supervisor: Cooper Simon
Stage Lighting Technician: TBA
Technical Director: Justin Mosher
Assistant Technical Director: Brandon Smith
Scene Shop Foreman: Steve Leary

General Information

The Division of Theatre offers three-year specialized professional training programs in acting and entertainment design leading to the Master of Fine Arts degree. The graduate training programs are committed to professionalism in attitude and practice. Only students with a serious interest in the theatre as an art – those committed to self-development and prepared to work responsibly and collaboratively in their discipline – should expect to enter and continue in graduate study.

Instructional Facilities

The Division of Theatre is part of the Meadows School of the Arts, housed in the well-equipped facilities of the Owen Arts Center. These include the Bob Hope Theatre (a 384-seat proscenium theatre), the Margo Jones Theatre (a 112-seat "black box" theatre), the Greer Garson Theatre (a 255-seat theatre with a classical thrust stage), the Ruth Collins Sharp Drama Building, and the Jake and Nancy Hamon Arts Library.

The Division of Theatre presents an annual subscription season of full-scale public productions chosen for their suitability for training, timeliness and public appeal. All theatre students are considered members of the Division of Theatre, and practical experience is considered a vital part of the theatre-training program.

Admission and Financial Aid

The Division of Theatre observes a highly selective admissions policy in its graduate programs. The acting program admits eight students in alternating years. The design program admits approximately four students each year. Prospective students in all areas are strongly encouraged to visit the campus to gain a keener appreciation of the division's training, the environment and the University.

Acting Interview: Audition

The acting faculty auditions applicants for graduate study in acting. Applicants can choose to audition in Dallas, at the University/Resident Theatre Association's three venues or at a number of the division's own national sites. Appointments for on-campus auditions can be made by contacting the Meadows Student Affairs Office. On-campus auditions require the preparation of two monologues: one taken from a classical play and one from a modern or contemporary play for a total of four minutes or less. Students may sing but are not required to do so.

Entertainment Design Interview: Portfolio Review

The design faculty interviews applicants for graduate study in scenery, costume and lighting design. Applicants can choose to interview in Dallas, at the University/Resident Theatre Association's three venues or at a number of the division's own national sites. Appointments for on-campus interviews can be made by contacting the Division of Theatre.

Theatre M.F.A. (with Emphasis in Entertainment Design)

The M.F.A. entertainment design program is committed to the philosophy of supporting the development of artists who will passionately embrace the interpretation of words into visual imagery. The program emphasizes the process of artistic collaboration, especially with directors; the pursuit of artistic skills, including drawing, painting and drafting, necessary for communication; the development of critical thought and the ability to articulate ideas; and the acquisition of professional standards that prepare the student for a meaningful and productive life in the theatre.

Training in design is based on a balance of classroom work and fully realized productions. The first year of study includes extensive classroom projects and the development of foundational artistic and collaborative skills, culminating in the design of the playwrights' New Visions, New Voices festival. All students acquire comprehensive skills in scenery, costume and lighting design. The second year will focus on the student as a theatre designer, drawing upon prestigious programs of excellence in the Meadows School of the Arts and including designing in the Theatre Division season. During the third and master year, the student prepares for the professional world with opportunities to exercise collaborative, artistic and management skills not only in the Theatre Division, but also at professional venues that include, but are not limited to, the Dallas Theater Center and the Shakespeare Festival of Dallas.

Degree Requirements

Required Courses (18 Credit Hours)

- THEA 5221 - Scene Design I
- THEA 5223 - Costume Design I
- THEA 5225 - Lighting Design I
- THEA 5357 - Designing with Computers: Stage Photography
- THEA 5379 - Computer-Assisted Design I
- THEA 6017 - Transitioning to the Profession
- THEA 6119 - Drawing for Designers I
- THEA 6215 - Text Analysis for Designers
- THEA 6319 - History of Design: Fashion, Architecture and Interiors

Choose 12 credit hours from the following:

- THEA 5222 - Scene Design II
- THEA 5224 - Costume Design II
- THEA 5226 - Lighting Design II
- THEA 5258 - Photoshop
- THEA 5380 - Computer-Assisted Design II
- THEA 5398 - Production Research and Development I
- THEA 6120 - Drawing for Designers II
- THEA 6316 - Portfolio

Choose 9 credit hours from the following, or other courses approved by the program director

- THEA 5351 - Scene Design III
- THEA 5353 - Costume Design III
- THEA 5355 - Lighting Design III
- THEA 5375 - Theatre Technology 5: Lighting Automation

- THEA 6357 - Stage Projection I
- THEA 6365 - Advanced Digital Rendering

Choose 12 credit hours from the following, or other courses approved by the program director

- THEA 5352 - Scene Design IV
- THEA 5354 - Costume Design IV
- THEA 5356 - Lighting Design IV
- THEA 5371 - Automated Lighting 2
- THEA 6358 - Stage Projection II
- THEA 6361 - Textiles
- THEA 6362 - Advanced Skills in Painting
- THEA 6366 - Advanced Digital Rendering II

Choose 9 credit hours from the following, or other courses approved by the program director

- THEA 5298 - Product Research and Development I
- THEA 5398 - Production Research and Development I
- THEA 6351 - Scene Design V
- THEA 6353 - Costume Design V
- THEA 6355 - Lighting Design V

Choose 6 credit hours from the following, or other courses approved by the program director

- THEA 5299 - Production Research and Development II
- THEA 5382 - Automated Lighting 3: Busking
- THEA 5399 - Production Research and Development II
- THEA 6352 - Scene Design VI
- THEA 6354 - Costume Design VI
- THEA 6356 - Lighting Design VI

Total: 66 Credit Hours

Residency

The Theatre Division normally expects graduate students to be in residence for six terms during the regular academic year. Since the program of study includes both classroom and production activities, graduate students must obtain permission through the division chair before engaging in any other study, production work or outside employment. The M.F.A. degree requires a minimum of 66 credit hours.

Graduate Review

At the end of each term, the faculty of the division evaluates the development of each graduate student. All aspects of the student's work come under scrutiny. The heads of the respective programs oversee and coordinate the review process, collating faculty evaluations into a review document.

The review process culminates in an assessment of the student's overall progress toward degree completion. Students who receive unsatisfactory reviews will be placed on probation. Failure to address the concerns raised in the review within the following term will result in the probationary student's dismissal from the program.

At the end of the first year, a faculty evaluation of the progress and potentiality of each student determines whether that student should continue into the second year.

Conferral of Degree

The faculty reserves the privilege of recommending candidates for the M.F.A. degree only when it has been satisfied that students have demonstrated unquestionable professional competencies in the area of study.

Theatre, M.F.A. (with Emphasis in Acting)

Acting

The M.F.A. acting program balances the development of the actor's unique skills with the acquisition of technique. The program seeks to train actors of integrity, capable of artistic excellence in a variety of venues. The acting studios form the program's spine.

First-year studio focuses on the actor's self, identifying habitual performance behaviors and reshaping the instrument to respond more organically and efficiently to psychophysical stimuli. Second-year studio emphasizes heightened language, working both with classical authors as well as with contemporary playwrights like McCraney, Parks, and Rivera.

The third year addresses the remaining and unique needs of each class and augments students' skills with classes in professional development, voice-over, and on-camera acting. Comprehensive training in movement, voice, speech and textual analysis augments and enriches every term of the studio process. Third-year students film a digital showcase as well as scenes for professional reels. Additional professional outreach is provided by annual professional auditions, in which casting directors, agents and artistic directors from regional and summer theatres audition students in the graduate program. Internships, both formal and informal, with professional theatres in Dallas provide students with significant opportunities for professional growth.

Degree Requirements

Projects (2 Credit Hours)

- THEA 5103 - Projects I
- THEA 5104 - Projects II

Text Analysis (4 Credit Hours)

- THEA 5215 - Text Analysis For Actors I
- THEA 5216 - Text Analysis For Actors II

Movement (14 Credit Hours)

- THEA 5205 - Movement I
- THEA 5206 - Movement 2
- THEA 6305 - Movement III
- THEA 6306 - Movement IV
- THEA 6105 - Movement V
- THEA 6318 - Movement VI

Applied Movement (4 Credit Hours)

- THEA 5209 - Applied Movement I
- THEA 5210 - Applied Movement II

Voice for the Stage (12 Credit Hours)

- THEA 5207 - Voice For the Stage I
- THEA 5208 - Voice For the Stage II
- THEA 6207 - Voice for the Stage III
- THEA 6208 - Voice for the Stage IV
- THEA 6107 - Voice for the Stage V
- THEA 6308 - Voice for the Stage VI

Applied Voice (4 Credit Hours)

- THEA 6211 - Applied Voice I
- THEA 6212 - Applied Voice II

Acting (18 Credit Hours)

- THEA 5303 - Acting I
- THEA 5304 - Acting II
- THEA 6303 - Acting III
- THEA 6304 - Acting IV
- THEA 6313 - Acting V
- THEA 6314 - Acting VI

Theatre Lab (2 Credit Hours)

- THEA 6114 - Theatre Lab I
- THEA 6125 - Theatre Lab II

Business and Professional Aspects (1 Credit Hour)

- THEA 6113 - Business and Professional Aspects of Theatre

Solo Performance (3 Credit Hours)

- THEA 6325 - Solo Performance

Summer Study (2 Credit Hours)

- THEA 51XX
- THEA 61XX

Total: 66 Credit Hours

Residency

The Theatre Division normally expects graduate students to be in residence for six terms during the regular academic year. Since the program of study includes both classroom and production activities, graduate students must obtain permission through the division chair before engaging in any other study, production work or outside employment. The M.F.A. degree requires a minimum of 66 credit hours.

Graduate Review

At the end of each term, the faculty of the division evaluates the development of each graduate student. All aspects of the student's work come under scrutiny. The heads of the respective programs oversee and coordinate the review process, collating faculty evaluations into a review document.

The review process culminates in an assessment of the student's overall progress toward degree completion. Students who receive unsatisfactory reviews will be placed on probation. Failure to address the concerns raised in the review within the following term will result in the probationary student's dismissal from the program.

At the end of the first year, a faculty evaluation of the progress and potentiality of each student determines whether that student should continue into the second year.

Conferral of Degree

The faculty reserves the privilege of recommending candidates for the M.F.A. degree only when it has been satisfied that students have demonstrated unquestionable professional competencies in the area of study.

Theatre Courses

THEA 5000 - Rehearsal and Performance Laboratory
Credits: 0
Embodied application in the processes of rehearsal and performance.

THEA 5001 - Design Laboratory I
Credits: 0
Exploration of techniques in advanced design.

THEA 5002 - Design Laboratory II
Credits: 0
Continuing exploration of techniques in advanced design.

THEA 5003 - Design Laboratory III
Credits: 0
Continuing exploration of techniques in advanced design.

THEA 5004 - Design Laboratory IV
Credits: 0
Continuing exploration of techniques in advanced design.

THEA 5005 - Rehearsal and Performance Laboratory
Credits: 0
Embodied application in the processes of rehearsal and performance.

THEA 5101 - Directed Study
Credits: 1
Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5103 - Projects I
Credits: 1
Performance/production workshops for first-year graduate acting students, directed by faculty.

THEA 5104 - Projects II
Credits: 1
Performance/production workshops for first-year graduate acting students, directed by faculty.

THEA 5201 - Directed Study
Credits: 2
Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5204 - Acting II
Credits: 2
Furthering the embodiment of a fundamental acting process through exercise, discussion, reading, improvisation, and scene study. Dramaturgical materials are drawn primarily from the works of Chekhov, Ibsen, and early modern American realism.

THEA 5205 - Movement I
Credits: 2
Exploration of the actor's self through immersion in physical skills for the theatre, including t'ai chi ch'uan, corporal mime, improvisation, juggling, hatha yoga, unarmed stage combat, animal-style wu shu, and foil fencing.

THEA 5206 - Movement 2
Credits: 2
Exploration of the actor's self through immersion in physical skills for the theatre, including t'ai chi ch'uan, corporal mime, improvisation, juggling, hatha yoga, unarmed stage combat, animal-style wu shu, and foil fencing.

THEA 5207 - Voice For the Stage I
Credits: 2
Introduces basic principles of physical, vocal, and imaginative freedom through a series of progressive exercises and experiences. Encourages the removal of psychophysical barriers to sound production and develops the voice's sensitivity to impulse, power, flexibility, and range. Includes organic exploration of sounds of speech, using IPA pillows and sound and movement improvisations. Students develop self-scripted solo pieces, explore poetry and song, and apply voice work to modern dramatic texts.

THEA 5208 - Voice For the Stage II
Credits: 2
Introduces basic principles of physical, vocal, and imaginative freedom through a series of progressive exercises and experiences. Encourages the removal of psychophysical barriers to sound production and develops the voice's sensitivity to impulse, power, flexibility, and range. Includes organic exploration of sounds of speech, using IPA pillows and sound and movement improvisations. Students develop self-scripted solo pieces, explore poetry and song, and apply voice work to modern dramatic texts.

THEA 5209 - Applied Movement I
Credits: 2
Bodywork as it pertains to economy of movement, alignment, proper use, kinesthetic awareness, strength, flexibility, and freeing the physical instrument. Includes acrobatics, the Lecoq 20 movements, neutral mask, the physicalization of text, improvisation, and ensemble projects employing the physical work investigated throughout the term.

THEA 5210 - Applied Movement II
Credits: 2
Continuation of bodywork as it pertains to economy of movement, alignment, proper use, kinesthetic awareness, strength, flexibility, and freeing the physical instrument. Includes acrobatics, the Lecoq 20 movements, neutral mask, the physicalization of text, improvisation, and ensemble projects employing the physical work investigated throughout the term.

THEA 5215 - Text Analysis For Actors I
Credits: 2
Fundamentals of decoding play texts, from reading and comprehension to personalized embodiment, in order to facilitate and render efficiently imaginative the move of the actor. Dramaturgical focus falls on realism texts from the 19th and 20th centuries.

THEA 5216 - Text Analysis For Actors II
Credits: 2
Decoding and embodying the texts of Shakespeare.

THEA 5221 - Scene Design I
Credits: 2
An introductory course for designers focusing on the communication skills (visual and verbal) necessary for collaborating with the director and other artists in the theatre. Includes a design seminar that explores the text

relative to its literary, musical, social and historical influences. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5222 - Scene Design II
Credits: 2
An introductory course for designers focusing on the communication skills (visual and verbal) necessary for collaborating with the director and the other artists in the theatre. Includes a design seminar that explores the text relative to its literary, musical, social and historical influences. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5223 - Costume Design I
Credits: 2
An introductory course for designers with emphasis on the application of design principles and the use of research materials. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5224 - Costume Design II
Credits: 2
An introductory course for designers with emphasis on the application of design principles and the use of research materials. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5225 - Lighting Design I
Credits: 2
The fundamentals of learning how to see, exploring the mind's eye, and painting with light. Includes translating theatrical moments and music into lighting sketches, storyboards and atmospheres, and developing points of view and approaches. Also, the fundamentals of the tools of the lighting designer and assistant skills and techniques. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5226 - Lighting Design II
Credits: 2
The fundamentals of learning how to see, exploring the mind's eye, and painting with light. Includes translating theatrical moments and music into lighting sketches, storyboards and atmospheres, and developing points of view and approaches. Also, the fundamentals of the tools of the lighting designer and assistant skills and techniques. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5258 - Photoshop
Credits: 2
A continuation of the exploration of tools for computer image creation (e.g., AutoCAD, MiniCAD, and Adobe Photoshop) and their applications.

THEA 5259 - Advanced Design Skills
Credits: 2
Students learn advanced skills in theatrical design practice, including hand drafting, theatrical model-making, set sketching, and digital tablet drawing. Also, fashion illustration and an introduction to textiles.

THEA 5275 - Lighting Automation I
Credits: 2
Advanced study in the field of automated lighting and control systems.

THEA 5298 - Product Research and Development I
Credits: 2
Script analysis, background research, and performance design for the actor, designer, director, and dramaturg.

THEA 5299 - Production Research and Development II
Credits: 2
Script analysis, background research, and performance design for the actor, designer, director, and dramaturg.

THEA 5301 - Directed Study
Credits: 3
Directed study courses are not required and are taken only as needed; form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter.

THEA 5303 - Acting I
Credits: 3
Focuses on defining a fundamental acting process, identifying behavioral blocks, channeling impulses into uncluttered and organic psychophysical connections, and using the text as a blueprint for action. Combines a mix of exercise, improvisation, and scene study with materials drawn from modern American realism and the early modernist plays of Ibsen, Strindberg and Chekhov. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5304 - Acting II
Credits: 3
Furthering the embodiment of a fundamental acting process through exercise, discussion, reading, improvisation, and scene study. Students are required to accept internships in performance subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5319 - History of Design
Credits: 3
How and why do elements of design describe a culture? Students study design elements and their role in various historical cultures, including the relationships among fashion, art, architecture, and the decorative arts of selected time periods. For majors and nonmajors.

THEA 5321 - Topics in Design I: Lighting
Credits: 3
Presents approaches to lighting design and poses specific design problems for the students to solve, with attention given to color composition, cueing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

THEA 5351 - Scene Design III
Credits: 3
A continuation of the study of scene design incorporating individual class projects with the intensive study of style and genre. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5352 - Scene Design IV
Credits: 3
A continuation of the study of scene design incorporating individual class projects with the intensive study of style and genre. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5353 - Costume Design III
Credits: 3
An intermediate course with emphasis on play analysis, character relationships, and techniques of presentation. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5354 - Costume Design IV
Credits: 3
An intermediate course with emphasis on play analysis, character relationships, and techniques of presentation. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5355 - Lighting Design III
Credits: 3
Continued study in the art of lighting design. Explores advanced atmosphere creation, professional techniques, and specialized approaches. Professional assistantships are assigned to selected students. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5356 - Lighting Design IV
Credits: 3
Continued study in the art of lighting design. Advanced atmosphere creation, professional techniques, and specialized approaches are explored. Professional assistantships are assigned to select students. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5357 - Designing with Computers: Stage Photography
Credits: 3
An exploration of the tools for computer image creation (e.g., AutoCAD, MiniCAD, and Adobe Photoshop) and their applications.

THEA 5363 - Plot and Paper Preparation
Credits: 3
Focuses on developing skills the Graduate Lighting Designer needs to present an accurate and complete design package for installation.

THEA 5371 - Automated Lighting 2
Credits: 3
Students work with Vari-Lite, Robe, and Martin automated lighting fixtures while learning advanced programming skills.

THEA 5373 - Draping I
Credits: 3
A study of pattern making that utilizes the three-dimensional approach of draping fabric on a dress form and the approach of drafting patterns by formula. Students learn to drape a basic bodice, skirt, and collars, to create a basic sleeve pattern by formula, and to manipulate these patterns to achieve a variety of shapes.

THEA 5374 - Draping II
Credits: 3
Exploration of period dress from a draping point of view.

THEA 5375 - Theatre Technology 5: Lighting Automation
Credits: 3
Advanced studies in the field of automated lighting and control systems. Students explore top brands of intelligent lighting equipment, learning to program and provide simple repair and upkeep of equipment.

THEA 5379 - Computer-Assisted Design I
Credits: 3
Students learn the fundamentals of computer-assisted design, using VectorWorks and Spotlight, in application for the theatre. Emphasizes 2-D work and includes 3-D work. Prerequisite: Knowledge of mechanical drawing and its conventions.

THEA 5380 - Computer-Assisted Design II
Credits: 3
Uses VectorWorks as the primary drafting software, with a focus on modeling scenic and lighting designs, organization of the drawing layouts, rendering techniques, and lighting-specific CAD tools.

THEA 5382 - Automated Lighting 3: Busking
Credits: 3
Focuses on creating a library of techniques that will permit the lighting designer to Busk.

THEA 5398 - Production Research and Development I
Credits: 3
Script analysis, background research, and performance design for actors, designers and directors. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 5399 - Production Research and Development II
Credits: 3
Script analysis, background research, and performance design for actors, designers and directors. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6001 - Directed Study
Credits: 0
Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6002 - Rehearsal and Performance Laboratory
Credits: 0
Embodied application in the processes of rehearsal and performance.

THEA 6003 - Rehearsal and Performance Laboratory
Credits: 0
Embodied application in the processes of rehearsal and performance.

THEA 6004 - Rehearsal and Performance Laboratory
Credits: 0
Embodied application in the processes of rehearsal and performance.

THEA 6017 - Transitioning to the Profession
Credits: 0
An introduction to business skills and self-marketing for the freelance professional designer entering the job market. Topics include union memberships, pension and health care, contracts, taxes, job opportunities, and portfolio development.

THEA 6101 - Directed Study
Credits: 1
Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6105 - Movement V
Credits: 1
Continuation of bodywork, improvisation, and ensemble projects as they apply to acting. Also, additional Lecoq-based technique using character mask, physical inquiry in youth and age, partnership, and physical characterization and connectedness.

THEA 6107 - Voice for the Stage V
Credits: 1
A continuation of the voice and speech curriculum to further enhance the actor's technique, reinforce good vocal usage, and address any outstanding habits or issues in the actor's process.

THEA 6111 - Applied Voice I
Credits: 1
The application and acquisition of speech sounds and the International Phonetic Alphabet to expand the actors' technique, flexibility, and range. Ideas of standardization and the identification of habits and regionalisms are addressed.

THEA 6113 - Business and Professional Aspects of Theatre
Credits: 1
An introduction to business skills and self-marketing for the professional, including audition preparation, compiling résumés, photographs, cold readings, and monologues. Also, scene work for repertory, summer theatre, and professional theatre casting.

THEA 6114 - Theatre Lab I
Credits: 1
An advanced course in the exercise of actor spontaneity and intuition through theatre games and improvisation.

THEA 6119 - Drawing for Designers I
Credits: 1
Beginning drawing and painting for life with emphasis on developing designers for the stage. Emphasis is on the exploration of various media, development of the individual artist and collaborative projects. Each student advances at her/his own pace.

THEA 6120 - Drawing for Designers II
Credits: 1
Intermediate drawing and painting from life, with a focus on developing designers for the stage. Emphasizes the exploration of various media, development of the individual artist, and collaborative projects. Each student advances at her/his own pace.

THEA 6125 - Theatre Lab II
Credits: 1
Deepens individual abilities (e.g., listen, respond, surrender to the moment, hear) with respect to what is being sent, etc., and heightens the ensemble skills needed in working imaginatively and courageously together.

THEA 6201 - Directed Study
Credits: 2
Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6205 - Movement III
Credits: 2
Teaches extension of energy and physical listening skills. Skills taught include quarterstaff, rapier and dagger, court sword, and broad sword.

THEA 6206 - Movement IV
Credits: 2
Allows the student to process personal experience into the movement and sound of a character. Skills taught include clowning, Lecoq figures, and neutral mask.

THEA 6207 - Voice for the Stage III
Credits: 2
Continued exploration and reinforcement of basic physical, vocal, and imaginative freeing processes through the classic Linklater voice progression. Introduces structural analysis of Shakespearean text. Also, the application of voicework to the speaking of Shakespeare and other period texts, including scenes, monologues, and sonnets.

THEA 6208 - Voice for the Stage IV
Credits: 2
Further deepening of the voice foundation work set out in previous terms, expanding the breath connection, range, and resonance using a variety of challenging texts. Uses texts such as Shakespeare, Shaw, and Milton to enlarge the actor's palette and to explore ways to use the voice in different venues, spaces, and media.

THEA 6209 - Applied Movement III
Credits: 2
Continuation of bodywork, improvisation, and ensemble projects as they apply to acting. Includes additional Lecoq-based work using character mask; physical inquiry into the young, old, and animals; and their relationship to creation of a physical characterization and connectedness (word to action).

THEA 6211 - Applied Voice I
Credits: 2
Students refine their ability to execute detailed speech actions and to identify specific phonetic changes using the International Phonetic Alphabet.

THEA 6212 - Applied Voice II
Credits: 2
An extension from speech sounds and IPA into the research and application of dialects and accents.

THEA 6214 - Applied Voice III
Credits: 2
A continuation of the extension from speech sounds and IPA into the research and application of dialects and accents.

THEA 6215 - Text Analysis for Designers
Credits: 2
Offers design students an interdisciplinary and integrated approach to the analysis of modern and postmodern dramatic literature. Students acquire the skills necessary to use texts as the blueprints for interpretation and/or departure. Reading, discussion, and written analyses of selected texts form the basis of class interaction, but secondary critical literature is used selectively to foreground key issues. Texts range from Dumas fils (c. 1850) to contemporary dramatists.

THEA 6217 - Text Analysis II
Credits: 2
Development of analytical skills in verse drama from Aeschylus to Derrick Walcott, with a focus on the text as a blueprint for action.

THEA 6257 - Designing with Computer
Credits: 2
Explores the tools for computer image creation and their applications (e.g., AutoCAD, MiniCAD, and Adobe Photoshop).

THEA 6258 - Advanced Designing with Computer
Credits: 2
Further exploration of the tools for computer image creation and their applications (e.g., AutoCAD, MiniCAD, and Adobe Photoshop).

THEA 6301 - Directed Study
Credits: 3
Directed study courses are not required and are taken only as needed. Their form and content are not predetermined. The student and the adviser decide what kind of activity or learning experience should occur. Before the end of the add-drop period, the student must arrange the course content and grading basis with the supervising faculty. Numbers are assigned to the student's year status rather than by the subject matter. The section number indicates the professor with whom the course is undertaken.

THEA 6303 - Acting III
Credits: 3
Focuses on the actor in the classics. Scene study work begins with the Greeks, moves to Shakespeare and culminates with the work of Moliere, Restoration drama, and Shaw. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6304 - Acting IV
Credits: 3
Focuses on the actor in the classics. Scene study work beings with the Greeks, moves to Shakespeare and culminates with work in Moliere, Restoration drama, and Shaw. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6305 - Movement III
Credits: 3
The extension of energy and physical listening skills. Skills taught include quarterstaff, rapier and dagger, court sword, and broadsword.

THEA 6306 - Movement IV
Credits: 3
An opportunity for the student to process personal experience into the movement and sound of a character. Skills taught include clowning, Lecoq figures, and neutral mask.

THEA 6308 - Voice for the Stage VI
Credits: 3
Culmination of voice training with forays into other media. Addresses cold readings and the use of a microphone for commercial and radio work to prepare the actor for entry into the profession.

THEA 6313 - Acting V
Credits: 3
Stresses expansion of the actor's technique through extensive exposure to contemporary dramatic texts and performance demands. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6314 - Acting VI
Credits: 3
Stresses expansion of the actor's technique through extensive exposure to contemporary dramatic texts and performance demands. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6315 - Text Analysis I
Credits: 3
Offers acting, design, and directing students an interdisciplinary and integrated approach to the analysis of modern and postmodern dramatic literature. Students acquire the skills necessary to use texts as the blueprints for interpretation and/or departure. Reading, discussion, and written analyses of selected texts form the basis of class interaction, but secondary critical literature is used selectively to foreground key issues. Texts range from Dumas fils (c. 1850) to contemporary dramatists.

THEA 6316 - Portfolio
Credits: 3
Preparation of the designer's portfolio for entry into the profession. Presentation, layout, and content are discussed, planned, and executed according to each student's primary adviser.

THEA 6317 - Business Aspects for Designers
Credits: 3
An introduction to business skills and self-marketing for the freelance working professional designer, including information about union membership, contracts, agents, portfolio presentation, résumés, pension and health plans, and taxes.

THEA 6318 - Movement VI
Credits: 3
Continuation of bodywork as it pertains to economy of movement, alignment, proper use of kinesthetic awareness, strength, and flexibility. Applies previous clown and comic mask techniques to comedy, farces, and contemporary plays, with a focus on finding and playing the implied and embedded physical storytelling in the text while integrating comic techniques into the acting process.

THEA 6319 - History of Design: Fashion, Architecture and Interiors
Credits: 3
A historical survey of fashion, interior design, and architecture and how they relate to designing costumes and scenery for theatre, film, and television.

THEA 6325 - Solo Performance
Credits: 3
Students construct and perform compelling and revealing solo performance pieces. Research into contemporary practitioners and solo practice and writing, both formally discursive and personally creative, contributes to the construction of the culminating solo play.

THEA 6351 - Scene Design V
Credits: 3
Master class in scene design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6352 - Scene Design VI
Credits: 3
Master class in scene design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6353 - Costume Design V
Credits: 3
Master class in costume design. An advanced course with emphasis on the design and execution of both theoretical and practical costume projects for the various theatrical media. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6354 - Costume Design VI
Credits: 3
Master class in costume design. An advanced course with emphasis on the design and execution of both theoretical and practical costume projects for the various theatrical media. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6355 - Lighting Design V
Credits: 3
Master class in lighting design. Practical study of the integration, collaboration, and exploration of the design process with other theatre artists. Professional assistantships and internships are assigned to select students. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6356 - Lighting Design VI
Credits: 3
Master class in lighting design. Practical study of the integration, collaboration and exploration of the design process with other theatre artists. Professional assistantships and internships are assigned to select students. Students are required to accept internships in performance or theatre design, subject to availability and/or scheduling conflicts with other courses. Internships may begin prior to the beginning of the term.

THEA 6357 - Stage Projection I
Credits: 3
Working with the tools necessary to create projected scenery, students learn the fundamentals of creating projected images for the stage.

THEA 6358 - Stage Projection II
Credits: 3
Working with the tools necessary to create projected scenery, students learn the advanced technology of creating projected images for the stage.

THEA 6361 - Textiles
Credits: 3
Explores various fabrics and materials used in costume construction, millinery, and crafts for theatre and film.

Includes skills such as dyeing, distressing, fabric painting, and various methods of fabrication. Completes the training for the designer beyond the sketch.

THEA 6362 - Advanced Skills in Painting
Credits: 3
The study of specific technical skills for the practical application of painting on scenery and costumes.

THEA 6365 - Advanced Digital Rendering
Credits: 3
An advanced exploration of a popular style of rendering for costume designers. Students learn advanced skills in Photoshop 2015, organization, digital design, and drawing.

THEA 6366 - Advanced Digital Rendering II
Credits: 3
Further studies in rendering for costume designers. Students continue to master advanced skills in digital design, drawing, organization and Photoshop.

THEA 6375 - Lighting Automation I
Credits: 3
Presents approaches to lighting design and poses specific design problems for students to solve. Attention is given to color composition, queuing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

THEA 6376 - Lighting Automation II
Credits: 3
Presents approaches to lighting design and poses specific design problems for students to solve. Attention is given to color composition, queuing, and production values. Focuses on Vari-Lite, Robe, and Martin experimentation.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August

Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Meadows Graduate Programs Student Financial Aid

Tuition scholarships and graduate assistantships are available in limited quantity. *No student with ability should hesitate to apply to Southern Methodist University and Meadows School because of financial need*. Information concerning these awards may be obtained by contacting Pam Henderson, pghender@smu.edu, Office of Scholarships, 214-768-3314, Meadows School of the Arts, PO Box 750356, Southern Methodist University, Dallas TX 75275-0356. All candidates for graduate awards are required to file the Free Application for Federal Student Aid. The FAFSA application may be completed online at www.fafsa.ed.gov. (International students on the F1 visa are exempt from this requirement.) For primary consideration, graduate applicants should file by March 1. In addition to awards offered through Meadows School of the Arts, student loans and grants for Texas residents may be available to students who meet the financial need requirements. To obtain additional information on need-based aid, students should contact Division of Enrollment Services, Southern Methodist University, PO Box 750181, Dallas TX 75275-0181, phone 214-768-3417, email Enrol_Serv@smu.edu.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

NOTE: The Master of Arts in Creative Technology program follows the Research & Graduate Studies (Data Science and Creative Technology) Academic Calendar.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to teh Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at https://www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

A full-time load in the fall and spring terms is 9 credit hours for a graduate student. For the summer term (all sessions in the summer term combined) a full-time load is 6 credit hours for a graduate student. For a student pursuing an MA in Creative Technology, a full-time load is 9 credit hours in the fall, spring, and summer terms. On request a graduate student can be certified as full-time for the first or second session of the summer term at 3 credit hours. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or part-time student if the student

- is enrolled officially for at least one course and
- is recognized by their director or academic dean or the dean of graduate studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Policies for transfer credit are found under Transfer Credit in the General Information section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

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

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

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Other Graduate Course Enrollment by Undergraduate Students

In addition to the Accelerated Pathway Programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level coursework that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Official University Calendar. 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* (Withdrew) through approximately midterm by using the my.SMU Student Dashboard. The specific deadline is listed on the Official University Calendar.

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

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

International Students. Students must consult with the International Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services Office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding you financial aid

counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section and in the *Financial Information Bulletin*. Online/distance students who reside outside of Texas should visit the SMU Right to Know Web page to learn about state-specific refund policies. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University Calendar. A *drop* occurs when students remove one or more courses from their schedule and remain 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from the Moody School of Graduate and Advanced Studies. The Moody School will then submit the form to the University Registrar's Office. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal. Check this for Simmons and Meadows

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Official University Calendar (or the Research & Graduate Studies (Data Science and Creative Technology Academic Calendar) will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the

University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

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

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. Students pay the regular tuition and fees, participate in class activities, and receive the grade of NC upon completion of the coursework. Students must indicate in writing no later than the 12th day of classes (the fourth day of classes in summer sessions; the second day of classes in intersession terms) that they wish to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and students are listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release students from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

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

Students may also be dropped by a course instructor for inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the University deadline to drop indicated in the official Academic Calendar. Department Chair approval is required. After the deadline, the student must remain enrolled in the course and receive a final grade of *F*.

Students are charged an administrative fee for instructor initiated drops for attendance, tardiness and disruptive behavior.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the

student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

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

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 10-15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through the my.SMU Student Dashboard.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D, W, X and Missing/Blank

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

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course. Courses passed with a grade of *D*, *D-* or *D+* will generally not count toward major or minor requirements.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X*'s prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A final official grade must be recorded for each enrollment. An *F* will be assigned for a missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

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

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

At the time a grade of *I* is given, the instructor must stipulate the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

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

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

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

In-Progress Dissertation and Thesis Courses

Grades for dissertation and thesis courses taken in a term prior to the term in which the final dissertation or thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

Grade Changes

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

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

Grades for Repeated Courses

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

Pass/Fail Option

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

Grade Appeals

For the Grade Appeal Policy specific to students in Dedman College of Humanities and Science, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development, students should refer to The Moody School of Graduate and Advanced Studies Academic Policies section of the catalog.

Academic Advising and Satisfactory Progress Policies

Academic Advising

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

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

Leave of Absence

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

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

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

The first step to effect a leave of absence is for students to arrange an appointment to meet with their academic adviser, who will then assist students with the process.

Academic Progress

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

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

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

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

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

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms without permission from their school of record.

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

Academic Reinstatement. Students who have been on academic suspension once may apply for reinstatement to SMU. If reinstated, students may enroll in classes, and they are considered in good academic standing for purposes of certification. Students who are reinstated remain on academic probation until the conditions of academic probation are satisfied.

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

Academic Petitions and Waivers

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

Transfer Coursework

Policies for transfer credit are found under Transfer Credit in the Admission section of this catalog.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through the my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

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

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

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

To participate in a ceremony, a student must apply online and file an Application for Candidacy to Graduate or Intent to Participate Form with the Moody School of Graduate and Advanced Studies.

Statute of Limitations for Degree Plans

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

Meadows Graduate Programs Policies and Procedures

Concurrent Enrollment

A student who wishes to enroll concurrently in another college or university should first obtain written approval from the dean of graduate studies that the courses taken will be transferable.

Approved Courses

Normally all graduate-level courses are numbered 6000 and above. Graduate students may take courses numbered 5000-5999 if they are part of the program of study or with the approval of the faculty adviser. For the 6000 level or above, the general prerequisite, in addition to admission to graduate studies, is 12 credit hours of advanced work in the department, or six credit hours in the department and six in a closely related program approved by the major department and the dean for the Moody School. If other specific prerequisites are needed, these are stated in departmental listings of courses.

Readmission

Meadows students. After nonattendance for two or more regular (fall, spring) terms, students who formerly attended SMU must file a readmission application. This form must be received in the graduate office **no later than three weeks before the enrollment date** for the desired term of re-entrance.

MA in Creative Technology students. A student who does not enroll in classes for between 1 and 3 terms is still considered active and is able to enroll in classes when they are ready to return to their studies without requiring a formal readmission process. However, a student who does not enroll for 4 consecutive terms and who did not request a formal leave of absence (detailed above) will have their program discontinued ("stop out") and will no longer be considered an active student in the program.

These former students must reapply and be accepted anew in order to return to the program. If accepted, they may return to the program either in good standing or on academic probation depending on their academic record at the time of their last enrollment. Students who request a formal leave of absence can be readmitted to the program for up to 24 months without having to re-apply.

Thesis/Praxis/Dissertation

Several master's degree programs require theses for completion; several others leave theses as an option. Dissertation is required of all Ph.D. programs.

Students submit a final copy of the thesis/praxis/dissertation electronically as partial fulfillment of degree requirements. The final thesis must be uploaded to the SMU Scholar website (https://scholar.smu.edu). SMU Scholar showcases SMU's research and scholarly achievements by providing open access to research, online journals, articles, conferences, articles, white papers, and other scholarly works of the SMU academic community. Placing items in the repository compliments peer-reviewed publication by providing unrestricted access to materials that are either previously published (with permission) or seeking a publisher. SMU Scholar is a partnership between Central University Libraries (CUL), the Moody School, and the Office of Information Technology (OIT).

Faculty and Staff

Office of the Academic Dean

Samuel S. Holland, *Algur H. Meadows Dean*
Barbara Hill Moore*, Senior Associate Dean for Faculty*
Derek Kompare, *Associate Dean for Faculty*
Gretchen Elizabeth Smith, *Associate Dean for Students*
Karen Thomas, *Associate Dean for Inclusive Excellence*
Karen Drennan, *Associate Dean for Communications and Strategy, Chief of Staff*
Ryan Cole, *Assistant Dean for Undergraduate Recruitment and Admissions*
Timmie Hathorn, *Assistant Dean for Alumni Affairs*

Administration

Jen Benoit-Bryan, *Director, SMU DataArts*
Chuck Donaldson, *Senior Program Specialist, Academic Services*
Laura Hearn, *Assistant Director Division of Music*
Pam Henderson, *Director of Scholarships and Financial Aid*
Jay Hengst, *Executive Director of Operations and Events*
Diana Miller, *Degree Counselor*
Jennifer Shoemaker, *Executive Assistant to the Dean*
Janet Stephens, *Director of Academic Services*
Cynthia Watson, *Financial Business Manager*
Nick Weege, *Director of Development*
Susanna Yatsko, *Assistant Director of Admissions*

Meadows Faculty

Carter Alexander*, Artist-in-Residence in Dance*
Mark Allen, *Senior Lecturer and Creative Program Director in Advertising*, Ph.D., University of Dallas
Sarah Allen, *Associate Professor of Music Education*, Ph.D., Texas
Christopher Anderson, *Associate Professor of Sacred Music*, Ph.D., Duke
Andrea Arterbery, *Professor of Practice in Journalism,* M.A., North Texas
Reiko Aylesworth, *Professor of Practice in Theatre*, M.F.A., California State Long Beach
Sergei Babayan, *Joel Estes Tate Chair in Piano Artist-in-Residence,* B.M., Moscow Conservatory
Willie Baronet, *Senior Lecturer, Stan Richards Creative Chair in Advertising*, M.F.A., Texas (Dallas)
Jacob Batsell, *Associate Professor of Journalism*, *William J. O'Neil Chair in Business Journalism*, M.A., Texas
Amber Bemak, *Associate Professor of Film and Media Arts*, M.F.A., Art Institute of Chicago
Christie Bondade, *Assistant Professor of Practice in Dance*, M.F.A., California Institute of the Arts
Aaron Boyd, *Professor of Practice in Violin*, *Director of Chamber Music*, B.M. Juilliard School of Music
Courtney Brown, *Assistant Professor of Creative Computing*, D.M.A., Arizona State
Emily Budd, *Assistant Professor of Art,* MFA, California College of the Arts
Dana Buzzee, *Visiting Professor of Practice of Art*, M.F.A., Oregon
Frederico Câmara, *Assistant Professor of Art,* PhD, University of Sydney
Zoe Hess Carney, *Professor of Practice in Corporate Communication and Public Affairs,* Ph.D., Georgia
David Challier, *Visiting Professor of Practice in Art,* MFA, École Supérieure des Beaux-Arts de Marseille
Melissa Chessher, *Professor of Journalism, Belo Foundation Endowed Distinguished Chair in Journalism*, M.I.J., Baylor
Melanie Clemmons, *Associate Professor of Art, M.F.A*., Colorado
Christina Coats, *Professor of Practice in Corporate Communication and Public Affairs*, B.S., Wyoming
Brandi Coleman, *Assistant Professor of Dance*, M.F.A., Wisconsin (Milwaukee)
Roberto Conduru, *Endowed Distinguished Research Chair in Art History*, Ph.D., Universidade Federal Fluminense, (Brazil)
Edward Cumming, *Martha Raley Peak Centennial Chair and Director of the Meadows Symphony Orchestra*, D.M.A. Yale
Benard Cummings, *Associate Professor of Theatre*, M.F.A., Yale

Kristin Dana, *Assistant Professor of Voice,* MFA, Brooklyn College of the City University of New York
Jenny B. Davis, *Professor of Practice in Journalism*, J.D., SMU
Jack Delaney, *Professor of Music, Director of Bands*, D.M.A., Cincinnati College-Conservatory of Music
Andrés Díaz, *Professor of Cello*, B.M., Artist Diploma, New England Conservatory of Music
Maria Dixon Hall, *Associate Professor of Corporate Communication and Public Affairs*, Ph.D., Missouri
Christopher Dolder, *Associate Professor of Dance*, *Chair, Division of Dance*, M.F.A., Mills College
Sandra Duhé, *Professor of Corporate Communication and Public Affairs*, Ph.D., Texas (Dallas)
Virginia Dupuy, *Professor of Voice*, M.M., Texas
Elizabeth Eager, *Assistant Professor of Art History*, Ph.D., Harvard
Doric Earle, *Professor of Practice in Corporate Communication and Public Affairs,* Ph.D., Texas (Dallas)
Steven Edwards, *Professor of Advertising, Marriott Endowed Professor of Insights and Analytics,* Ph.D., Texas
N. Andrew Elliott, *Executive-in-Residence of Advertising,* M.B.A., Middlebury Institute
Stefan Engels, *Professor of Music, Leah Young Fullinwider Centennial Chair in Music Performance*, D.M.A., Northwestern
Donovan Ervin, *Adjunct Lecturer of Corporate Communication and Public Affairs,* M.B.A., Yale
Valerie Evans, *Professor of Practice in Journalism*, B.A., Northern Illinois
Silas Farley, *Armstrong Artist-in-Residence*, New York City Ballet Principal
Mark Feezell, *Senior Lecturer in Music Theory*, Ph.D., North Texas
Jacqueline Fellows, *Professor of Practice in Journalism, Digital Studio Manager,* M.A., North Texas
Hugh Clifton Forbis, *Professor of Voice*, M.M., SMU
Robert Frank, *Associate Professor of Music Theory and Composition*, Ph.D., North Texas
Amy Freund, *Associate Professor of Art History, Kleinheinz Family Endowment for the Arts and Education Chair in Art History*, Ph.D., California (Berkeley)
Rhonda Garelick, *Affiliate Professor of Journalism,* M.A., Yale; M.A., University of Paris VII
Michelle N. Gibson, *Assistant Professor of Practice in Dance*, M.F.A, Hollins
Michaella Gilliland, *Adjunct Lecturer of Corporate Communications and Public Affairs*, M.A., Texas A&M
Michelle Glasby-Millington, *Professor of Practice of Film and Media Arts*, M.F.A, Howard
Ira Greenberg, *Director of Center of Creative Computation, Professor of Creative Computation, M.F.A.,* Pennsylvania
Ian Grieve, *Visiting Professor of Practice in Art*, MFA, SMU
Randall C. Griffin, *University Distinguished Professor of Art History,* Ph.D., Delaware
Sean Griffin, *Professor of Film and Media Arts*, Ph.D., Southern California
Kevin Gunter, *Senior Lecturer in Piano and Class Piano*, M.M., SMU
Blake Hackler, *Professor of Theatre Chair, Division of Theatre*, M.F.A., Yale
Lane Harder, *Senior Lecturer in Music Theory and Composition*, D.M.A., Texas
Melissa Harrison, *Digital Media Executive-in-residence*, M.A., Columbia
Jim Hart, *Professor of Practice of Corporate Communication and Public Affairs, Arts Entrepreneurship Director*, M.F.A., Yale
Megan Heber, *Professor of Practice of Corporate Communication and Public Affairs,* M.A.M.B.A., SMU
Adam Herring, *Department of Art History Chair, Emily Rich Summers Endowed Professor in Art History*, Ph.D., Yale
Elyan Hill, *Assistant Professor of Art History,* Ph.D., California (Los Angeles)
Samuel S. Holland, *Professor of Music, Algur H. Meadows Deanship, Meadows School of the Arts,* Ph.D., Oklahoma
Chad Hoopes, *Professor of Practice in Violin*, Certificate in International Solo Performance, Kronberg Academy
Derrick Horne, *Professor of Practice in Music*, M.M., SMU
Hyae-jin Hwang, *Lecturer in Piano Performance and Pedagogy*, Piano Preparatory Department, D.M.A., Michigan
Sara Idacavage, *Assistant Professor of Journalism*, Ph.D., Georgia
Adam Jasienski, *Assistant Professor of Art History*, Ph.D., Harvard
Corey Jones, *Executive-in-Residence in Advertising*, BA, SMU
David Karp, *Professor of Piano*, D.M.A., Colorado
Thomas Keck, *Professor of Music, Director, Division of Music,* D.M.A., Arizona State
Piyawan Charoensap-Kelly, *Assistant Professor of Corporate Communication and Public Affairs,* Ph.D., Southern Mississippi
Alice Kendrick, *Professor of Advertising, Altshuler Distinguished Professor*, Ph.D., Tennessee
Mark Kerins, *Professor of Film and Media Arts*, *Division of Film and Media Arts Chair,* Ph.D., Northwestern

Parisa Khobdeh, *Artist-in-Residence in Dance*, B.F.A, SMU
Rita Kirk, *Professor of Corporate Communication and Public Affairs*, Ph.D., Missouri
Derek Kompare, *Associate Professor of Film and Media Arts, Associate Dean for Faculty*, Ph.D., Wisconsin
Peter Kupfer, *Associate Professor of Musicology*, Ph.D., Chicago
Carrie La Ferle, *Professor of Advertising, Altshuler Distinguished Teaching Professor*, *Meadows Distinguished Professor,* Ph.D., Texas
Stephanie Langin-Hooper, *Associate Professor of Art History, Karl Kilinski, II Endowed Chair in Hellenic Visual Culture*, Ph.D., California (Berkeley)
Myles Ethan Lascity, *Assistant Professor of Journalism,* Ph.D., Drexel
Gordon Law, *Executive-in-Residence of Advertising, Division of Corporate Communication and Public Affairs Chair ad interim*, B.S., Oklahoma State
Carol Leone, *Professor of Piano*, D.M.A., North Texas
Janice Lindstrom, *Senior Lecturer in Music Therapy*, D.L.S., SMU
Michael Lively, *Senior Lecturer in Music Theory*, Ph. D, North Texas
Anna Lovatt, *Associate Professor of Art History*, Ph.D. Courtauld Institute of Art
Owen Lynch, *Associate Professor of Corporate Communication and Public Affairs*, Ph.D., Texas A&M
Catharine Lysinger, *Professor of Practice in Piano Performance and Pedagogy, Piano Preparatory Department Director*, D.M.A., Houston
Kerry Maguire, *Visiting Professor of Practice of Art*, MFA, Texas (Austin)
Cole McCarty, *Professor of Practice in Theatre*, M.F.A.,Yale School of Drama
Cheryl Mendenhall, *Senior Lecturer of Advertising, Graphic Design Minor Program Director*, M.F.A., Tennessee
Brian Molanphy, *Professor of Art, Claire Morris Spaht Chair, Division of Art,* M.F.A., Pennsylvania State
Barbara Hill Moore, *Professor of Voice*, *Senior Associate Dean for Faculty, Meadows School of the Arts,* M.S., Illinois
Bryon Morrison, *Professor of Advertising*, B.A., Iowa State
Sidharth Muralidharan, *Associate* Professor of Advertising, *Director of Graduate Studies*, Ph.D., Southern Mississippi
Melissa Murray, *Senior Lecturer in Music Theory*, M.M., SMU
Annette Nevins, *Visiting Professor of Practice in Journalism*, M.A., North Texas
Kristina Nielsen, *Assistant Professor of Musicology,* Ph.D. California (Los Angeles)
Leslie Peck, *Associate Professor of Dance, Balanchine Trust Repetiteur and Principal Dancer*
Joe Phua, *Endowed Distinguished Chair and Director of the Temerlin Advertising Institute for Education and Research,* Ph.D., Southern California
Jennifer Prediger, *Assistant Professor of Film and Media Arts*, M.F.A., California State (Northridge)
Alvon Reed*, Artist-in-Residence in Dance,* M.F.A., Iowa
Sara Romersberger, *Associate Professor of Theatre*, M.A. (Certified in Mime), Illinois
Christopher Salinas, *Senior Lecturer of Corporate Communication and Public Affairs*, Ph.D., Wayne State
Michael Scarola, *Professor of Practice, Opera Theatre*
Anne Schilling, *Associate Professor of Theatre*, M.A., Central School of Speech and Drama (London)
Eric Schmidt, *Lecturer in Musicology,* Ph.D., California (Los Angeles)
Julie Scott, *Professor of Practice in Music Education*, Ph.D., Eastman School of Music
Charlie Scudder, *Professor of Practice in Journalism*, M.A., SMU
David Sedman, *Associate Professor of Film and Media Arts*, Ph.D., Bowling Green
Alexander Sitkovetsky, *Artist-in-Residence in Violin*, B.Mus., Royal Academy of Music (London)
Devon Smith, *Professor of Practice of Film and Media Arts*, M.F.A., North Carolina (Chapel Hill)
Gretchen Elizabeth Smith, *Associate Professor of Theatre*, *Associate Dean for Students, Meadows School of the Arts*, Ph.D., Indiana
Jason Smith, *Senior Lecturer in Music, Vocal Coach*, M.M., Florida State
Abbey Stockstill, *Associate Professor of Art History*, Ph.D., Harvard
Nishiki Sugawara-Beda, *Associate Professor of Art*, M.F.A., Indiana
Daniel Tague, *Assistant Professor of Music Therapy*, Ph.D., Florida State
Karen Thomas, *Professor of Practice in Journalism*, *Associate Dean for Inclusive Excellence,* M.F.A., Georgia
Leon Turner, *Assistant Professor of Practice in Voice*, D.M.A., Texas
Philip Van Keuren, *Professor of Art*, D.M.A., Texas
Xi Wang, *Professor of Music Theory and Composition*, Ph.D., Cornell
Anne Westwick, *Professor of Practice of Dance*, M.F.A., Mills College

Margaret Winchell, *Assistant Professor of Music, Director of Choral Activities,* M.M., Western Michigan
Stanley Wojewodski, Jr., *Meadows Distinguished Professor of Directing,* M.F.A., Catholic University
Steve Woods, *Professor of Theatre*, M.F.A., New Orleans
Rick Worland, *Professor of Film and Media Arts*, Ph.D., California (Los Angeles)
Quan Xie, *Assistant Professor of Advertising*, Ph.D., Ohio
Jessie Zarazaga, *Lecturer of Creative Computing*, Ph.D., SMU

Meadows Emeritus Faculty

Patricia Alvey, *Professor Emeritus of Advertising,* Ph.D., Texas
Robert Beard, *Professor Emeritus of Dance*, M.F.A., SMU
Shelley C. Berg, *Professor Emeritus of Dance*, Ph.D., New York
Janis Bergman-Carton, *Professor Emeritus of Art History*, Ph.D., Texas
Rhonda Blair, *Professor Emeritus of Theatre*, Ph.D., Kansas
Danny Buraczeski, *Professor Emeritus of Dance*, B.A., Bucknell
Annemarie Weyl Carr, *Professor Emeritus of Art History*, Ph.D., Michigan
Robert B. Chambers, *Professor Emeritus of Stage Design*, M.A., Kansas
Alessandra Comini, *Professor Emeritus of Art History*, Ph.D., Columbia
Michael Connolly, *Professor Emeritus of Theatre*, Ph.D., Indiana
Michael Corris, *Professor Emeritus of Art*, Ph.D., University College London
Patricia Harrington Delaney, *Professor Emeritus of Dance,* M.F.A., SMU
Barnaby Fitzgerald, *Professor Emeritus of Art*, M.F.A., Yale
John Gartley, *Professor Emeritus of Cinema*, Ph.D., Michigan
Charley Helfert, *Professor Emeritus of Theatre*, Ph.D., Wisconsin (Madison)
Kevin Paul Hofeditz, *Professor Emeritus of Theatre*, M.F.A., Missouri (Kansas City)
Pamela Elrod Huffman, *Professor Emeritus of Music*, D.M.A., Illinois
Debora Hunter, *Professor Emeritus of Art*, M.F.A., Rhode Island School of Design
Arthur B. Koch, *Professor Emeritus of Art*, M.S.A., Washington
Robert Krout, *Professor Emeritus of Music Therapy*, Ed.D., Columbia, MT-BC
Bill Lengfelder, *Professor Emeritus of Theatre,* M.F.A., Lindenwood College
Margaret Loft, *Professor Emeritus of Theatre*
David Mancini*, Professor Emeritus of Music Theory,* Ph.D., Yale
David McHam, *Professor Emeritus of Communications*, M.S., Columbia
Dale Moffitt, *Professor Emeritus of Theatre*, Ph.D., Washington State
Alfred Mouledous, *Professor Emeritus of Piano*, M.M., Eastman School of Music
James A. Ode, *Professor Emeritus of Music Education*, D.M.A., Performer's Certificate, Eastman School of Music
Cecil O'Neal, *Professor Emeritus of Theatre*, B.A., Wisconsin
Larry Palmer, *Professor Emeritus of Organ/Harpsichord*, A.Mus.D., Eastman School of Music
G. Donald Pasquella, *Professor Emeritus of Communications*, M.A., Iowa
Darwin Payne, *Professor Emeritus of Communications*, Ph.D., Texas
Tony Pederson, *Professor Emeritus of Journalism*, M.A., Ohio State
Claudia Stephens, *Professor Emeritus of Theatre, M.F.A*., Carnegie Mellon
James W. Sullivan, *Professor Emeritus of Art,* M.F.A., California State (Long Beach)
Martin Sweidel, *Professor Emeritus of Music*, D.M.A. University of Cincinnati College-Conservatory of Music
Thomas W. Tunks, *Professor Emeritus of Music*, Ph.D., Michigan State
Don Umphrey, *Professor Emeritus of Advertising*, Ph.D., Texas
Mary Vernon, *Professor Emeritus of Art,* M.A., New Mexico
P. Gregory Warden, *Professor Emeritus of Art History*, Ph.D., Bryn Mawr
Stephen D. Wilder, *Professor Emeritus of Art,* M.F.A., Wisconsin

Meadows Artist Staff

Charles Aguillon, *Director, Mustang Band*, M.M., Southwest Texas State
David Brown, *Piano Technician, Division of Music Assistant Director for Operations*, B.A., Coe College
Ryan Goolsby, *Studio Technician*, M.F.A., Texas Christian
Christopher Ham, *Director of Dance Production, M.F.A., SMU*
Stephen Leary, *Scene Shop Foreman*, B.A., Cameron

Jamal Mohamed, *Part-time Staff Musician*
Martin Morgan, *Part-time Staff Musician*
Justin Mosher, *Technical Director,* M.F.A., Alabama
Mina Polevoy, *Part-time Staff Musician*
Ryan Reed, *Media Equipment Manager*, B.A., SMU
Natalia Sawal, *Part-time Staff Musician*
Brandon Smith*, Assistant Technical Director,* M.F.A., Alabama
Edward Smith, *Part-time Staff Musician*
Teila Witham Vochatzer, *Property Supervisor,* Alabama

Meadows Adjunct Faculty

Note: The list of faculty adjuncts provided here is advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.
Christopher Adkins, *Adjunct Professor of Cello,* M.M.A., Yale
Steven Ahearn, *Adjunct Associate Professor of Clarinet,* M.M., Wisconsin (Milwaukee)
Erica Anderson, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.B.A., SMU
Dawn Askew, *Adjunct Lecturer of Theatre, Production Manager*, B.A., Southwestern Oklahoma State
Benjamin Baby, *Adjunct Lecturer of Journalism*, B.A., North Texas
George Baker, *Adjunct Associate Professor of Organ*, D.M.A., Michigan
Carolyn Barta, *Adjunct Lecturer of Journalism*, M.A., Baylor
Brian Bentley, *Adjunct Lecturer, Vocal Coach*, M.M., SMU
Lars Berg, *Adjunct Lecturer of Creative Computing*, M.Arch., Pratt Institute
Jason Biggs, *Adjunct Lecturer of Theatre*, *Sound Designer and Engineer*, B.M., SMU
Linda Blase, *Adjunct Lecturer of Theatre*, M.F.A., Trinity
Marie Bos, *Adjunct Lecturer of Advertising*, M.A., New York
John Bryant, *Adjunct Assistant Professor in Percussion*
Bryan Burns, *Adjunct Assistant Professor of Guitar*, D.M.A., North Texas
Trey Burns, *Adjunct Professor of Creative Computing,* M.F.A., SCAD
Amanda Capshaw, *Adjunct Lecturer of Theatre*, M.F.A., SMU
Michael Cerny, *Adjunct Lecturer of Film and Media Arts*, B.A., New Mexico State
Kim Corbet, *Adjunct Assistant Professor of Music History and Literature*, M.M., Texas Christian
Michael Corris, *Adjunct Lecturer in Creative Computing*, Ph.D., University College London
Kesleigh Dougherty, *Adjunct Lecturer of Film and Media Arts*, B.F.A., North Carolina
Edward Egros, *Adjunct Lecturer of Journalism*, M.S., Northwestern
Donovan Ervin, *Adjunct Lecturer of Corporate Communication and Public Affairs,* M.B.A., Yale
Donald Fabian, *Adjunct Assistant Professor of Saxophone*, M.M., Michigan State
Kevin Finamore, *Adjunct Associate Professor of Trumpet*, M.M., Juilliard School of Music
Rebecca Flores, *Adjunct Lecturer of Film and Media Arts, M.F.A.*, Southern California
Daniel Fonner, *Adjunct Professor of Corporate Communication and Public Affairs,* B.A., Warwick (U.K.)
Michaella Gilliland, *Adjunct Lecturer of Corporate Communications and Public Affairs*, M.A., Texas A&M
William Glenn, *Adjunct Lecturer*, Advertising, M.B.A., Missouri (Columbia)
David Hadeler, *Adjunct Lecturer of Advertising*, M.A., North Texas
John Hall, *Adjunct Lecturer of Advertising*, B.A., Oklahoma
Erin Hannigan, *Adjunct Professor of Oboe*, M.M., Eastman School of Music
Robert Hart, *Adjunct Lecturer of Journalism*, B.A., Texas (Arlington)
Rosanne Hart, *Adjunct Professor of Corporate Communication and Public Affairs*, M.A., Kent State
Barry Hearn, *Adjunct Associate Professor of Trombone*, M.M., Illinois
Willa Henigman, *Adjunct Associate Professor of Oboe,* M.M., Juilliard School of Music
David Heyde, *Adjunct Associate Professor of Horn*, M.M., SMU
Haley Hoops, *Adjunct Associate Professor of Horn, DSO*, M.M., Northwestern
Ronald Houston, *Adjunct Associate Professor of Viola and Violin*, M.M., New England Conservatory of Music
Charlotte Huffman, *Adjunct Lecturer of Journalism*, B.A., SMU
Tearlach Hutcheson, *Adjunct Lecturer of Film and Media Arts*, M.A., Colorado
Lynne Jackson, *Adjunct Assistant Professor of Music Education*, M.M., Michigan

Matthew Jacob, *Adjunct Professor of Corporate Communication and Public Affairs*, M.A., Missouri
Burke Jam, *Adjunct Professor of Creative Computing*, M.F.A., Montana
James Jillson, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, M.A./M.B.A., SMU
Brian Jones, *Adjunct Lecturer in Percussion,* Professional Certificate, Temple
Jonathan Jones, *Director World Music Ensemble,* B.M., SMU
Alexander Kienle, *Adjunct Associate Professor of Horn*, M.M., Juilliard School of Music
Camille King, *Adjunct Assistant Professor of Voice*, B.A., California
Diane Kitzman, *Adjunct Associate Professor of Violin,* B.A., Michigan
Drew Lang, *Adjunct Lecturer in Percussion*, M.M., Arizona
Pierre LaPointe, *Adjunct Associate Professor of Viola*, D.M.A., Manhattan School of Music
Linda Leavell, *Adjunct Lecturer of Journalism*, B.A., Texas
Jon Lee, *Adjunct Assistant Professor of Music Education*, M.M., SMU
Steve Lee, *Adjunct Professor of Practice of Corporate Communication and Public Affairs*, B.J., Texas Emily Levin
Emily Levin, *Adjunct Associate Professor of Harp*, M.M. Juilliard School of Music
Alan Lidji, *Adjunct Lecturer in Advertising,* B.F.A., Colorado State
Annie Lin, *Adjunct Associate Professor of Practice in Collaborative Piano*, D.M.A., Southern California
Jennifer Little, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A., Indiana
Bryan Lochhead, *Adjunct Professor of Journalism*, M.S., Full Sail
Darren McHenry, *Adjunct Assistant Professor of Trombone, Bass Trombone*, DSO, M.M., Juilliard School of Music
William McKenzie, *Adjunct Professor of Journalism,* M.A., Texas (Arlington)
Matthew McKinney, *Adjunct Lecturer of Theatre, Technical Director,* MFA, Technical Theatre & Design, San Diego State
Christian McPhate, *Adjunct Professor of Journalism*, M.J., North Texas
Maureen Mixtacki, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, B.B.A., Notre Dame
Jamal Mohamed, *Adjunct Lecturer in Percussion*
Mayra Monroy, *Adjunct Lecturer of Journalism*, B.S., Florida State
Naoko Nakamura, *Adjunct Assistant Professor of Harp*, M.M., Rice
Elizabeth Navarro, *Adjunct Professor of Corporate Communication and Public Affairs*, MA Ed., Pepperdine
George Nickson, *Adjunct Associate Professor of Percussion*, M.M., Juilliard School of Music
Chris Oliver, *Adjunct Assistant Professor of Trombone,* M.M., Cleveland Institute of Music
Driscoll Otto, *Adjunct Lecturer of Theatre*, M.F.A., New York
Melissa Panzarello, *Adjunct Lecturer in Theatre, Costume Shop Manager,* M.F.A., Florida State
Andrea Perez, *Adjunct Lecturer of Arts Management and Arts Entrepreneurship*, J.D., South Texas College of Law Houston
Brian Perry, *Adjunct Associate Professor of Double Bass*, M.M., Boston
Chris Pilcic, *Adjunct Lecturer of Corporate Communication and Public Affairs*, M.A., Texas Tech
Andrey Ponochevny, *Adjunct Associate Professor of Practice Piano,* A.D., Texas Christian
Emily Potts, *Adjunct Lecturer of Corporate Communication and Public Affairs*, B.A., SMU
Gregory Raden, *Adjunct Associate Professor of Clarinet*, B.M., Curtis Institute of Music
James Richman, *Adjunct Lecturer in Harpsichord*, M.M., Juilliard School of Music
Jarrod Robertson, *Adjunct Assistant Professor of Euphonium and Tuba*, M.M. SMU
Jill Robinson, *Adjunct Professor of Arts Management and Arts Entrepreneurship,* MBA, Colorado
James Romeo, Adjunct Associate Professor of Flute
Deja Sanders, *Adjunct Lecturer of Advertising*, M.A., SMU
Paul Schmidt, *Adjunct Assistant Professor of Music Education*, M.M., North Texas
Jason Shipp, *Adjunct Lecturer of Advertising*, B.A., SMU
Cooper Simon, *Adjunct Lecturer in Theatre, Lighting Supervisor,* B.F.A. (Lighting Emphasis), University of Oklahoma
Brandon Smith, Assistant Technical Director, M.F.A., Alabama
David Smith, *Adjunct Instructor of Creative Computing*, M.S., Embry-Riddle Aeronautical
Edward Lee Smith, *Adjunct Lecturer in Percussion*
Cindy Sparrow*, Adjunct Lecturer of Advertising,* M.B.A., SMU
Ted Soluri, *Adjunct Associate Professor of Bassoon*, M.M., Cleveland Institute of Music
Stuart Stephenson, *Adjunct Associate Professor of Trumpet,* M.M. Northwestern
Rosalyn Story, *Adjunct Lecturer in Music History*, B.A. Missouri
Barbara Sudweeks, *Adjunct Associate Professor of Viola, B.M.*, Curtis Institute of Music

Jayne Suhler, *Adjunct Professor of Practice in Journalism*, M.A., Texas
Jean-Jacques Taylor, *Adjunct Lecturer of Journalism*, B.A., Ohio State
Tabatha Trolli, *Adjunct Lecturer in Ceramics,* M.F.A. North Texas
Brittany Merrill Underwood, *Adjunct Professor of Corporate Communication and Public Affairs*, M.A., Fuller Theological Seminary
Kara Kirkendoll Welch, *Adjunct Associate Professor of Flute, DSO*, M.M., SMU
Kathy Windrow, *Adjunct Lecturer of Theatre*, M.A., M.F.A., SMU
Wu Qian, *Adjunct Associate Professor of Chamber Music*, M.Mus., Royal Academy of Music (London)
Susan Younghans, *Adjunct Associate Professor of Music Education*, M.M., North Texas

Perkins School of Theology

Academic Calendar

Fall 2024

August

5, Monday: First day of Internships
6-7, Tuesday-Wednesday: Intern Orientation Module II and III (online), 9:00-noon
8, Thursday: Lay Teaching Committee Orientation (online), 7:00-8:30 p.m.
18-20, Sunday-Tuesday: New Student Orientation
22-23, Thursday-Friday: Late registration, 206 Kirby Hall, Registrar's Office
23, Friday: Last day to cancel enrollment and withdraw from all classes without any tuition charge
23-24, Friday-Saturday: Perkins Summit for Faith and Learning in Houston
26, Monday: First day of classes in Dallas/Hybrid
26-30, Monday-Friday: Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC
30, Friday: Last day to register, add courses or drop a course without grade record or tuition billing

September

2, Monday: Labor Day - University holiday (offices closed)
9, Monday: Last day to drop a course or withdraw from the university without academic record
11, Wednesday: Last day to file for December graduation
13, Friday: Faculty conference
16, Monday: Perkins faculty meeting, 9:30 a.m.
16, Monday: Internship Applications Deadline for 2025-2026 Internships
20, Friday: Divisional meetings, 11:30 a.m.

October

7-8, Monday-Tuesday: Perkins fall break
9, Wednesday: Mentor Pastor Colloquy (online)
11, Friday: Divisional meetings, 11:30 a.m.
14, Monday: Perkins faculty meeting, 9:30 a.m.
21, Monday: Faculty as Guild, 9:30 a.m.

November

4, Monday: Perkins faculty meeting, 9:30 a.m.
4-8, Monday-Saturday: Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC.
4-22, Monday-Friday: Advance registration for Hybrid and Houston spring term and interterm
8, Friday: Last day to drop a class for fall term
9-22, Saturday-Friday: Advance registration for all Perkins spring term and interterm
14-15, Thursday-Friday: Fall Convocation
26, Tuesday: Last day to withdraw from the University
27, Wednesday: Perkins Thanksgiving recess (no classes)
28-29, Thursday-Friday: Thanksgiving holiday - University holidays (no classes and offices closed)

December

2, Monday: Perkins faculty meeting, 9:30 a.m.
5, Thursday: Advent worship service, 6:00 p.m
9, Monday: Last day of classes in Dallas/Hybrid
10-11, Tuesday-Wednesday: Reading and writing period
11, Wednesday: Last day for submission of all written work, 5:00 p.m.
12-18, Thursday-Wednesday: Final examinations in Dallas/Hybrid
19, Thursday: Grades must be posted by noon

21, Saturday: December Commencement Convocation. Official close of term and conferral of degrees.
23-January 1, Monday-Wednesday: Winter break - University holidays (offices closed)

January Term 2025

January

1, Wednesday: New Year's Day observed - University holiday (offices closed)
6-17, Monday-Friday: Perkins January interterm for masters and doctoral programs
6-9, Monday-Thursday: Perkins School of Youth Ministry
6-11, Monday-Saturday: Certificate for Practical Ministry
7, Tuesday: Last day to enroll and change classes for January interterm
15, Wednesday: Last day to drop a class or withdraw from the University for January interterm

Spring 2025

January

12-14, Sunday-Tuesday: New Student Orientation
16-17, Thursday-Friday: Late registration, 206 Kirby Hall, Registrar's Office
20, Monday: Martin Luther King, Jr. Day - University holiday (offices closed)
20, Monday: Last day to cancel enrollment and withdraw from all classes without any tuition charge
21, Tuesday: First day of classes in Dallas/Hybrid
22, Wednesday: Doctor of Ministry Information Session, 12:00pm (online)
27, Monday: Last day to add courses or drop courses without grade record or tuition billing
27-February 1, Monday-Saturday: Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC
27, Monday: Perkins faculty meeting, 9:30 a.m.
31, Friday: Perkins Internship Consultant Convocation

February

3, Monday: Last day to drop a course or withdraw from the university without academic record
5, Wednesday: Last day to file for May graduation
5, Wednesday: Mentor Pastor Colloquy (0nline), 9:00am - noon
7, Friday: Divisional meetings, 11:30 a.m.

March

3, Monday: Perkins faculty meeting, 9:30 a.m.
7, Friday: Divisional meetings, 11:30 a.m.
17-23, Monday-Sunday: Perkins and SMU spring break
21-22, Friday-Saturday: Perkins Summit for Faith and Learning in Little Rock, AK
31-April 18, Monday-Friday: Advance registration for Hybrid and Houston summer and fall

April

5-18, Saturday-Friday: Advance registration for all summer and fall terms
7, Monday: Perkins faculty meeting, 9:30 a.m.
7-12, Monday-Saturday: Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC
10, Thursday: Last day to drop a class for spring term
11, Friday: Divisional meetings, 11:30 a.m.
14, Monday: Faculty as Guild, 9:30 a.m.
17, Thursday: Easter recess (no classes)
18, Friday: Good Friday - University holiday (no classes and offices closed)
28, Monday: Last day to withdraw from the University
30, Wednesday: New Mentor Pastor Institute (online), 9:00 a.m - noon

May

5, Monday: Perkins faculty meeting, 9:30 a.m.
5, Monday: Last day of Monday classes in Dallas/Hybrid

5, Monday: Last day of Internship
6-7, Tuesday -Wednesday: Reading and writing period (no classes)
8, Thursday: Last day of Thursday classes in Dallas/Hybrid
9, Friday: Last day of Friday classes in Dallas/Hybrid
9, Friday: Last day for submission of all written work, 5:00 p.m.
12-14, Monday-Wednesday: Final examinations in Dallas/Hybrid
16, Friday: Grades must be posted by noon
17, Saturday: Commencement, 9:30 a.m., Moody Coliseum; A Celebration of Degrees and Academic Achievements, 2:00 p.m., Highland Park United Methodist Church; Official close of term and date for conferral of degrees

Summer 2025

May

19-23, Monday-Friday: Certificate for Practical Ministry
26, Monday: Memorial Day - University holiday (offices closed)
27-August 8, Monday-Friday: Perkins full summer session (Houston only)
30, Friday: Last day to add courses or drop courses without grade record for Summer (Houston only)

June

2-August 8, Monday-Friday: Perkins full summer session (Main Campus and Immersion Courses)
2-13, Monday-Friday: Doctor of Ministry and Doctor of Pastoral Music classes meet (Dallas)
5, Thursday: Last day to add courses or drop courses without grade record for Summer (Main Campus and Immersion Courses)
11, Wednesday: Last day to file for August graduation
9-20, Monday-Friday: Doctor of Ministry Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC.
26, Thursday: Intern Orientation Module I (online), 7:00 - 8:00 p.m

July

4, Friday: Independence Day - University holiday (offices closed)
18, Friday: Last day to drop a class for session
24, Thursday: Last day to withdraw from the University for Summer
24, Thursday: Intern Orientation Module I
TBD: Houston classes meet face to face at Houston Methodist Hospital and St. Paul's UMC.
TBD: Course of Study School

August

8, Friday: Official close of summer term and date for conferral of degrees

Major Religious Holidays

(August 2024 - August 2025)
Listing of religious holidays for use in requesting excused absences according to University Policy, Excused Absences for University Extracurricular Activities and Religious Holidays. For religious holidays not listed, the instructor or supervisor may contact the Office of the Chaplain.

Christian

Christmas: December 25, 2024
Christmas (Orthodox): January 7, 2025
Great Lent Begins (Orthodox): March 5, 2025
Ash Wednesday: March 5, 2025
Good Friday: April 18, 2025
Good Friday (Orthodox): April 18, 2025
Easter Sunday: April 20, 2025
Easter Sunday (Orthodox): April 20, 2025

Hindu
Janmashtami: August 26, 2024
Dasara/Vijayadashami/Dussehra: October 12, 2024
Diwali: November 1, 2024
Holi: March 14, 2025

Jewish*
Rosh Hashanah: October 3-4, 2024
Yom Kippur: October 12, 2024
Sukkot/Simchat Torah: October 17-24, 2024
Hanukkah: December 26, 2024 – January 2, 2025
Purim: March 14, 2025
Pesach (Passover): April 13-20, 2025

Muslim
Mawlid al-Nabi: September 16, 2024
Ramadan: March 1-30, 2025
Eid al-Fitr: March 31, 2025
Eid al-Adha: June 7, 2025
Islamic New Year: June 27, 2025
Ashura: July 6, 2025

* All holidays begin at sundown before the first day noted and conclude at sundown on the day(s) noted.
Tuition and fees payment due dates are set for each term by the Office of the University Bursar.

General Information

The Mission of Perkins School of Theology

Mission

The mission of Perkins School of Theology is to equip persons for faithful leadership and Christian ministry in a changing church and society; to educate those seeking a deeper understanding of the Christian faith; and to strengthen the church, academy, and world through service, scholarship, and advocacy.

Context

Perkins, a community devoted to theological education and research in the service of the church of Jesus Christ, is Wesleyan by tradition, United Methodist by affiliation, inclusive of diverse Christian expressions, and welcoming of all. The oldest graduate professional school at Southern Methodist University, the School of Theology embraces its setting in the southwestern United States while seeking to make theological education accessible, through in-person, hybrid, and distance learning, to students from the region, the nation, and around the world.

Accreditation

Southern Methodist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Perkins School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada,10 Summit Park Drive, Pittsburgh PA 15275-1110, Telephone 412-788-6505, Fax 412-788-6510. The following degree programs are approved by the Commission on Accrediting: M.Div., M.A.M, M.S.M, M.T.S., Th.M., D.Min., and D.P.M.

History

The School of Theology has been an integral part of Southern Methodist University since the latter's founding in 1911. It grew out of a movement led by Bishop Seth Ward of the Methodist Episcopal Church, South, to establish a theological school west of the Mississippi. Dr. E.D. Mouzon, dean of the Theological Department of Southwestern University and later bishop, became its first dean in 1914. With the opening of the University in the following year, the school of theology began its work as the church's official theological school for the region west of the Mississippi. When ownership of the University was vested in the South Central Jurisdiction of the Methodist Church at the Uniting Conference of 1939, the school of theology became the official theological school of that jurisdiction.

Dean Mouzon was followed by Deans Hoyt M. Dobbs (1917), Paul B. Kern (1920), James Kilgore (1926), Eugene B. Hawk (1933), Merrimon Cuninggim (1951), Joseph D. Quillian, Jr., (1960), James E. Kirby (1981), Robin W. Lovin (1994), William B. Lawrence (2002), Craig C. Hill (2016), Michael McKee (2023), *ad interim* and Hugo Magallanes (2024), *ad interim.*

Community Life

Theological reflection and education for ministry are the purpose of the school. However, these imply a concern for the total development of people in the community. This concern is manifest not only in the classroom and library, but also in a wide range of activities and associations, which make up the life of the school.

Worship is a central element in the life of the school. During fall and spring terms, community worship is held on campus Tuesdays and Thursdays. Various worship opportunities are made available for student in our hybrid programs. Community lunches/dinners are held Tuesday through Thursday. Common meals, celebrating holidays or highlighting special groups or themes, take place several times each year.

There are a number of student organizations and interest groups. Every regularly enrolled student is a member of the Perkins Student Association, which assumes responsibility for those aspects of student life and government that are not directly under the jurisdiction of the Perkins faculty. An elected PSA council governs the association. Student representatives also serve on the standing committees of the faculty. The PSA council plan social and justice-related events, spiritual care for students, provide input on academic matters, and lead other community activities. Several active student groups are recognized and funded by the PSA council, including Black Seminarians Association, L@s Seminaristas, Feminist Advocating Change and Empowerment, Perkins Episcopal and Anglican Communion, and the International Students of Perkins.

Special programming and events for the Perkins community, as well as other groups and activities for Perkins students and their families, are organized under the leadership of the PSA council and the assistant dean of student life.

Admission

Degrees Offered

Perkins offers a variety of degree programs.

Master of Divinity	M.Div.	Education for church leadership intended primarily, although not exclusively, for persons seeking ordination.	Dallas campus and Hybrid
Master of Arts in Ministry	M.A.M.	Education with the main objective the preparation of people for faith-based ministry.	Dallas campus and Hybrid
Master of Sacred Music	M.S.M.	Education offered in cooperation with the SMU Meadows School of the Arts for the education of leaders in church music. A student seeking ordination as a deacon within the United Methodist Church may pursue required courses within any of the above degree programs.	Dallas campus
Master of Theological Studies	M.T.S.	Education primarily for people who wish to engage in serious theological study, especially for those considering a doctoral degree.	Dallas campus
Master of Theology	Th.M.	Education designed for students to fulfill one or more of three goals: enhancing the practice of ministry through advanced study of a particular theological or pastoral discipline, examining a specific aspect of the Christian religion/traditions or function of Christian ministry, and preparing for more advanced study at the doctoral level.	Dallas campus
Doctor of Ministry	D.Min.	Education that provides advanced education for church leadership and is available for students who hold the M.Div. or an equivalent degree.	Dallas and Houston Methodist Hospital
Doctor of Pastoral Music	D.P.M.	Education intended to provide an environment for the vocational renew of practicing and experienced church musicians, and equip them for changes in the profession of church music in the areas of liturgy, cultural diversity, theological perspectives, congregational song, contextual musical analysis, and additional skills related to the performance of music in worship.	Dallas campus
Graduate Program in Religious Studies	M.A.. Ph.D.	Education in cooperation with Dedman College intended chiefly for those interested in college and university teaching and scholarship in religious studies. Further information concerning them can be obtained from the director of the Graduate Program in Religious Studies.	Dallas campus

Perkins School of Theology offers the graduate degrees listed below.

Transcript		**Degree or Diploma**	
School	*Major Area*	*Master*	*Doctor*
Perkins	Ministry	M.A.M. M.Div.	
Perkins	Sacred Music	M.S.M.	D.P.M.
Perkins	Theological Studies	M.T.S.	
Perkins	Theology	Th.M.	D.Min.
Dedman College	Religious Studies	M.A.	Ph.D.

The Admission Process

Requirements for admission for Perkins master's degree programs are found here.

Information and documents (biographical data, transcripts, resume, recommendation letters, and essay) are to be completed and uploaded online.

Completed applications are reviewed and decisions are made as part of a rolling admissions process. A two-week turnaround can be expected once an application is submitted and all supporting documents have been uploaded. International applicants are reviewed on an annual basis.

The application for admission serves as the application for Perkins scholarships. Complete the Free Application for Federal Student Aid (FAFSA) as early as possible to determine eligibility for federal funding.

For more information about the admission process or financial aid, contact PerkinsEnrollment@smu.edu.

Application Requirements

MDiv, MAM, MTS, and MSM applicants must provide:

- Basic Information: Personal, Citizenship, and Church Information
- Academic History: List all colleges and universities attended; transcripts required
- Recommendations (3):
- Pastor or ordained religious leader who has observed or led you in ministry
- Professor (if in school within the past 5 years), or a professional reference who has observed your ability and performance
- Layperson (non-ordained) who serves in a leadership capacity in your ministry context who can address your faith journey, preparedness for graduate theological study, and potential for leadership in ministry **Recommenders cannot be a member of your family.
- Resume: Provide an overview of work experience, educational background, and ministry and volunteer history.
- Written Response: Applicants will respond to three questions in a single document that is between 3-4 pages in length.

In addition to the above requirements, ThM applicants must also provide:

- Writing Sample: 1000-1500 word sample of academic writing such as an essay or excerpt from an academic paper or article.

Non-degree and Exploratory applicants must provide:

- Biographical, demographic and church information
- Official transcripts from all colleges and universities attended
- One letter of recommendation from clergy, lay leader, or professor or professional colleague
- Résumé
- Written response to two questions in a single document that is between 1-2 pages in length.
- Essay: Provide a 1000–1500-word essay.

An application is complete only when the application has been submitted and all requirements have been uploaded. Once a decision is made about admission, you will be contacted by a staff person in the Office of Enrollment Management. Unless other deadlines are noted, scholarship notification is made soon after admittance. Upon accepting your offers of admission and scholarship, you will receive enrollment instructions from the Office of Enrollment Management.

Prior to Enrolling for Classes

1. Accept your offers of admission and scholarship, if awarded, both online.
2. Use your SMU ID# (sent to personal email account after admission) to create an account in my.smu for the purpose of enrolling for classes.
3. Complete Task Tile in my.smu.

International Students

Degrees from Foreign Universities

International applicants who hold a bachelor's degree from a foreign university should not assume that these degrees will be automatically accepted in U.S. universities. Decisions will be based on the academic standings of the institutions from which the applicant has graduated. Professional diplomas and higher certificates from technical or vocational schools are normally not considered as equivalent to a bachelor's degree.

If you have a 3-year Bachelor's degree, we do require that you provide a transcript evaluation with your application to demonstrate that it is equivalent to a U.S. 4-year Bachelor's degree. International university transcripts must be translated into English and certified as official transcripts. Because of the importance of this information, SMU accepts evaluations only from these agencies of proven reliability. You can find a list of our approved evaluators here:

International Academic Credential Evaluators Inc.
PO Box 2585
Denton, TX 76202-2585
Telephone: 940-383-7498
www.iacei.net

World Education Services Inc.
PO Box 745 Old Chelsea Station
New York, NY 10113-0745
Telephone: 212.966.6311
Toll-free: 800-937-3895
Email: infor@wes.org
www.wes.org

Josef Silny & Associates, Inc.
7101 SW 102 Avenue
Miami, FL 33173
Telephone: 305-273-1616
Fax: 305-273-1338
Email: info@jsilny.com
www.jsilny.com

TOEFL and IELTS. TOEFL or IELTS scores are required for applicants whose native language is not English and whose secondary education has not been in English. More information regarding TOEFL waivers can be found here:

International Application Due Dates:
Priority - November 15
Final - February 15

Perkins Contacts

The Office of Enrollment Management
SMU International Student & Scholar Services Office
SMU Residence Life & Student Housing Office

Admission by Transfer

The procedures and standards for admission for students who wish to transfer from other theological schools are the same as for all new students. In such a case, the student's academic record in seminary as well as in undergraduate study or other graduate programs will be considered. A transcript of academic credits and a letter of good standing will be required from the theological school of record.

A student may apply for transfer credit from accredited schools. Individual credits will be evaluated on the basis of recency, grade, and application to the degree curriculum. The registrar in consultation with the associate dean for academic affairs will determine, in each case, the total number of credit hours that a student may transfer to a

Perkins degree program and their allocation to the requirements of the program. As stipulated by the Association of Theological Schools, transfer credits may not exceed two-thirds of the degree receiving those credits. Individuals may or may not receive the maximum number of transfer credits. In some cases, samples of written work submitted may be required in addition to syllabi and a transcript.

By action of the University Senate of the United Methodist Church, only online courses offered by an official United Methodist seminary or Asbury Theological Seminary may count toward a degree for a candidate seeking ordination in the United Methodist Church. Courses in United Methodist studies, including history, doctrine, polity and evangelism, required for United Methodist ordination are transferable only from theological schools approved by the United Methodist University Senate. For non-United Methodist students, credits received for online courses at other institutions will be considered for transfer credit on an equal basis with courses taught in other formats.

Transfer credit toward the M.S.M. degree is discussed under the requirements for admission to that program in another section of this catalog.

Shared Credit

Shared credit refers to a school's decision to count credits from one master's degree toward those required for a second master's degree. Shared credit can occur when students complete one program before beginning the second or may occur when they are enrolled in both degree programs simultaneously. Credits may be shared between two accredited graduate programs as long as each degree program has a clear integrity, meets the appropriate degree program standards, and does not exceed two-thirds of the degree receiving those credits. Individuals may or may not receive the maximum number of shared credits. In each case, a transcript of academic credits is required from an accredited institution. A student interested in the possibility of transfer with shared credit should notify the Associate Dean for Academic Affairs prior to the beginning of coursework. Shared credit is not applicable for the ThM degree.

Advanced Standing

A student with prior (typically undergraduate) coursework, formal learning not transcripted, or other demonstrated achievement of course learning outcomes may seek advanced standing in the work of a division. Advanced standing (with or without credit) may only be granted based on an appropriate means of assessment that students have the knowledge, competence, or skills that would normally be provided by the specific course for which they have been admitted with advanced standing. Advanced standing is typically granted without credit, and thus does not reduce the amount of credit that must be earned in the division or in the degree program as a whole, but it enables the student to use their time to better advantage. A transcript of academic credits is required, when applicable, and, in most cases, an oral or written assessment of competence. Students interested in the possibility of advanced standing should notify the Associate Dean for Academic Affairs in writing as early as possible and no later than the beginning of their first term at Perkins. Advanced standing is not applicable for the ThM degree.

Withdrawal, Re-entry and Readmission

A student who withdraws from school for any reason for part or all of a regular academic year and who has been away from the University for less than 24 months must make a request in writing to the associate dean for academic affairs and complete the re-entry form. A student who withdraws from school for any reason for part or all of a regular academic year and who has been away from the University for 24 months or more must re-apply through the office of Enrollment Management for readmission. The Office of Enrollment Management will notify the Committee on Student Development as soon as possible of such readmission.

The faculty may, at any time, require the withdrawal of any student whose conduct is, in the judgment of the faculty, inconsistent with the standards of the school and the University or with the objectives of the degree program in which the student is enrolled.

Change of Degree Program

A student who is currently enrolled in the M.Div., M.A.M., M.S.M. or M.T.S. program and who wants to transfer to another of these programs must formally put forward a Request for Change of Degree form through the Office of the Registrar for admission to the new degree program. The registrar should be consulted regarding the appropriate procedure. The transfer of credit hours is subject to the direction and approval of the registrar and the associate dean for academic affairs. Ordinarily, credit is fully transferable between programs. A current student wanting to change

degrees to the Th.M. degree program must formally apply for admission to the new degree program, meeting the requirements for the Th.M. degree program.

Combined Degree Programs

One may pursue two Perkins professional master's degrees concurrently in any of several combinations. A student considering such an option should consult with the associate dean for academic affairs. At least one-third of the credits for the shorter of the two degree programs must be earned while the student is enrolled in that shorter degree. Further, the student must demonstrate achievement of the learning outcomes and other relevant curricular expectations for both degrees.

Admission of Non-degree seeking Students and Auditors

Persons who wish to take courses for credit but who do not wish to enter a degree program may seek admission to Perkins as a non-degree seeking student. The student must submit a completed application.

Admission as a non-degree seeking student is for one year (two terms) only. A student desiring to continue beyond the one-year limit must formally ask the associate dean for academic affairs to continue beyond the two terms. Admission as a non-degree seeking student does not guarantee, nor does it preclude, later admission to any degree program offered by Perkins. Non-degree seeking students are not eligible for any form of financial assistance from the school.

Non-degree seeking students who declare an interest in a future degree program may be considered Exploratory students. Exploratory students are eligible for institutional aid for up to two courses to be taken within a single twelve-month period.

People desiring to audit a course must secure permission from the registrar and the course instructor, and must pay an audit fee before completing registration.

Other Programs of Study

In addition to its degree programs, Perkins offers various other programs of study, formal and informal. Some of these may be pursued in conjunction with a degree program, while others are independent. Some lead to ordination while others are simply opportunities for continuing education. All are described in the following sections of this catalog: Special Programs for Academic Credit, Areas of Concentration and Services in Continuing Education.

Academic Programs

Ministry, D.Min.

Purpose

The Doctor of Ministry degree provides the opportunity for advanced study in the areas of vocational and leadership formation and community building. Integrating theological reflection and ministerial practice with these areas of study, Christian leaders build their theological knowledge and gain skills to effectively engage in ministerial work in contexts of change and transition.

The goals of the degree are to (1) seek vocational depth and direction; (2) gain theological knowledge and understanding of vocational and leadership identity in tandem with developing skills for relevant practices of ministry that build communities in context; and (3) acquire knowledge, critical insights and skills to exercise leadership grounded in Christian vocation in contexts of transition and change within the Church and the community.

The D.Min. curriculum follows a cohort system for students. Cohorts will progress through 24 credit hours of courses that integrate the areas of Christian vocation, leadership, and community building. Students then work independently in the final six credit hours, preparing for and completing the writing project that brings the course work to bear on a specific practice of ministry.

Learning Outcomes

1. Students will demonstrate expertise in the theology of vocation, leadership and community building in the context of ministry.
2. Students will demonstrate superior ministerial skills in adaptive leadership and community building.
3. Students will integrate practice based on sound theological and contextual analysis.
4. Students will demonstrate professional integrity and ongoing growth.

Requirements for Admission

The professional nature of the D.Min. requires that students have leadership responsibilities in their ministry setting. Application deadline is March 18 for June admission to a cohort. Applicants wishing to enter the D.Min. program must have:

1. An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling with demonstrated academic excellence, as attested by official transcripts.
2. Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate, as attested by two references.
3. The ability to interpret scripture and the theological tradition of one's ministry context thoughtfully, the capacity to understand and adapt one's ministry to the cultural context, a basic self-understanding of one's ministerial identity and vocational calling, and a readiness to engage in ongoing personal and spiritual formation for one's ministry, as reflected in a short essay addressing vocation, leadership, and community building. The essay should include (a) a statement of objectives in pursuing the D.Min. degree, and (b) the anticipated contribution of the writing project to the applicant's vocation, understanding of leadership and commitment to community building.

International applicants who hold a religious worker visa (R-1) may be considered for admission. International applicants must demonstrate proficiency in English with a minimum score of 600 paper-based or 250 computer-based TOEFL score. NOTE: No Perkins funded financial aid is available to international students. See D.Min. Financial Information for requirements for international students.

Because the Doctor of Ministry is a degree given in the context of ministry, transfer credit is approved at the discretion of the Director.

Requirements for Graduation

The D.Min program requires 30 credit hours including the completion of a writing project.

A minimum cumulative GPA of 3.000 is required for graduation.

The D.Min. degree is a 3 year program. Under extraordinary circumstances, a student may petition for a one year leave of absence. The director may approve a one year leave of absence, but such a leave is not guaranteed. During the writing of the thesis, a student may petition for an additional year to complete the thesis. The director may approve an additional year to complete the thesis, but such an extension is not guaranteed.

Course Requirements

Required Courses

The course requirements, by term, are as follows:

First term, June

- DM 9370 – The Person and Role of a Leader in Ministry
- DM 9380 – Vocation, Leadership and Community

Second term, January

- DM 9369 – Leadership and Vocation in Church and Community: A Theological/Historical Exploration
- DM 9379 – Models of Leadership, Social Institutions and Community Engagement

Third term, June

- DM 9359 – Vocation, Leadership and the Bible in Contexts
- DM 9350 – Ecclesiology, Community and Models of Leadership

Fourth term, January

- DM 9309 – Integrative Seminar and Strategic Planning in Contexts of Change and Transitions
- DM 9347 – Contextual Analysis

Fifth term, June

- DM 9390 – Directed Study
- DM 9394 – Thesis Seminar

Total: 30 Credit Hours

Writing Project/Thesis

During the fifth term of academic course work, the final 6 credits of the total 30 credits, students are required to complete the following courses: DM 9390 – Directed Study and DM 9394 – Thesis Seminar. Both of these courses serve the purpose of preparing the students to embark in the writing of a research thesis. The completion and approval of the writing project/thesis signals the recognition of a professional doctorate in Christian ministry in the field of vocation, leadership and community building.

The writing project/thesis combines research, a comprehensive evaluation and integration of course work, and a written doctoral-level project that addresses both the nature and dynamics of vocation and leadership in the practice of ministry, including application for communities and churches in transition and change. It also evaluates the capacity of the student's own ministries for building and sustaining communities and churches using substantive biblical and theological reflection, and applying competencies in contextual analysis, adaptive leadership skills and strategic planning.

The writing project/thesis is a research thesis of 120-150 pages, double-spaced, 12 point font with appropriate research notes, bibliography, and appendices (if needed) that integrates an area of the student's interest with the areas in the curriculum, namely, vocation, leadership and community building. The writing project/thesis offers an analysis of the explicit and implicit theological underpinnings of models of vocation, leadership and community building in differing contexts of ministry, employing a range of theological disciplines and other relevant disciplines. It also argues for the most theologically integrated and effective approach to ministry in particular circumstances.

With the supervision of an adviser and the critical assessment of a second reader, the writing project/thesis fulfills the professional requirement of a contextual and academic degree grounded in practical theology that contributes to the life and mission of Christian communities in contexts.

Pastoral Music, D.P.M.

Purpose

The Doctor of Pastoral Music (D.P.M.) degree is intended to provide an environment for the vocational renew of practicing and experienced church musicians, and equip them for changes in the profession of church music in the areas of liturgy, cultural diversity, theological perspectives, congregational song, contextual musical analysis, and additional skills related to the performance of music in worship.

Learning Outcomes

1. Students will be able to identify critical issues in pastoral ministry related to worship and church music and implement holistic strategies for improvement in relationships and performance.
2. Students will be able to evaluate research that integrates various musical traditions with recent developments in liturgy, culture and worship, ritual studies, and hymnody.
3. Students will be able to demonstrate refined skills in an applied area including, but not limited to, organ service playing, keyboards in worship, congregational song, choral conducting, guitar, and percussion, in conjunction with their primary focus.
4. Students will be able to apply these methodologies and performance skills in the context of their social location, including their congregation and community.

Requirements for Admission

1. An accredited (NASM/ATS) MM, MSM, MCM degree (48 credit hrs.) or equivalent with a cumulative GPA of at least 3.00 on a 4.00 scale (B=80) in addition to graduate courses in music theory, musicology, applied music study, and a minimum of five courses in Bible (6 credit hrs.), theology (3 credit hrs.), liturgy (3 credit hrs.), and hymnology (3 credit hrs.).
2. At least five years of full-time music ministry experience post-master's degree.

Requirements for Graduation

The D.P.M program requires 39 credit hours of academic credit: 30 credit hours of coursework and nine credit hours earned through the satisfactory completion of a practicum and thesis.

Only course grades of 80 or higher will qualify toward meeting the requirements for graduation.

All degree requirements must be completed within seven years from the time when coursework began. Under special circumstances, the director of the D.P.M. program may be petitioned in writing for an extension. People who do not complete the degree within eight years of initial matriculation will be required to repeat all coursework. All financial obligations must be met before graduation.

Course Requirements

Required Courses

Summer Term

- CM 9370 - The Person and Role of the Minister
- CM 9380 - Seminar in Practical Theology

Total: 6 Credit Hours

Seminars

Taken in sequence

- CM 9392 - Professional Project I
- CM 9394 - Professional Project II

Total: 6 Credit Hours

Concentration Courses

- CM 9323 - Applied Studies in Church Music (conducted in student's parish)
- CM 9373 - Issues in Liturgical Theology and Practice
- CM 9324 - Issues in Pastoral Music
- CM 9344 - Music in Worship and Renewal

Total: 12 Credit Hours

Electives

Choose from the following suggested courses:

- CM 9325 - Seminar in Worship Arts
- CM 9321 - Cross-Cultural Immersion in Music and Worship
- CM 9307 - Conflict Transformation in Congregational Life
- CM 9308 - Making Sense of the American Spiritual Landscape
- CM 9359 - Understanding Congregations: An Introduction to Congregational Studies
- CM 9369 - Leadership in Church and Community
- CM 9390 - Directed Studies in Pastoral Music

Total: 6 Credit Hours

Practicum/Thesis

- CM 9696 - Pastoral Music Practicum
- CM 9398 - Doctor of Pastoral Music Thesis

Total: 9 Credit Hours
Total: 39 Credit Hours

The Doctor of Pastoral Music Committee

During the first year of study, the student will invite, in consultation with the director of the Doctor of Pastoral Music program, three people to serve on a committee to supervise the approved project practicum and the written project thesis. The committee will consist of an adviser, a reader and a field supervisor. Either the adviser or the reader must be a member of the Perkins regular faculty, with the other committee member selected from the regular or adjunct faculty. It is recommended that a Perkins regular faculty member serve as adviser. The field supervisor should be recognized as having gifts and experience in ministry that are applicable to the practicum and be available to consult with the student during the practicum as well as to evaluate the student's practicum. The entire committee will guide, read and evaluate the student's professional practicum and project thesis.

When the professional project is completed satisfactorily as determined by the committee in consultation with the director of the Doctor of Pastoral Music program, the student will participate in an oral evaluation on the school campus by the committee on the professional project thesis. At a minimum, both the student and adviser must be physically present for the oral evaluation. It is recommended that all committee members be physically present with the student for the evaluation. All committee members must be present for the evaluation, either in person or by electronic means.

Project Practicum and Thesis

The professional project practicum and thesis combine research, a designed ministerial field experience and a written doctoral-level project that addresses both the nature and the practice of ministry and has the potential for application in other ministry contexts.

1. The professional project is an approved practicum experience and written thesis that articulates the theological and theoretical rationale for the practicum with theological reflection on the experience.
2. The professional project in both its parts (practicum and written thesis) should demonstrate the student's ability to identify a specific theological topic in ministry, organize an effective research model, use

appropriate resources, evaluate the results and reflect the student's depth of theological insight in relation to ministry.
3. The written project thesis must be submitted in an approved style and format.
4. Upon completion of the professional project and with the student's Doctor of Pastoral Music committee's permission, the student will sit for an oral examination administered by the project committee and open to the public covering the project and the student's integration of her or his theology and practice of ministry. This examination will take place on campus, with at a minimum the student and adviser present. Other committee members may participate via electronic means if necessary.

At completion of the D.P.M. thesis and successful oral evaluation, the completed written project thesis will be accessioned in Bridwell Library. A summary of the thesis proposal and its results will be posted on the D.P.M. website.

Divinity, M.Div. (Hybrid)

Purpose

The Master of Divinity degree is designed primarily for students who plan to be ordained clergy and serve in Word, sacrament, service and order. It may also equip a person for other specialized ministries.

Learning Outcomes

1. *Interpret scripture.* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture.* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Ministerial leadership roles.* Students will demonstrate the capacity to function successfully and effectively in various ministerial leadership roles, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Worship leadership.* Students will demonstrate the ability to plan, lead, and assess the basic rituals of the church in ways appropriate to local community and to the wider Christian tradition.
6. *Effective preaching.* Students will preach effective sermons that are exegetically faithful to the biblical text and fitting to the congregation, utilizing an appropriate range of style, form, and sequence appropriate to the substance of each sermon.
7. *Spiritual formation.* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from an experiential and theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional.

4. A reasonable program of financial support that will enable students to be devoted properly to the main business of their theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pre-theological curriculum.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the Office of Enrollment Management or with a person designated by the Office of Enrollment Management may be required of the applicant.

Requirements for Graduation

The M.Div. program requires 75 credit hours of academic credit, inclusive of a supervised internship. Each M.Div. student will also complete and submit artifacts for assessment.

A minimum cumulative GPA of 2.000 on all coursework is required for graduation to the M.Div. degree.

All degree requirements must be completed within seven calendar years from the time of initial registration.

A minimum of five courses (15 credit hours) must be taken as in-person courses, typically through intensives or immersions.

Course Requirements

Sections of courses offered in the Spanish language are equivilants to courses described in this catalog and can be used to fulfill the degree requirements below.

Students may use electives to concentrate in an area of theological studies, to study Hebrew and/or Greek, and/or to complete requirements for ordination. Not all the concentration courses listed below will be offered online. If students wish to complete a concentration, students may be required to take in-person or hybrid courses.

The course requirements including internship, 75 credit hours, are as follows:

Required Courses

Biblical Studies

- OT 6300 - Interpretation Old Testament
- NT 6300 - Interpreting the New Testament
- Core elective from BB (Bible), NT (New Testament), OT (Old Testament) or one of the following language courses (GR 7302, GR 7303, HB 7302, or HB 7303)

Total: 9 Credit Hours

History of Christianity and Cultural Context

- HX 6300 - The Christian Heritage
- HR 6302 - Interfaith Studies, Comparative Theology, and Ministry
- Core elective from HX (History of Christianity), HR (History of Religions), or WX (World Christianity)

Total: 9 Credit Hours

Theology

- MT 6300 - Christian Ethics in Social Context
- ST 6303 - Interpretation of the Christian Message

One core elective from the following:

- ST 6304 - Advanced Systematic Theology: Credo and Selected Topics
- ST 6305 - Advanced Systematic Theology: God the Creator

- ST 6306 - Advanced Systematic Theology: God to Eschatology

Total: 9 Credit Hours

Ministerial Studies

- PC 6301 - Introduction to Pastoral Care
- PR 6300 - Introduction to Preaching
- WO 6313 - Introduction to Christian Worship
- Core elective from CE (Christian Education), WO (Christian Worship), XS (Christianity and Society), CA (Church Administration), CM (Church Music), EV (Evangelism), MN (General Ministries), PC (Pastoral Care), PS (Prayer and Spirituality), PR (Preaching), or others by approval of the Associate Dean

Total: 12 Credit Hours

General Studies

- ST 6350 - Introduction to Theological Studies and Research *(must be taken during the first semester)*
- XS 8399 - Master of Divinity Capstone
- XX 8360 - Internship I
- XX 8361 - Internship II

Total: 12 Credit Hours

Electives

Students may choose to complete one or more areas of transcriptible concentrations as part of the elective requirement. Concentration courses listed below may not be regularly offered online and may require attending an in-person course. In order to complete a concentration, students must:

1. Formally register for the concentration through the office of the Perkins Registrar and the concentration adviser or Perkins Associate Dean for Academic Affairs.
2. Have sufficient hours remaining in their degree program.
3. Not yet have applied for their internships (M.Div. candidates)

Total: 24 Credit Hours

Baptist Studies Concentration

Students pursuing this concentration will be expected to appreciate and analyze the complexity of the Baptist tradition. It is intended that students will develop the following competencies to:

- Assess social, cultural, political and economic dynamics that affect Baptist congregations and others in the free church tradition.
- Frame the history of the Baptist tradition in the North American context as it impacts specific congregations.
- Interpret Baptist theology and the Bible for lay audiences.
- Model effective pastoral and spiritual leadership, advocacy and relationship building skills within and beyond congregational settings.

Courses

- HX 7315 - Baptist History and Polity
- TC 7315 - Baptist and Free Church Theology

One course from the following list
Some attention in the course should be given to considering the subject in light of a Baptist context.

- Any 3 credit hour Preaching (PR) or Bible (NT, OT, or BB) or Church Music (CM) course with permission of concentration adviser
- HX 8335 - Early Christian Spirituality and the Bible

- MT 8311 - Christian Ministry in a Multicultural Society
- WO 8324 - Issues in Liturgical Theology and Practice

Total: 9 Credit Hours

Black/Africana Church Studies Concentration

Students pursuing this concentration will be expected to appreciate and analyze the complexity of Black/Africana life and culture and how it shapes the Black/Africana church. It is intended that students will develop the following competencies:

- Acquire skills for assessing social, cultural, political, and economic issues as these affect Black/Africana congregations in urban and rural settings.
- Understand the history of the Black/Africana church throughout the Diaspora and in the continent of Africa.
- Understand the biblical and theological underpinnings of the historical and contemporary Black/Africana church.
- Understand the role of the Black/Africana church in forming Black/Africana spirituality and the Black/Africana worship experience.
- Acquire effective pastoral and spiritual leadership, advocacy, and relationship-building skills within and beyond Black/Africana congregational settings.

Courses

- BB 8330 - Black/Africana Perspectives on the Bible
- MN 7320 - Ministry in the Black/Africana Church

Choose one from the following:

- MT 8345 - Black/Africana Liberation Theology
- MT 8385 - Malcolm and Martin and Theological Ethics
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
  Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser

Total: 9 Credit Hours

Healthcare Chaplaincy Concentration

Competencies include:

- Articulate the holistic nature of healthcare chaplaincy and how it relates to pastoral care, healthcare, and administration.
- Articulate the biblical and theological underpinnings for healthcare chaplaincy.
- Demonstrate pastoral and spiritual leadership, as well as relationship-building skills in a hospital setting--with its employees, and with patients and their local congregations.
- Understand the multifaceted, multicultural, religiously pluralistic nature of healthcare chaplaincy, and exemplify skills for self-care and a healthy lifestyle.

Required courses (12 Credit hours)

- PC 7340 - Level 1 Clinical Pastoral Education *(6 credit hours)*
- TC 8325 - Bioethics
- XS 8331 - Health Care/Holy Care

Concentration-Specific Courses (6 Credit Hours)

Choose two from the following:

- BB 7330/TC 7330 - Disability Studies, the Bible, and Theology
- HX 8338 - Patristic Anthropology and Soteriology
- MT 8332 - Ethics, Theology, and Children

- MT 8335 - Ethics, Theology, and Family
- MT 8352 - Contemporary Moral Issues
- NT 8365 - Evil, Suffering, and Death in the New Testament
- PC 7322 - Pastoral Care and Family Systems
- PC 8301 - Pastoral Care: Special Problems
- PC 8341 - Spirituality and the Human Life Cycle
- TC 8308 - Contemporary Issues in the Philosophy of Religion
- TC 8360 - Issues in Science and Theology
- XS 7303 - Medical Music Therapy and Spiritual Care
- XS 8370 Religious Beliefs/Practices: Honoring the Body

Total: 18 Credit Hours

Pastoral Care Concentration

The concentration in pastoral care allows Perkins students to concentrate on theory, skills, and practices of pastoral care to equip them for specialized or general pastoral care ministries. Specialized pastoral care ministries include but are not limited to the following: ordained clergy or elders whose ministerial focus is pastoral care, clergy in agency settings (such as hospice), chaplains, and clergy in social outreach or social work.

Required Courses

- PC 7322 - Pastoral Care and Family Systems
- XS 8331 - Health Care/Holy Care

Choose one from the following:

- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- PC 8348 - Pastoral Self-Care
- Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser

Total: 9 Credit Hours

Theology and Science Concentration

In this concentration, theology, including especially Wesleyan theology, and theological ethics are critically and constructively related to selected issues in science, emerging technologies (including bioengineering and artificial intelligence), and ecological/environmental issues such as human contributions to climate change.

Required Courses

- MT 8352 - Contemporary Moral Issues
- ST 8359 - God and Creation

Choose one from the following:

- TC 8308 - Contemporary Issues in the Philosophy of Religion
- TC 8360 - Issues in Science and Theology
- Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser

Total: 9 Credit Hours

Total: 75 Credit Hours

Spiritual Formation

Students will experience the integration of spiritual formation within required core courses for the degree, emphasizing the following elements:

- The opportunity to explore the vital connection between spiritual formation and ministry.

- Opportunities to explore the central genius of spiritual traditions (the unique contributions of various spiritual traditions).
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and contemplation devotion.

Internship

The M.Div. program requires the satisfactory completion of a supervised internship carrying six credit hours of academic credit. While the student registers for three hours of internship course credit during each of two consecutive terms, the internship degree requirement is satisfied only upon completion of the six credit hours.

ST 6303 - Interpretation of the Christian Message and either ST 6304 - Advanced Systematic Theology: Credo and Selected Topics, ST 6305 - Advanced Systematic Theology: God the Creator, or ST 6306 - Advanced Systematic Theology: God to Eschatology are recommended prior to the internship course.

M. Div. student internships are nine months long, over the fall and spring terms of one academic year. One option is a full-time Clinical Pastoral Education residency, which is 12 months long. All interns receive a stipend.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference.

While interns are not prohibited from taking additional Perkins courses beyond the internship course or from holding employment outside the internship placement, the intern faculty will consult individually with students to help them make a plan in order to balance life and learn successfully on internship.

Students who hope to do internships outside the immediate five-state area (Texas, Arkansas, Louisiana, New Mexico and Oklahoma) must initiate an early conversation with an intern faculty member, preferably in the first year of their degree program.

Note: Student pastors who are appointed as the sole or senior pastor of a church may choose to apply for an internship. The student pastor's salary replaces the required internship stipend.

Master of Divinity students may complete the Perkins internship requirement (six credit hours) by successful completion of a Clinical Pastoral Education residency that consists of three units of CPE (Level II). Typically, CPE residency consists of four units (a full calendar year). However, the Perkins requirement is only nine months (mid-August to mid-May). Eligibility for consideration into a CPE residency normally requires the completion of the introductory unit of CPE (Level I).

Master of Divinity students may receive elective academic credit for PC 7340 - Level 1 Clinical Pastoral Education for an introductory unit of CPE (Level I) if they choose.

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During internship, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set of required competencies under each of three categories: be aware, think theologically and lead faithfully.

The Perkins Intern Program faculty partners with pastoral staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required Intern Orientation conducted by the intern faculty.

Pre-Internship Screenings
As a condition of participation in any off-site internship or clinical experience, Perkins requires any student enrolled in a degree program which requires an internship experience to provide written consent to a pre-placement screening for any criminal record/history. Students must complete the criminal background screening process during the internship application process and no later than April 1 of the spring semester prior to the start of the internship. The background screening process is administered by the Perkins Internship Office via a University-approved third-party vendor. The process will be administered in compliance with all applicable federal, state, and local laws as well as the SMU Policy Manual and SMU Student Handbook.

In the event a criminal background check report is returned with information indicating any history or pending matters beyond minor traffic offenses, the Director of the Internship Program will contact the student and may request the student to submit additional information regarding the listed offense. The Director may then consult with other appropriate SMU offices and personnel in order to determine appropriate next steps. SMU reserves the right to defer or deny enrollment in any experiential-based course – including placement at an internship site –to any student whose criminal background screening process indicates items of concern, including but not limited to previously adjudicated matters, or pending matters.

Third party internship placement sites may also require an additional criminal background check. Payment and processing of these background checks will be determined by the internship placement site.

Global Theological Education

Through cultural immersion courses, the Global Theological Education Program offers students a study of theology, Scripture, missions, ministry or interreligious relationships in a cultural context different from the students' own, usually outside the United States. These elective courses give special attention to the role of theological reflection in an environment affected by globalization in all its dimensions through focused, on-site study in a particular culture or region of the world.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.Div. work (e.g., in the biblical languages or in denominational history, doctrine, polity and evangelism). They should explore, with their academic advisers, how best to deal with these expectations.

The requirements of the current United Methodist Book of Discipline concerning work in United Methodist history, doctrine and polity may be met by satisfactorily completing the following three courses: HX 7365 - United Methodist History (three credit hours), ST 7034 - United Methodist Doctrine (1.5 credit hours) and CA 7013 -

United Methodist Polity (1.5 credit hours). These courses are not required for the M.Div. degree; they are provided as a means of satisfying these requirements of the church in the context of the programs. The Book of Discipline also indicates that these requirements may be met in ways other than through regular coursework, and students may wish to explore these other options.

In the United Methodist Church, the provisions for education and preparation for all forms of professional status in ministry are expressed in detail in the books The Christian as Minister: An Exploration into the Meaning of God's Call (2009–2012), General Board of Higher Education and Ministry, The United Methodist Church, Nashville, Tennessee, and Understanding God's Call: A Ministry Inquiry Process (2009), GBHEM, The United Methodist Church, Nashville, Tennessee.

Divinity, M.Div. (In-person)

Purpose

The Master of Divinity degree is designed primarily for students who plan to be ordained clergy and serve in Word, sacrament, service and order. It may also equip a person for other specialized ministries.

Learning Outcomes

1. *Interpret scripture.* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture.* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection.* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Ministerial leadership roles.* Students will demonstrate the capacity to function successfully and effectively in various ministerial leadership roles, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Worship leadership.* Students will demonstrate the ability to plan, lead, and assess the basic rituals of the church in ways appropriate to local community and to the wider Christian tradition.
6. *Effective preaching.* Students will preach effective sermons that are exegetically faithful to the biblical text and fitting to the congregation, utilizing an appropriate range of style, form, and sequence appropriate to the substance of each sermon.
7. *Spiritual formation.* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from an experiential and theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional.
4. A reasonable program of financial support that will enable students to be devoted properly to the main business of their theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pre-theological curriculum.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the Office of Enrollment Management or with a person designated by the Office of Enrollment Management may be required of the applicant.

Requirements for Graduation

The M.Div. program requires 75 credit hours of academic credit, inclusive of a supervised internship. Each M.Div. student will also complete and submit artifacts for assessment.

A minimum cumulative GPA of 2.000 on all coursework is required for graduation to the M.Div. degree.

All degree requirements must be completed within seven calendar years from the time of initial registration.

Core required courses must be take in-person. Core electives and other electives courses may be taken through in-person, hybrid, or online modalities.

Course Requirements

Students may use electives to concentrate in an area of theological studies, to study Hebrew and/or Greek, and/or to complete requirements for ordination. The course requirements including internship, 75 credit hours, are as follows:

Required Courses

Biblical Studies

- OT 6300 - Interpretation Old Testament
- NT 6300 - Interpreting the New Testament
- Core elective from BB (Bible), NT (New Testament), OT (Old Testament) or one of the following language courses (GR 7302, GR 7303, HB 7302, or HB 7303)

Total: 9 Credit Hours

History of Christianity and Cultural Context

- HX 6300 - The Christian Heritage
- HR 6302 - Interfaith Studies, Comparative Theology, and Ministry
- Core elective from HX (History of Christianity), HR (History of Religions), or WX (World Christianity)

Total: 9 Credit Hours

Theology

- MT 6300 - Christian Ethics in Social Context
- ST 6303 - Interpretation of the Christian Message

One core elective from the following:

- ST 6304 - Advanced Systematic Theology: Credo and Selected Topics
- ST 6305 - Advanced Systematic Theology: God the Creator
- ST 6306 - Advanced Systematic Theology: God to Eschatology

Total: 9 Credit Hours

Ministerial Studies

- PC 6301 - Introduction to Pastoral Care
- PR 6300 - Introduction to Preaching
- WO 6313 - Introduction to Christian Worship

- Core elective from CE (Christian Education), WO (Christian Worship), XS (Christianity and Society), CA (Church Administration), CM (Church Music), EV (Evangelism), MN (General Ministries), PC (Pastoral Care), PS (Prayer and Spirituality), PR (Preaching), or others by approval of the Associate Dean

Total: 12 Credit Hours

General Studies

- ST 6350 - Introduction to Theological Studies and Research *(must be taken during the first semester)*
- XS 8399 - Master of Divinity Capstone
- XX 8360 - Internship I
- XX 8361 - Internship II

Total: 12 Credit Hours

Electives

Students may choose to complete one or more areas of transcriptible concentrations as part of the elective requirement. In order to complete a concentration, students must:

1. Formally register for the concentration through the office of the Perkins Registrar and the concentration adviser or Perkins Associate Dean for Academic Affairs.
2. Have sufficient hours remaining in their degree program.
3. Not yet have applied for their internships (M.Div. candidates)

Total: 24 Credit Hours

Baptist Studies Concentration

Students pursuing this concentration will be expected to appreciate and analyze the complexity of the Baptist tradition. It is intended that students will develop the following competencies to:

- Assess social, cultural, political and economic dynamics that affect Baptist congregations and others in the free church tradition.
- Frame the history of the Baptist tradition in the North American context as it impacts specific congregations.
- Interpret Baptist theology and the Bible for lay audiences.
- Model effective pastoral and spiritual leadership, advocacy and relationship building skills within and beyond congregational settings.

Required courses

- HX 7315 - Baptist History and Polity
- TC 7315 - Baptist and Free Church Theology

One course from the following list:
Some attention in the course should be given to considering the subject in light of a Baptist context.

- Any 3 credit hour Preaching (PR) or Bible (NT, OT, or BB) or Church Music (CM) course with permission of concentration adviser
- HX 8335 - Early Christian Spirituality and the Bible
- MT 8311 - Christian Ministry in a Multicultural Society
- WO 8324 - Issues in Liturgical Theology and Practice

Total: 9 Credit Hours

Black/Africana Church Studies Concentration

Students pursuing this concentration will be expected to appreciate and analyze the complexity of Black/Africana life and culture and how it shapes the Black/Africana church. It is intended that students will develop the following competencies:

- Acquire skills for assessing social, cultural, political, and economic issues as these affect Black/Africana congregations in urban and rural settings.
- Understand the history of the Black/Africana church throughout the Diaspora and in the continent of Africa.
- Understand the biblical and theological underpinnings of the historical and contemporary Black/Africana church.
- Understand the role of the Black/Africana church in forming Black/Africana spirituality and the Black/Africana worship experience.
- Acquire effective pastoral and spiritual leadership, advocacy, and relationship-building skills within and beyond Black/Africana congregational settings.

Required courses

- MN 7320 - Ministry in the Black/Africana Church
- BB 8330 - Black/Africana Perspectives on the Bible

Choose one course from the following:

- MT 8345 - Black/Africana Liberation Theology
- MT 8385 - Malcolm and Martin and Theological Ethics
- ST 8375 - Feminist, Womanist, and Mujerista Theologies
- Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser

Total: 9 Credit Hours

Healthcare Chaplaincy Concentration

Compentenices include:

- Articulate the holistic nature of healthcare chaplaincy and how it relates to pastoral care, healthcare, and administration.
- Articulate the biblical and theological underpinnings for healthcare chaplaincy.
- Demonstrate pastoral and spiritual leadership, as well as relationship-building skills in a hospital setting--with its employees, and with patients and their local congregations.
- Understand the multifaceted, multicultural, religiously pluralistic nature of healthcare chaplaincy, and exemplify skills for self-care and a healthy lifestyle.

Required courses (12 Credit hours)

- PC 7340 - Level 1 Clinical Pastoral Education *(6 credit hours)*
- TC 8325 - Bioethics
- XS 8331 - Health Care/Holy Care

Concentration-Specific Courses (6 Credit Hours)

Choose two from the following:

- BB 7330/TC 7330 - Disability Studies, the Bible, and Theology
- HX 8338 - Patristic Anthropology and Soteriology
- MT 8332 - Ethics, Theology, and Children
- MT 8335 - Ethics, Theology, and Family
- MT 8352 - Contemporary Moral Issues
- NT 8365 - Evil, Suffering, and Death in the New Testament
- PC 7322 - Pastoral Care and Family Systems
- PC 8301 - Pastoral Care: Special Problems
- PC 8341 - Spirituality and the Human Life Cycle
- TC 8308 - Contemporary Issues in the Philosophy of Religion
- TC 8360 - Issues in Science and Theology

- XS 7303 - Medical Music Therapy and Spiritual Care
- XS 8370 Religious Beliefs/Practices: Honoring the Body

Total: 18 Credit Hours

Pastoral Care Concentration

The concentration in pastoral care allows Perkins students to concentrate on theory, skills, and practices of pastoral care to equip them for specialized or general pastoral care ministries. Specialized pastoral care ministries include but are not limited to the following: ordained clergy or elders whose ministerial focus is pastoral care, clergy in agency settings (such as hospice), chaplains, and clergy in social outreach or social work.

Required Courses

- PC 7322 - Pastoral Care and Family Systems
- XS 8331 - Health Care/Holy Care

Choose one of the following:

- PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
- PC 8348 - Pastoral Self-Care
- Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser.

Total: 9 Credit Hours

Theology and Science Concentration

In this concentration, theology, including especially Wesleyan theology, and theological ethics are critically and constructively related to selected issues in science, emerging technologies (including bioengineering and artificial intelligence), and ecological/environmental issues such as human contributions to climate change.

Required courses

- MT 8352 - Contemporary Moral Issues
- ST 8359 - God and Creation

Choose one from the following:

- TC 8308 - Contemporary Issues in the Philosophy of Religion
- TC 8360 - Issues in Science and Theology
- Another upper-level 3 credit hour course may be substituted with the permission of the concentration adviser

Total: 9 Credit Hours

Total: 75 Credit Hours

Spiritual Formation

Students will experience the integration of spiritual formation within required core courses for the degree, emphasizing the following elements:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions (the unique contributions of various spiritual traditions).
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and contemplation devotion.

Internship

The M.Div. program requires the satisfactory completion of a supervised internship carrying six credit hours of academic credit. While the student registers for three hours of internship course credit during each of two consecutive terms, the internship degree requirement is satisfied only upon completion of the six credit hours.

ST 6300 - Introduction to Theology and either ST 6304 - Advanced Systematic Theology: Credo and Selected Topics, ST 6305 - Advanced Systematic Theology: God the Creator, or ST 6306 - Advanced Systematic Theology: God to Eschatology are recommended prior to the internship course.

M. Div. student internships are nine months long, over the fall and spring terms of one academic year. One option is a full-time Clinical Pastoral Education residency, which is 12 months long. All interns receive a stipend.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference.

While interns are not prohibited from taking additional Perkins courses beyond the internship course or from holding employment outside the internship placement, the intern faculty will consult individually with students to help them make a plan in order to balance life and learn successfully on internship.

Students who hope to do internships outside the immediate five-state area (Texas, Arkansas, Louisiana, New Mexico and Oklahoma) must initiate an early conversation with an intern faculty member, preferably in the first year of their degree program.

Note: Student pastors who are appointed as the sole or senior pastor of a church may choose to apply for an internship. The student pastor's salary replaces the required internship stipend.

Master of Divinity students may complete the Perkins internship requirement (six credit hours) by successful completion of a Clinical Pastoral Education residency that consists of three units of CPE (Level II). Typically, CPE residency consists of four units (a full calendar year). However, the Perkins requirement is only nine months (mid-August to mid-May). Eligibility for consideration into a CPE residency normally requires the completion of the introductory unit of CPE (Level I).

Master of Divinity students may receive elective academic credit for PC 7340 - Level 1 Clinical Pastoral Education for an introductory unit of CPE (Level I) if they choose.

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During internship, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set of required competencies under each of three categories: be aware, think theologically and lead faithfully.

The Perkins Intern Program faculty partners with pastoral staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required Intern Orientation conducted by the intern faculty.

Pre-Internship Screenings
As a condition of participation in any off-site internship or clinical experience, Perkins requires any student enrolled in a degree program which requires an internship experience to provide written consent to a pre-placement screening for any criminal record/history. Students must complete the criminal background screening process during the internship application process and no later than April 1 of the spring semester prior to the start of the internship. The background screening process is administered by the Perkins Internship Office via a University-approved third-party vendor. The process will be administered in compliance with all applicable federal, state, and local laws as well as the SMU Policy Manual and SMU Student Handbook.

In the event a criminal background check report is returned with information indicating any history or pending matters beyond minor traffic offenses, the Director of the Internship Program will contact the student and may request the student to submit additional information regarding the listed offense. The Director may then consult with other appropriate SMU offices and personnel in order to determine appropriate next steps. SMU reserves the right to defer or deny enrollment in any experiential-based course – including placement at an internship site – to any student whose criminal background screening process indicates items of concern, including but not limited to previously adjudicated matters, or pending matters.

Third party internship placement sites may also require an additional criminal background check. Payment and processing of these background checks will be determined by the internship placement site.

Global Theological Education

Through cultural immersion courses, the Global Theological Education Program offers students a study of theology, Scripture, missions, ministry or interreligious relationships in a cultural context different from the students' own, usually outside the United States. These elective courses give special attention to the role of theological reflection in an environment affected by globalization in all its dimensions through focused, on-site study in a particular culture or region of the world.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.Div. work (e.g., in the biblical languages or in denominational history, doctrine, polity and evangelism). They should explore, with their academic advisers, how best to deal with these expectations.

The requirements of the current United Methodist Book of Discipline concerning work in United Methodist history, doctrine and polity may be met by satisfactorily completing the following three courses: HX 7365 - United Methodist History (three credit hours), ST 7034 - United Methodist Doctrine (1.5 credit hours) and CA 7013 - United Methodist Polity (1.5 credit hours). These courses are not required for the M.Div. degree; they are provided as a means of satisfying these requirements of the church in the context of the programs. The Book of Discipline also indicates that these requirements may be met in ways other than through regular coursework, and students may wish to explore these other options.

In the United Methodist Church, the provisions for education and preparation for all forms of professional status in ministry are expressed in detail in the books The Christian as Minister: An Exploration into the Meaning of God's Call (2009–2012), General Board of Higher Education and Ministry, The United Methodist Church, Nashville,

Tennessee, and Understanding God's Call: A Ministry Inquiry Process (2009), GBHEM, The United Methodist Church, Nashville, Tennessee.

Ministry, M.A.M. (Hybrid)

Purpose

The Master of Arts in Ministry degree program is intended to prepare students faith-based ministry. The goal of the program is to increase students' knowledge about the heritage of the Christian faith, the church, and its ministries.

Learning Outcomes

1. *Interpret scripture:* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture:* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection:* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Ministerial leadership roles:* Students will demonstrate the capacity to function successfully and effectively in the various ministerial leadership roles, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Spiritual formation:* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from an experiential and theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional. It is particularly important that the student have an adequate liberal arts preparation.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pretheological curriculum.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the director of student services or with a person designated by the director may be required of the applicant.

Requirements for Graduation

The M.A.M. degree requires 36 credit hours of academic credit, inclusive of a supervised internship. Each student will also complete and submit artifacts for assessment.

A minimum cumulative GPA of 2.000 is required for graduation. The same average is required for continuation in the program beyond the first year.

All requirements for the M.A.M. degree must be completed within five calendar years from the time of initial registration.

A minimum of two courses (6 credit hours) must be taken as in-person courses, typically through intensives or immersions.

Course Requirements

The required 36 credit hours are distributed as follows:

Required Courses

Core Courses (21 Credit Hours)

- HX 6300 - The Christian Heritage
- MT 6300 - Christian Ethics in Social Context
- NT 6300 - Interpreting the New Testament
- OT 6300 - Interpretation Old Testament
- ST 6303 - Interpretation of the Christian Message
- ST 6350 - Introduction to Theological Studies and Research
- XX 8360 - Internship I

Core Electives (6 credit hours)

Two courses from CE (Christian Education), WO (Christian Worship), XS (Christianity and Society), CA (Church Administration), CM (Church Music), EV (Evangelism), MN (General Ministries), PC (Pastoral Care), PS (Prayer and Spirituality), PR (Preaching), or others by approval of the Associate Dean.

Electives (9 credit hours)

- 9 hours of unrestricted electives

Total: 36 Credit Hours

Note: Those seeking ordination as a deacon in the United Methodist Church will need to take a worship course (three credit hours), United Methodist studies courses (six credit hours) and an evangelism course (three credit hours). These hours satisfy most of the unrestricted elective hours.

Spiritual Formation

Students will experience the integration of spiritual formation within required core courses for the degree, emphasizing the following elements:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions (the unique contributions of various spiritual traditions).
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and contemplation devotion.

Internship

The M.A.M. program requires the satisfactory completion of a supervised internship in a church or agency setting appropriate to the student's area of specialization. The internship is months long, over the fall term of one academic year, and it carries three credit hours of academic credit. ST 6303 - Interpretation of the Christian Message is recommended prior to the Intersip Course.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits

patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference.

The M.A.M. internship is part-time, requiring 20 hours per week (inclusive of the internship seminar) of work in the internship setting. All interns receive a stipend.

Master of Arts in Ministry students may complete the Perkins internship requirement (three credit hours) by successful completion of either:

1. An introductory unit of Clinical Pastoral Education (Level 1), or
2. An extended unit of Clinical Pastoral Education (Level 1). In most cases the unit schedule is 20 hours per week, between seven and nine months, within the span of August and May.

Master of Arts in Ministry students who choose either option to fulfill the Perkins internship requirement may not also receive academic credit for PC 7340 - Level 1 Clinical Pastoral Education.

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During the internship course, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set of required competencies under each of three categories (be aware, think theologically and lead faithfully), tailored to the student's particular degree concentration.

The Perkins Intern Program faculty partners with staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required Intern Orientation conducted by the intern faculty.

Pre-Internship Screenings

As a condition of participation in any off-site internship or clinical experience, Perkins requires any student enrolled in a degree program which requires an internship experience to provide written consent to a pre-placement screening for any criminal record/history. Students must complete the criminal background screening process during the internship application process and no later than April 1 of the spring semester prior to the start of the internship. The background screening process is administered by the Perkins Internship Office via a University-approved third-party vendor. The process will be administered in compliance with all applicable federal, state, and local laws as well as the SMU Policy Manual and SMU Student Handbook.

In the event a criminal background check report is returned with information indicating any history or pending matters beyond minor traffic offenses, the Director of the Internship Program will contact the student and may

request the student to submit additional information regarding the listed offense. The Director may then consult with other appropriate SMU offices and personnel in order to determine appropriate next steps. SMU reserves the right to defer or deny enrollment in any experiential-based course – including placement at an internship site –to any student whose criminal background screening process indicates items of concern, including but not limited to previously adjudicated matters, or pending matters.

Third party internship placement sites may also require an additional criminal background check. Payment and processing of these background checks will be determined by the internship placement site.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.A.M. work. They should explore, with their academic advisers, how best to deal with these expectations. Students who are preparing for ordination as deacons in the United Methodist Church should take as their electives HX 7365 - United Methodist History, ST 7034 - United Methodist Doctrine, CA 7013 - United Methodist Polity, WO 6313 - Introduction to Christian Worship, and EV 7307 - The Theory and Practice of Evangelism.

Ministry, M.A.M. (In-person)

Purpose

The Master of Arts in Ministry degree program is intended to prepare students faith-based ministry. The goal of the program is to increase students' knowledge about the heritage of the Christian faith, the church, and its ministries.

Learning Outcomes

1. *Interpret scripture:* Students will interpret scripture effectively, using a wide variety of approaches informed by an understanding of biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's own context.
2. *Comprehension of history and culture:* Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and of the interrelations between Christianity and global culture.
3. *Theological and ethical reflection:* Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political and cultural developments.
4. *Ministerial leadership roles:* Students will demonstrate the capacity to function successfully and effectively in the various ministerial leadership roles, evidencing critical awareness of the social context of their ministry and the capacity to have an impact on that context.
5. *Spiritual formation:* Students will demonstrate familiarity with and appreciation for the church's spiritual traditions and the disciplines of prayer and devotion, and exhibit a capacity to evaluate specific instances of spiritual practice from an experiential and theological standpoint.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Presence of and potential for growth in those emotional, moral and spiritual qualities requisite for the profession of ministry and the absence of patterns of personal behavior tending to be seriously disabling to ministry.
3. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education

Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional. It is particularly important that the student have an adequate liberal arts preparation.
4. A reasonable program of financial support that will enable students to be devoted properly to the main business of their theological training.

Persons who have already graduated from college or who are considering the ministry as a second career are given special consideration by the admissions committee, especially with regard to the adequacy of their pretheological curriculum.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the director of student services or with a person designated by the director may be required of the applicant.

Requirements for Graduation

The M.A.M. degree requires 36 credit hours of academic credit, inclusive of a supervised internship. Each student will also complete and submit artifacts for assessment.

A minimum cumulative GPA of 2.000 is required for graduation. The same average is required for continuation in the program beyond the first year.

All requirements for the M.A.M. degree must be completed within five calendar years from the time of initial registration.

Core required courses must be taken in-person. Core electives and other electives courses may be taken through in-person, hybrid, or online modalities.

Course Requirements

The required 36 credit hours are distributed as follows:

Required Courses

Core Courses (21 Credit Hours)

- HX 6300 - The Christian Heritage
- MT 6300 - Christian Ethics in Social Context
- NT 6300 - Interpreting the New Testament
- OT 6300 - Interpretation Old Testament
- ST 6303 - Interpretation of the Christian Message
- ST 6350 - Introduction to Theological Studies and Research *(must be taken during the first semester)*
- XX 8360 - Internship I

Core Electives (6 Credit Hours)

Two courses from CE (Christian Education), WO (Christian Worship), XS (Christianity and Society), CA (Church Administration), CM (Church Music), EV (Evangelism), MN (General Ministries), PC (Pastoral Care), PS (Prayer and Spirituality), PR (Preaching), or others by approval of the Associate Dean.

Electives (9 Credit Hours)

- 9 hours of unrestricted electives

Total: 36 Credit Hours

Note: Those seeking ordination as a deacon in the United Methodist Church will need to take a worship course (three credit hours), United Methodist studies courses (six credit hours) and an evangelism course (three credit hours). These hours satisfy most of the unrestricted elective hours.

Spiritual Formation

Students will experience the integration of spiritual formation within required core courses for the degree, emphasizing the following elements:

- The opportunity to explore the vital connection between spiritual formation and ministry.
- Opportunities to explore the central genius of spiritual traditions (the unique contributions of various spiritual traditions).
- The development of a critical capacity that will allow the student to evaluate those traditions theologically.
- Broad-based exposure to a variety of spiritual disciplines.
- Experience in prayer and contemplation devotion.

Internship

The M.A.M. program requires the satisfactory completion of a supervised internship in a church or agency setting appropriate to the student's area of specialization. The internship is months long, over the fall term of one academic year, and it carries three credit hours of academic credit. ST 6303 - Interpretation of the Christian Message is recommended prior to the Internship course.

All internships are coordinated through the Perkins Intern Office. The placement process begins in September when a prospective intern is invited to apply for an internship that would begin in August of the following year. A student completes an application and interviews with the intern faculty who will determine throughout the placement process the student's readiness for internship. If at any point during the placement process, the student exhibits patterns of behavior that suggests that the student needs further preparation prior to participating in an internship, the intern faculty may conclude that a student is not ready for an internship. The intern faculty will engage in a consultative process to determine appropriate measures to help the student become prepared for internship.

If a student declines two faculty-approved intern placements in a year, the Intern Program will remove the student from the placement process for that year. A student who is removed from the placement process is encouraged to re-apply for an internship the following year; however, the student must accept a subsequent faculty approved intern placement.

A student demonstrating readiness for an internship is encouraged to pursue placement possibilities for discussion in the initial interview with the intern faculty. Internship placements include church, agency and hospital chaplaincy settings. During the placement process serious consideration is given to the student's denominational preference.

The M.A.M. internship is part-time, requiring 20 hours per week (inclusive of the internship seminar) of work in the internship setting. All interns receive a stipend.

Master of Arts in Ministry students may complete the Perkins internship requirement (three credit hours) by successful completion of either:

1. An introductory unit of Clinical Pastoral Education (Level 1), or
2. An extended unit of Clinical Pastoral Education (Level 1). In most cases the unit schedule is 20 hours per week, between seven and nine months, within the span of August and May.

Master of Arts in Ministry students who choose either option to fulfill the Perkins internship requirement may not also receive academic credit for PC 7340 - Level 1 Pastoral Education.

An intern faculty member will be assigned to the CPE intern and will consult with the CPE certified educator regarding satisfactory completion of the internship requirement.

During the internship course, students do ministry under supervision and reflect theologically on their experiences. As the interns become more competent and self-confident in carrying out the tasks of ministry and gain theological, emotional and spiritual maturity in their understanding of it, they prepare themselves to provide resourceful, faithful Christian leadership in the world.

The design of the Perkins Intern Program assumes interns to be adult learners who can assess and value their past experiences and vocational goals and build on these creatively and systematically in pursuing the learning opportunities offered at their particular internship site. To that end, the internship course curriculum specifies a set

of required competencies under each of three categories (*be aware, think theologically and lead faithfully*), tailored to the student's particular degree concentration.

The Perkins Intern Program faculty partners with staff and laity at congregations and agencies and with mental health professionals experienced in church family systems to provide supportive supervision for students during internship. The mentor pastor and lay teaching committee assigned to each intern receive orientation and training as part of the intern program.

A student's internship begins with a required Intern Orientation conducted by the intern faculty.

Pre-Internship Screenings
As a condition of participation in any off-site internship or clinical experience, Perkins requires any student enrolled in a degree program which requires an internship experience to provide written consent to a pre-placement screening for any criminal record/history. Students must complete the criminal background screening process during the internship application process and no later than April 1 of the spring semester prior to the start of the internship. The background screening process is administered by the Perkins Internship Office via a University-approved third-party vendor. The process will be administered in compliance with all applicable federal, state, and local laws as well as the SMU Policy Manual and SMU Student Handbook.

In the event a criminal background check report is returned with information indicating any history or pending matters beyond minor traffic offenses, the Director of the Internship Program will contact the student and may request the student to submit additional information regarding the listed offense. The Director may then consult with other appropriate SMU offices and personnel in order to determine appropriate next steps. SMU reserves the right to defer or deny enrollment in any experiential-based course – including placement at an internship site – to any student whose criminal background screening process indicates items of concern, including but not limited to previously adjudicated matters, or pending matters.

Third party internship placement sites may also require an additional criminal background check. Payment and processing of these background checks will be determined by the internship placement site.

Ordination Requirements

Students preparing for ordination should become aware as early as possible of any specific educational requirements their denomination or judicatory may expect them to satisfy in the course of their M.A.M. work. They should explore, with their academic advisers, how best to deal with these expectations. Students who are preparing for ordination as deacons in the United Methodist Church should take as their electives HX 7365 - United Methodist History, ST 7034 - United Methodist Doctrine, CA 7013 - United Methodist Polity, WO 6313 - Introduction to Christian Worship, and EV 7307 - The Theory and Practice of Evangelism.

Sacred Music, M.S.M.

Purpose

The Master of Sacred Music (M.S.M.) degree program is jointly sponsored by Perkins School of Theology and the Division of Music of Meadows School of the Arts for the preparation of professional music and arts leadership in the church and, if one chooses, ordination as deacon. Recognizing the existence of several models of professional church music leadership, this program provides a wide range of graduate-level training in performance, professional and academic skills.

High priority is placed upon the preparation of the church musician as enabler of congregational singing and conductor of various ensembles in both the church and the community. professional church music courses, supervised practicum, worship leadership opportunities, conducting projects and other work offered in the School of Theology and the Division of Music provide opportunities to learn a wide range of literature, performance practices and skills and to apply this learning in both academic and church settings.

The following are the aspirational program goals for the master of sacred music program. An M.S.M. graduate should demonstrate:

Musical, Theological, Liturgical, and Contextual Discernment. The ability to make sound musical and theological judgments about works performed, including questions of validity, quality, and contextual appropriateness on the twin levels of text and music, and the capability to situate a musical work in a local context.

Musical Skills. Advanced accomplishment in an applied area appropriate to a faith community's piety, demonstrated through the voice, keyboard, and choral rehearsal technique; and informed by the history and analysis of the genres of church music as well as by sensitivity to the ways current technologies can aid the realization of the music's goals in its contexts.

Pedagogical Process. An understanding of faith formation through music for musicians of all types and ages, and application of processes for engaging musical participation by choirs and the congregation in worship.

Understanding the Discipline of Sacred Music within a Larger Theological and Cultural Framework. Clarity toward a theology that positions music in all its dimensions as praise to God and service to neighbor, as biblically based offering and prophecy, and as proclamation of Gospel.

Interpersonal Sensitivity and Organizational Skills. The ability to foster professional interpersonal relationships, Christian community in musical ensembles, and skills to effectively administer a music and worship ministry that supports the mission of a congregation in its context.

Student Learning Outcomes

1. Discernment: Students will demonstrate musical, theological, liturgical and contextual discernment, including the ability to make sound musical and theological judgments about works performed, (e.g., questions of validity, quality and contextual appropriateness on the twin levels of text and music) and the capability to situate a musical work in a local context.
2. Skill: Students will demonstrate musical skills, including advanced accomplishment in an applied area appropriate to a faith community's piety, and informed by the history and analysis of the genres of church music as well as by sensitivity to the ways current technologies can aid the realization of the music's goals in its contexts.
3. Pedagogy: Students will practice effective pedagogy, including an understanding of faith formation through music for musicians of all types and ages, and application of processes for engaging musical participation by choirs and the congregation in worship.
4. Theological framework: Students will demonstrate an understanding of the discipline of sacred music within a larger theological and cultural framework.
5. Theology: Students will demonstrate clarity toward a theology that positions music in all its dimensions as praise to God and service to neighbor, as biblically based offering and prophecy, and as proclamation of Gospel.
6. Interpersonal and organizational skill: Students will practice interpersonal sensitivity and organizational skills, including the ability to foster professional interpersonal relationships, Christian community in musical ensembles, and skills to effectively administer a music and worship ministry that supports the mission of a congregation in its context.

Requirements for Admission

Applicants for the M.S.M. program must hold a bachelor of music or bachelor of music education degree, or its equivalent, from a regionally accredited institution. Their undergraduate preparation must include credited work in choral conducting and at least 30 credit hours of courses in the liberal arts.

A cumulative GPA of at least 3.000 (on a 4.000 scale) is required for admission to the master of sacred music program. Admission to the School of Theology further requires that a minimum GPA of 2.750 be achieved in the student's liberal arts work. The concentration in liturgical musicology requires a cumulative GPA of at least 3.500 for admittance and requires that the student maintain at least a 3.500 GPA for all graduate work. Although one application is made through Perkins School of Theology, successful applicants for the M.S.M. program are accepted by both the Division of Music in the Meadows School of the Arts and the Perkins School of Theology.

The applicant is expected to bring capabilities in one of the seven concentrations offered, demonstrating potential for success for study at the graduate level. Admission to the applied concentrations (choral conducting, keyboards,

organ, and composition and arranging) requires that the applicant demonstrate performance capabilities by a personal audition or by an online Web link. All academic concentrations (music education, worship arts and liturgical musicology) include applied instruction in choral conducting and organ and a keyboard proficiency exam. In addition, the application should include a description of previous experience or written work that demonstrates the applicant's ability to pursue graduate level work in the chosen concentration.

Applicants who already hold graduate degrees in music (master of music, master of music education or other comparable degree) or who have completed some coursework at the graduate level may, upon the approval of the director of the program, apply up to nine credit hours (or the equivalent) of nonperformance graduate musical or theological study toward the M.S.M. degree. However, this work must also meet the approval of the Committee on Graduate Studies of the Division of Music (if the work is in music) or of the registrar of the Perkins School of Theology (if the work is in theology). Hours in the M.S.M. may also apply toward the M.Div., Master of Theology M.A.M., M.T.S. or T.H.M. degrees offered by the Perkins School of Theology. Consultation with the director of the M.S.M. program is recommended.

Requirements for Graduation

The requirements for the M.S.M. total 48 credit hours.

During the student's final term of enrollment, they will be given a set of comprehensive written examinations covering the major areas of study and related fields. Satisfactory performance on these examinations and a minimum cumulative GPA of 3.000 or a grade of B on all M.S.M. work is required for graduation. In addition, in their outgoing term students are required to undergo a Supervised Practicum Assessment in their ministry context in which church music faculty confer with an on-site committee to determine the student's professional development during the course of the degree, and areas for further growth.

All requirements for the M.S.M. degree must be completed within seven calendar years from the time of initial registration.

Planning a Program of Study

The M.S.M. course of study includes work taken in common by all sacred music students; courses that fulfill the requirements of one of the seven concentrations; and work that is designed to serve the individual student's particular needs and interests. Each student elects one of seven options for concentration study:

Applied Concentrations:

- Choral Conducting
- Composition and Arranging
- Keyboards
- Organ

Admission to these concentrations requires that the applicant demonstrate performance proficiencies adequate to their selected concentration. This requirement will be fulfilled through an in-person audition, digital submission of performance materials, or submission of a portfolio, according to audition requirements.

Academic Concentrations:

- Music Education
- Worship Arts
- Liturgical Musicology

Graduate candidates who have successfully completed the admissions process and have been admitted into the master of sacred music program are required to take Graduate Diagnostic Exams in Music History prior to enrollment. Through these examinations, administered online by the Division of Music, students are expected to demonstrate skills and knowledge in music history, aural skills and theoretical materials equivalent to those of graduating seniors who have met general requirements in these areas at SMU. While not a factor in admission, an application cannot be considered for enrollment and financial aid until the exams are taken. The Graduate Diagnostic Exams aid the student's adviser in planning their course of study and provide the student with a better

understanding of the expectations for graduate-level study. Students who fail the diagnostic examinations will be required to enroll for MUTH 6000 - Graduate Theory Review and/or MUHI 6000 - Music History Review. The successful exams or the above-named courses are prerequisite for all graduate theory and history courses. STUDENTS CANNOT BE ADVISED INTO GRADUATE COURSES AT MATRICULATION IF THEY MISS THE EXAMS. Additionally, any required graduate review coursework must be successfully completed by the end of the first term. Students who do not complete graduate review coursework in the fall term will be placed on academic probation in the spring term and required to enroll again into the applicable review courses for credit. Additionally, tuition and fees will be charged in the spring term and the cost of the review courses are NOT covered by scholarship, grants or tuition waiver. Failure to complete requirements according to the probation conditions will result in suspension from the program at the end of the spring term. Those who do not successfully complete the exams during the application process may take them again at the beginning of their first semester. Remedial instruction is offered online to assist the student to complete this aspect of their requirements.

For all concentrations except organ and keyboards, materials for the keyboard proficiency exam will be sent to successful applicants after they have been admitted. These exams are administered throughout a student's course of study, and must be completed before a student's final semester in the program.

Course Requirements

The requirements for the M.S.M. total 48 term hours and may be completed in two years (usually including summers) depending on the results of the Graduate Diagnostic Examinations. Pursuing an additional graduate music degree at Meadows School of the Arts or fulfilling the requirements for deacon's ordination in the United Methodist Church may require extra semesters towards completion.

The required supervised practicum includes musical/liturgical leadership in a local congregation.

The 48 credit hours for the M.S.M. are distributed as follows:

Required Courses

Theological Studies

- NT 6300 - Interpreting the New Testament
- OT 6300 - Interpretation Old Testament
- WO 6313 - Introduction to Christian Worship

One from the following:

- HX 6300 - The Christian Heritage
- ST 6303 - Interpretation of the Christian Message

Total: 12 Credit Hours

Church Music

- CM 8120 - Supervised Practicum *(four terms)*
- CM 8330 - Congregational Song History and Theology (Hymnology)
- CM 8331 - Introduction to Church Music: Graduate Studies
- CM 8332 - Music Genres of Western Christianity

Total: 13 Credit Hours

Professional Skills and Methods

- MUAS 6010 - Music Engagement *(four terms)*
- Participation for two consecutive terms within the same academic year in a Meadows Choral Ensemble, as determined by placement audition *(one credit hour per term)*

One from the following:

- MUTH 6300 - Analysis of Contemporary Music

- MUTH 6326 - Seminar in Music Analysis
- MUTH 6330 - Analytical Techniques

Total: 5 Credit Hours

Perkins or Meadows Electives

Elective hours will be determined in consultation with the student's adviser on the basis of the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.

Total: 6 Credit Hours for all except the organ concentration, which allows for 5 Credit Hours

Applied Concentrations

Choral Concentration Requirements

- Elective course in choral conducting *(2 credit hours)*
- MUCO 6211 - Instrumental Techniques for Choral Conductors
- MUCO 6252 - Vocal and Choral Techniques
- MUCO 6307 - Choral Conducting I *(by placement evaluation)*
- MUHI 6384 - Survey of Choral Literature

Total: 12 Credit Hours

Composition and Arranging Concentration Requirements

- CM 8201 - Instruction in Conducting *(audition required)*
- MUTH 5325 - Class Composition

- MUTH 5330 - Instrumentation and Arranging
  or
- MUTH 5360 - Advanced Orchestration

- MUTH 6190 - Directed Studies in Composition *(2 hours over two semesters)*
- MUTH 6281 - Thesis in Composition

Total: 12 Credit Hours

Keyboards Concentration Requirements

- CM 8140 - Practicum in Keyboards
- CM 8201 - Instruction in Conducting *(audition required)*
- CM 8240 - Keyboards in Ensemble
- Private instruction in Keyboard *(7 hours)*

Total: 12 Credit Hours

Organ Concentration Requirements

- PERB 6212 - Organ Improvisation and Service Playing
- Private organ study *(four 2-hour terms)*

Total: 12 Credit Hours

Academic Concentrations

Worship Arts Concentration Requirements

- CM 8121 - Practicum in Worship Arts
- CM 8201 - Instruction in Conducting *(audition required)*
- CM 8321 - Seminar in Worship Arts I *(Focus on Ritual Studies and Arts)*
- CM 8322 - Seminar in Worship Arts II *(Focus on Liturgical Theology and Arts)*
- CM 8323 - Seminar in Worship Arts III *(Focus on Aesthetics and Arts)*

Total: 12 Credit Hours

Music Education Concentration Requirements

- CM 8107 - Youth Choir and the Church
- CM 8124 - Music Ministry with Children
- CM 8201 - Instruction in Conducting *(audition required)*
- MUED 5250 - Workshop in Music Education

6 credit hours from the following:

- MUED 6361 - Orff Schulwerk Level I
- MUED 6362 - Orff Schulwerk Level II
- MUED 6363 - Orff Schulwerk Level III
- MUED 6364 - Kodály Level I
- MUED 6365 - Kodály Level II
- MUED 6366 - Kodály Level III

Total: 12 Credit Hours

Liturgical Musicology Concentration Requirements

- CM 8300 - Thesis in Sacred Music
- Nine hours in Meadows School of the Arts or Perkins School of Theology in an appropriate field of study to be determined by the student's goals in consultation with the student's adviser, etc., musicology, liturgical studies.

Total: 12 Credit Hours

Total: 48 Credit Hours

Notes:

- For United Methodist students pursuing deacon's orders, the 12 credit hours under "Theological Studies" may count toward the 24 credit hour requirement. It may be possible to use hours under "Perkins or Meadows Electives" to satisfy more of the 24-hour requirement.
- Elective courses for all concentrations will be determined in consultation with the student's adviser based on the outcome objectives of the M.S.M. program and the student's competency to meet these objectives.
- A portion of the hours under "Perkins or Meadows Electives" may be used for choral conducting, depending on the placement evaluation. No more than three elective hours of applied study in Meadows may be counted toward the M.S.M. degree requirements outside of those designated in each concentration's course of study.
- Private vocal instruction for M.S.M. students will be offered only for those who have also been accepted into the Master of Music in voice major as a concurrent degree program or by audition with the voice faculty. Private vocal instruction for M.S.M. students is subject to the availability of voice faculty.
- All M.S.M. students not enrolled in the organ or keyboard concentrations must pass a keyboard proficiency examination before completing the degree. Information on the exam will be sent to all incoming students in the appropriate concentrations.
- Students seeking ordained deacon status in the United Methodist Church will need 12 additional credit hours beyond the required coursework for the M.S.M. degree. For specific information, students should contact the director of the M.S.M. program.

The Supervised Practicum

In the second or third year, with the approval of the M.S.M. faculty, the student will present a service of worship in her/his church to complete their supervised practicum curriculum. This service becomes the graduate project for the M.S.M. degree and will be given a pass or fail grade by an evaluating M.S.M. faculty member, in addition to any projects required by the student's specific concentration.

Financial Aid

In addition to the financial aid described elsewhere in this catalog, a limited number of scholarships, fellowships and work grants are available specifically to M.S.M. students. Inquiries should be addressed to the director of the M.S.M. program. In addition, most M.S.M. students are employed by a local congregation as a part of the supervised practicum requirement for the M.S.M. degree.

Theological Studies, M.T.S.

Purpose

The Master of Theological Studies degree program is designed to provide a basic understanding of the theological disciplines as a foundation for further graduate study, for enhancement of lay leadership roles or for personal enrichment. The degree requirements are designed to ensure some breadth of exposure to the various disciplines of theological study, while at the same time allowing each student to fashion a plan of study that serves her or his particular interests and goals.

Learning Outcomes

1. Faithfully and critically read Scripture and the historical texts of the Christian tradition.
2. Critically examine the challenges of culture and the world.
3. Reflect theologically about the doctrine and practices of the church.
4. Design a research project that demonstrates faithful reading, critical examination, and theological reflection.

Requirements for Admission

The number of new students to be admitted each year is determined by policies of selection established by the faculty. The following considerations are decisive:

1. Seriousness of purpose, emotional stability and likelihood of satisfactory performance in the degree program and of responsible membership in the Perkins and Southern Methodist University community.
2. Academic ability as shown by a minimum GPA of 2.750 (on a 4.000 scale) in a well-balanced curriculum. Normally, an applicant must hold the B.A. or equivalent degree from a college or university which is accredited by one or more of the organizations recognized by the Council for Higher Education Accreditation (chea.org). An applicant with a degree from an unaccredited school may be considered if the case is exceptional.
3. A reasonable program of financial support that will enable students to be devoted properly to the main business of their theological training.

To supplement the data furnished by transcripts, letters of reference and other written material, a personal interview with the director of student services or with a person designated by the director may be required of the applicant.

Requirements for Graduation

The requirements for graduation are that the student must complete 48 credit hours of approved coursework, with a minimum cumulative GPA of 2.000. All requirements for the degree must be completed within six calendar years of the time of initial registration. Each M.T.S. student will complete and submit artifacts for assessments.

Course Requirements

The course requirements totaling 48 credit hours are as follows:

Required Courses

Core Courses

- HX 6300 - The Christian Heritage
- ST 6303 - Interpretation of the Christian Message
- ST 6350 - Introduction to Theological Studies and Research

- HR 6302 - Interfaith Studies, Comparative Theology, and Ministry
  or
- MT 6300 - Christian Ethics in Social Context

- NT 6300 - Interpreting the New Testament
  or
- OT 6300 - Interpretation Old Testament

Total: 15 Credit Hours

Concentration Courses

Selected from one area of study

- Biblical studies: from BB, GR, HB, NT, and OT courses
- Church history: from HX courses
- Moral theology/theology and culture: from MT and TC courses
- Practical theology/Christianity and society: from CA, CE, CM, EV, HH, MN, PC, PR, PS, WO, and XS courses.
- Systematic theology: HX 8321, HX 8322 and from ST courses
- World Christianity/world religions: from HR and WX courses

Total: 12 Credit Hours

Electives

21 credits of elective courses

Total: 21 Credit Hours
Total: 48 Credit Hours

Thesis or Summative Project

In the final year of study, the student must complete either a written thesis or a summative project. Students completing a thesis receive three credit hours of credit. The thesis normally focuses on a topic in the student's chosen area of concentration. Students who choose to complete a summative project do so in conjunction with a course in which they are enrolled. The summative project integrates the student's learning and provides evidence of growth. The project may be completed in a number of formats, such as a paper, a public lecture, a website or a pilot project. No additional credit hours are given for a summative project.

Theology, Th.M.

Purpose

The Master of Theology program is designed for students to fulfill one or more of three goals: enhancing the practice of ministry through advanced study of a particular theological or pastoral discipline, examining a specific aspect of the Christian religion/traditions or function of Christian ministry, and preparing for more advanced study at the doctoral level. Students may choose to focus within one of the following broad divisions:

1. The Biblical Witness.
2. The Heritage and Context of Christianity.
3. The Interpretation of the Christian Witness.
4. The Theology and Practice of Ministry.

Learning Outcomes

1. Students will be able to demonstrate advanced understanding of their stated area of focus.
2. Students will be able to identify and evaluate the primary methods of research in the stated area of focus.
3. Students will be able to formulate useful research questions and develop research strategies in the stated area of focus.

Requirements for Admission

1. The successful completion of an Association of Theological Schools-accredited degree at the master's level requiring at least two years of full-time study or the equivalent credential from an institution outside the U.S. or Canada.
2. Academic ability, as shown by a minimum GPA of 3.000 (on a 4.000 scale) in a previous master's-level program.

Requirements for Graduation

The Th.M. program requires 24 credit hours. As part of the program students must complete either a thesis or a portfolio as described under Course Requirements.

Th.M. candidates must maintain a B (3.000) GPA in order to continue in the program and graduate.

All requirements for the Th.M. degree must be completed within five calendar years from the time of initial registration.

Course Requirements

The Th.M. program requires 24 credit hours. Given the open nature of the inquiry that students in the Th.M. program will pursue, there are no explicitly required courses. The student will prepare a plan for study establishing the parameters of study for the degree program, including a specific area of focus and courses to be taken, to be approved before final enrollment. These courses will meet the following guidelines:

- All courses will be at the 7000 level or above.
- At least two courses will be at the 8000 level.
- One course may be a directed reading course. This course will require a minimum of one research paper of at least 5,000 words.

Th.M. candidates must maintain a B (3.000) GPA in order to continue in the program and graduate. Students may choose one of two options to fulfill the requirements of the program:

1. A thesis of 12,500 to 18,750 words (50–75 pages) on a topic related to the student's plan of study. If the thesis option is chosen, an approved thesis proposal is required to proceed after the completion of 12 credit hours of coursework. Preparation of the thesis will count for three hours toward the completion of the degree.
2. A portfolio that includes written and other material submitted in fulfillment of the student's course requirements. The material chosen must represent all the courses taken and cover all aspects of the approved plan for study. The portfolio must include at least two research papers of not less than 5,000 words (20 pages) each.

Course Descriptions

Bible Courses

BB 7320 - The Holy Spirit in a Biblical Perspective
Credits: 3
An analysis of pneumatology -- a study of the Holy Spirit -- in the Hebrew Bible, the literature of early Judaism, and the New Testament, with an eye toward contemporary relevance. Prerequisites: NT 6300 and OT 6300.

BB 7321 - Topics in Bible and Politics
Credits: 3
Examination of the sociopolitical matrix in which biblical writings came into being and critical reflection on the use of the Bible in politics. Prerequisite: NT 6300 and OT 6300.

BB 7330 - Disability Studies, the Bible, and Theology
Credits: 3
An exploration of the intersection of disability studies, biblical studies, and theology to equip students with a nuanced approach to disability in contemporary culture, biblical interpretation, and theological construction. Prerequisite: NT 6300 and OT 6300.

BB 8315 - Biblical Exegesis from a Hispanic Perspective
Credits: 3
An interpretation of Old and New Testament passages in terms of the cultural and historical situation of Hispanic peoples in the United States. Prerequisites: NT 6300 and OT 6300.

BB 8321 - The Bible in a Global Context
Credits: 3
A focused study of biblical hermeneutics in a cultural context different from the students' own, on-site in a region usually outside the U.S. or Europe, with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before travel and a debriefing afterward. The specific topic varies with each offering. May be repeated for additional academic credit when topics vary. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: NT 6300 and OT 6300.

BB 8329 - Immigration, the Bible, and Practical Theology
Credits: 3
A biblical and theological exploration of contemporary debates, in church and society, surrounding immigration and the calls for policy reform, with special attention to implications for preaching, teaching, and public praxis. Prerequisites: HX 6300, MT 6300, NT 6300, and OT 6300.

BB 8330 - Black/Africana Perspectives on the Bible
Credits: 3
An exploration of the variety of approaches used by Black/Africana biblical scholars to explore scripture and the reception history of the Bible in Black/Africana arts and letters. Prerequisites: NT 6300 and OT 6300.

BB 8345 - Ethics of Biblical Interpretation
Credits: 3
An examination of the hermeneutical issues that are involved when Scripture is employed as a guide for Christian ethics. After a consideration of some recent, representative proposals and models, a few selected topics will be explored. Prerequisites: NT 6300 and OT 6300 and MT 6300.

Christian Education Courses

CE 7304 - The Church's Educational Ministry
Credits: 3
An introduction to the church's educational ministry, with attention given to the biblical/theological, psychological, and philosophical foundations of Christian education. Covers the planning, administering, supervising, and evaluating of a local church program. Also, ministry with children, youth, adults, the aging, and singles. Includes lectures, case studies, roleplaying, simulations, workshops, and other experiential procedures.

CE 8301 - Teaching the Bible in the Local Church
Credits: 3
An examination and practice of a variety of approaches to the study of the Bible with youth and adults in the local church.

CE 8320 - Ministry with Children
Credits: 3
A consideration of the church's educational ministry with children, including developmental theory, the nature of teaching, and comprehensive planning for ministry with children.

CE 8330 - Youth Ministry
Credits: 3
A consideration of the church's educational ministry with youth, including the observation of or participation with young people.

CE 8332 - Speed Dating Spirituality: Ministry with Young Adults
Credits: 3
A critical exploration of the intersection between popular culture and the spiritual beliefs, values, and practices of young people ages 18-30 from diverse social contexts.

CE 8338 - Emancipatory Educational Ministry with Adolescent Girls
Credits: 3
An interdisciplinary inquiry of the experiences of teenage girls, focusing on the impact of race, class, and gender oppression. Feminist, womanist, and mujerista perspectives inform the construction of a critical educational ministry with teenage girls in the church.

CE 8375 - Spiritual Formation in the Church
Credits: 3
An exploration of a variety of historic and contemporary practices that support and guide Christian formation and spirituality in a pluralistic world. Special attention is given to leadership of small groups in the congregation, and to the interrelationship between spirituality and justice.

Christian Worship Courses

WO 6313 - Introduction to Christian Worship
Credits: 3
An introduction to the history and theology of Christian worship. Attention is given to the identification and function of prayer, praise, proclamation, and sacramental action. Students develop a practical theology of worship and gain experience in constructing and leading worship.

WO 8313 - The Church Year
Credits: 3
A historical and practical study of the witness of the church year to the Christian faith. Prerequisite: WO 6313.

WO 8316 - Font, Table, and Mission: Baptism and the Lord's Supper
Credits: 3
Biblical, historical, theological, and praxis reflection on baptism, the Holy Eucharist, and their interrelationship. Attention is given to leadership roles among the priesthood of all believers, along with the formational and missional dynamics related to these sacraments. Prerequisite: WO 6313.

WO 8317 - The Daily Prayer of Christians
Credits: 3
A study of the historical development of Christian daily worship, with particular attention to its use as a school of Christian spiritual formation. Allows students to examine historical documents and contemporary revision of the daily office and to consider the theological significance and pastoral possibilities of daily prayer. Prerequisite: WO 6313.

WO 8318 - Worship in A Global Perspective
Credits: 3
A study of worship resources (e.g., prayers, stories, litanies, music) from Asia, Africa, Spanish-speaking countries of Central and South America, Native American cultures, and global ecumenical movements such as the Taizé Community of France and the Iona Community of Scotland. May be taught as an overview course on campus or as a focused, on-site study of a particular tradition off campus. Prerequisite: WO 6313.

WO 8324 - Issues in Liturgical Theology and Practice
Credits: 3
A critical examination of the complex juxtaposition of Christian ritual practices and theology, with attention paid to specific historical and contemporary praxis within cultures and discussion of pathways to reform. Prerequisite: WO 6313.

WO 8349 - Advanced Sacramental Praxis
Credits: 3
A critical examination of sacramental praxis, with a focus on the implications for ecclesiology, formation, and mission. Includes pathways to reform. Prerequisite: WO 6313.

WO 8355 - Preaching and Worship in Life's Transitions
Credits: 3
A historical, theological, and practical reflection on Christian weddings, funerals, healing rites, and related occasional services. Attention is given to the pastor's critical role in preaching and leading these rites and services, both within particular contexts and in consideration of the church's ongoing work of developing and reforming such rites. Prerequisites: PR 6300, WO 6313.

Christianity and Society Courses

XS 6320 - Social Innovation: Creating World Changers
Credits: 3
Encourages students to think dynamically about social action and their role as global citizens. Course projects and exercises provide a unique opportunity for the development of idea generation and innovative plans to address social problems.

XS 6321 - Social Innovation II: From Idea to Organization
Credits: 3
Explores the discourses and practices necessary to move beyond an idea to do good toward the development of a sustainable socially innovative or non-profit endeavor. Topics examined include board development and governance; strategic planning and budgeting; branding and communication strategy; and staff and volunteer recruitment and development.

XS 6322 - Social Innovation III: Funding, Donors, and Financing for The Social Good
Credits: 3
Examines the financial communication practices necessary to fund organizations that work for the social good. Explores traditional donor and development models as well as Mission Related Financing and impact investing. Prerequisites: XS 6320 and XS 6321.

XS 7302 - Issues in Urban Ministry
Credits: 3
Examines ministry issues in urban multicultural contexts, with emphasis on the connections among theories of urbanization, the reality of urban life, and the praxis of ministry.

XS 7303 - Medical Music Therapy and Spiritual Care
Credits: 3
Offers an in-depth exploration of the role that music in therapy and spiritual care plays in the hospital setting, including end of life; ways in which music can be used to address spirituality, spiritual needs, and well-being within the therapeutic context; and the impact that co-treating between music therapists and spiritual care workers can have on patient care. Provides an overview of medical terminology and population needs and explores cultural and ethical issues, professional scope of practice, boundaries and contraindications, and issues in self-care.

XS 7320 - Social Entrepreneurship and Stewardship in the Faith-Based Organization
Credits: 3
Focuses on the unique nonprofit strategic communication, management and funding demands of the 21st century church and faith-based organizational leader. Ideal for students interested in creating or serving in innovative, responsive, and fiscally sound religious based contexts. Topics explored will cover strategic planning, branding, power and influence, staff and volunteer management and communication, and stewardship and donor relations.

XS 7321 - Social Entrepreneurship, Capitalism and the Wesleyan Tradition
Credits: 3
Explores the extraordinary contributions of John Wesley, Wilbur Wilberforce, and the Clapham Sect to our contemporary understandings of money, philanthropy, and capitalism. Examines the practices of the Clapham Sect in Victorian England and explores current developments in social innovation, entrepreneurship, and the challenge of funding nontraditional community-based ministries in the 21st century.

XS 8302 - Race Relations and the Church
Credits: 3
An examination of race relations in the U.S., with a focus on the role of the church in intergroup relations. Surveys the basic theories of race relations, identifies current intergroup dynamics, and explores implications for ministry. Addresses the experiences of African-American, Hispanic, Anglo-American, Asian, and Native American populations as they interact.

XS 8321 - Witness and Ministry in a Global Context
Credits: 3
A focused study of Christian witness and ministry in a cultural context, on-site in a region usually outside the U.S., with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before the course begins and a debriefing after the travel portion of the course. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisites: HX 6300, HX 6305, or HX 6306; and NT 6300, NT 6301, NT 6302, OT 6300, OT 6301, or OT 6302. Prerequisite or corequisite: MT 6300 or XS 6310.

XS 8326 - Broad-based Community Organizing: Holiness and Politics in the Church
Credits: 3
An examination of the principles and practices of ministers and churches in shaping the political life of their communities. Explores why and how churches organize, and teaches the art of organizing.

XS 8331 - Health Care/Holy Care
Credits: 3
A high impact/in-depth engagement with people from a variety of social locations within the faith-based healthcare community of the Houston Methodist Hospital. In this immersion course, students concentrate on doing pastoral care "in the moment." Drawing on theological theory, students will take what they have learned and apply a theology of care to a variety of human needs and crisis situations.

XS 8332 - Contemporary Issues in Urban Ministry
Credits: 3
A study of urban poverty, racism, crime, youth gangs, housing, education, immigration, policies, politics, and economics. Attention is given to the cultural and religious values reflected in the inner city as positive resources for urban revitalization. Offers a single topic focus during each term. May be repeated for academic credit.

XS 8339 - Christian Ministry in a Multicultural Society
Credits: 3
A historical, theological, and ethical examination of the foundations for ministry in a diverse and pluralistic society to assist students in developing Christian ministry models in a multicultural and/or pluralistic society.

XS 8345 - Issues in Faith, Feminism, and Public Policy
Credits: 3
An examination of economic and social policy issues that affect the lives of women and girls and inform the ecclesiology, skills, and strategies of leaders for shaping local, state, and federal public policy.

XS 8350 - Social Mission of the Church
Credits: 3
Theological reflection and social analysis of the church and society -- their structures, processes, and interactions as related to the church's mission and roles in society. Attention is given to social and moral reflection, and to the exploration of action strategies as the church discerns its task in society.

Church Administration Courses

CA 6320 - Business and Professional Communication
Credits: 3
Emphasizes the role that communication plays in recruiting and selecting project team members, motivating employees, and making a project team productive.

CA 7013 - United Methodist Polity
Credits: 1.5
A study of the Methodist Church and its historical emphases, structure, polity, discipline, and leadership. Special attention is given to the United Methodist Church today.

CA 7315 - Baptist History and Polity
Credits: 3
A study of Baptist origins, development, principles, controversies, polity, and current trends with emphasis on Baptists in the United States.

CA 8317 - The Theology and Practice of Stewardship
Credits: 3
Examines a range of issues related to the theology and practice of stewardship, including the ways theology informs church stewardship programs and fundraising.

CA 8319 - Dynamics of Pastoral Leadership
Credits: 3
A study of the nature and function of pastoral leadership in a local church setting.

Church Music Courses

CM 8021 - Supervised Practicum
Credits: 0
First of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8022 - Supervised Practicum
Credits: 0
Second of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8023 - Supervised Practicum
Credits: 0
Third of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8025 - Supervised Practicum
Credits: 0
Fourth of a four-course sequence required of all M.S.M. students. The practicum provides professional field supervision in music and ministry during the first 2 years of study, and requires completing a church music project and other agreed-upon activities during the last spring term. Includes a final evaluation with supervisors and the M.S.M. director and Practicum Committee.

CM 8106 - Handbells and Worship
Credits: 1
A comprehensive study of the techniques of English handbell ringing and the pedagogy of handbell choir directing. Includes the use of handbells and handbell repertoire in a liturgical setting. Other Perkins and Meadows students by permission.

CM 8107 - Youth Choir and the Church
Credits: 1
A comprehensive study of the philosophy and techniques for working with church youth choirs, including recruiting, touring, and building effective groups. Also, vocal development and literature, and work with changing voices. Other Perkins and Meadows students by permission.

CM 8108 - Cantoring in Worship
Credits: 1
A course on leading congregational singing in a variety of styles, including psalmody, African-American song, Taizé prayer, and global music. Includes issues of basic vocal pedagogy.

CM 8120 - Supervised Practicum
Credits: 1
An ongoing practical development and professional leadership workshop for students. Includes ensemble practice with the Seminary Singers that supports and enriches the worship life of Perkins School of Theology and SMU, as well as other aspects of church music repertoire and practical skills. M.S.M. students and church music minor students are required to participate. Other Perkins students by permission.

CM 8121 - Practicum in Worship Arts
Credits: 1
The design and implementation of a worship arts experience in the student's church, in the community, or at Perkins Chapel, drawing upon local resources. Required for the M.S.M. with a concentration in worship arts. Prerequisite: CM 8321, CM 8322, and CM 8323.

CM 8124 - Music Ministry with Children
Credits: 1
Designed for musicians and educators interested in developing a church music-education program for children ages 3-12. Includes vocal development and literature, children's choir curricula, music reading skills, children in worship, and music in the church school. Music reading skills are helpful but not necessary. M.Div. students by permission.

CM 8140 - Practicum in Keyboards
Credits: 1
The student plans, coordinates, and presents worship in Perkins Chapel during community worship or another appropriate worship setting, applying keyboard and improvisational in liturgy. Prerequisite or corequisite: WO 6313.

CM 8201 - Instruction in Conducting
Credits: 2
Specialized instruction in choral conducting for M.S.M. students who have not been admitted to the choral conducting concentration.

CM 8202 - Instruction in Conducting
Credits: 2
A three-term sequence of specialized instruction in church music conducting required for M.S.M. students with a performance concentration in choral conducting. The course includes specialized class and private instruction and a repertoire lab.

CM 8240 - Keyboards in Ensemble
Credits: 2
Students form ensembles of four-five musicians and lead, plan, coordinate, and present worship in Perkins Chapel or another appropriate worship setting, applying keyboard and improvisational in liturgy. Prerequisite: CM 8140. Prerequisite or corequisite: WO 6313.

CM 8300 - Thesis in Sacred Music
Credits: 3
A summative research paper on an aspect of sacred music approved by the thesis adviser. Available to all M.S.M. students. Required for the M.S.M. with a concentration in liturgical musicology. Usually taken in the student's final term. Prerequisites or corequisites: CM 8330, CM 8331, CM 8332.

CM 8321 - Seminar in Worship Arts I
Credits: 3
An introduction to the history and role of arts in worship from the perspective of ritual and performance studies. WO 6313 is recommended. Other Perkins and Meadows students by permission.

CM 8322 - Seminar in Worship Arts II
Credits: 3
An introduction to the history and role of arts in worship from the perspective of theological aesthetics.WO 6313 is recommended. Other Perkins and Meadows students by permission.

CM 8323 - Seminar in Worship Arts III
Credits: 3
An introduction to the history and role of arts in worship from the perspective of liturgical studies and liturgical theology. WO 6313 is recommended. Other Perkins and Meadows students by permission.

CM 8330 - Congregational Song History and Theology (Hymnology)
Credits: 3
A survey of the history, theology, and practice of congregational song. Special attention is given to understanding the connection between congregational music making and theologizing in church music. Students engage with various styles of music employed in Christian singing. Other Perkins and Meadows students by permission.

CM 8331 - Introduction to Church Music: Graduate Studies
Credits: 3
A survey of the methods, tools, resources, issues, and types of research pertaining to church music. There is particular emphasis given to the development of research questions; the location, retrieval, evaluation, and assimilation of information; and communication (written and oral) to different audiences.

CM 8332 - Music Genres of Western Christianity
Credits: 3
An examination of a musical repertory or issue contextualized in the theological worldview that informs it. Students probe issues such as the relation of music to text, the influence of theology on music theory, aesthetics, intersections between style and theology, and the implications of historical context for the contemporary experience of music. Prerequisites: HX 6300, MT 6300, MUHI 6335, NT 6300, and OT 6300. Other Perkins students by permission.

CM 8348 - Theological Perspectives in Music
Credits: 3
An examination of a musical repertory or issue contextualized in the theological worldview that informs it. Students probe issues such as the relation of music to text, the influence of theology on music theory, aesthetics, intersections between style and theology, and the implications of historical context for the contemporary experience of music. Prerequisites: HX 6300, MT 6300, MUHI 6335, NT 6300, and OT 6300. Other Perkins students by permission.

CM 8349 - The Hymn: Word and Music
Credits: 3
A study of the role of music in worship from historical, theological, and cultural perspectives, focusing primarily on congregational song. Students attend a variety of worship experiences and analyze the various ritual contexts. Does not require reading music or a knowledge of music. Recommended: WO 6313.

CM 9309 - Integrative Seminar and Strategic Planning in Contexts of Change and Transitions
Credits: 3
Offers students a case study approach where theological knowledge, tools for leadership, and strategic planning for community are employed for contextual analysis in order to implement desirable goals, manage organizational complexities, and provide a vision coherent with a Christian vision.

CM 9344 - Music in Worship and Renewal
Credits: 3
Focuses on recent trends and resources in music and worship in order to gain a historical perspective and greater understanding of the nature and role of congregational song in worship and ways to improve congregational singing. Required of all DPM students.

CM 9350 - Ecclesiology, Community, and Models of Leadership
Credits: 3
An examination of the contemporary and theological foundations, strategies, and manifestations of Christian ecclesiologies and ministerial vocation and leadership. Attention is given to models of ministerial leadership at church level as well as non-parish models of response to the social environment.

CM 9379 - Models of Leadership, Social Institutions, and Community Engagement
Credits: 3
Focuses on the characteristics and strategic planning of organizational leaders in churches and/or non-profit organizations who develop social and self-sustaining programs for congregations and communities.

CM 9380 - Vocation, Leadership, and Community
Credits: 3
Using a Practical Theology framework, this course explores the theological meanings and intersections between vocation, leadership, and community. Particular emphasis is given to the relationship between gospel and vocation, leadership and practices of ministry, and community and the world. Required of all DPM students.

CM 9398 - Doctor of Pastoral Music Thesis
Credits: 3
Building upon the project practicum, the written project thesis is a contribution to the understanding and practice of pastoral music ministry through the completion of a doctoral-level thesis. Taken during the student's fourth year of the program. Required of all DPM students.

CM 9696 - Doctor of Pastoral Music Practicum
Credits: 6
A course focusing on thesis formulation during which the student prepares a research prospectus that engages the student's social location with ramifications for the broader church. The student selects a thesis committee and drafts the thesis Introduction and first chapter. Taken during the student's third year of the program. Required of all D.P.M. students.

Doctor of Ministry Courses

DM 9302 - Ministry in the Black Church
Credits: 3
Explores the ministry of the black church. Examines the underlying theological rationale and its practical implications for ministry in the black church from the perspective of cultural pluralism in the black experience. Includes an experience in the context of the black church.

DM 9309 - Integrative Seminar and Strategic Planning in Contexts of Change and Transitions
Credits: 3
Offers students a case study approach where theological knowledge, tools for leadership, and strategic planning for community are employed for contextual analysis in order to implement desirable goals, manage organizational complexities, and provide a vision coherent with a Christian vision.

DM 9321 - Witness and Ministry in Context
Credits: 3
A focused study of Christian witness and ministry in a cultural context, on-site within a region, with attention given to the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before the course begins and a debriefing after the travel portion of the course.

DM 9347 - Contextual Analysis
Credits: 3
An examination of the contexts and strategies appropriate for understanding the relationships between congregations and communities. Attention is also given to broader national and global forces operating in specific settings. Explores and equips students with tools to analyze and interpret church/community structures and situations in light of the immediate context and regional and global trends.

DM 9350 - Ecclesiology, Community, and Models of Leadership
Credits: 3
An examination of the contemporary and theological foundations, strategies, and manifestations of Christian ecclesiologies and ministerial vocation and leadership. Attention is given to models of ministerial leadership at church level as well as non-parish models of response to the social environment.

DM 9359 - Vocation, Leadership, and Bible in Contexts
Credits: 3
Examines the interpretations of selected biblical traditions that offer meanings of vocation, leadership roles, and community character for contexts of ministry.

DM 9369 - Leadership and Vocation in Church and Community: A Theological/Historical Exploration
Credits: 3
Considers themes and figures in the Christian tradition that provide students with the rich experiences of theological and ecclesial understandings of Christian vocation and leadership in context with the church and communities.

DM 9370 - The Person and Role of a Leader in Ministry
Credits: 3
An integrative approach that provides emotional and cultural competence assessment for personal and professional issues in ministry. Enables a clear sense of self in respect to emotional and cultural dynamics. Equips leaders with effective communication skills to enhance practices of ministry for organizational settings.

DM 9375 - Advanced Sacramental Praxis
Credits: 3
A critical examination of sacramental praxis, with particular attention given to implications for ecclesiology, formation, and mission. Also covers pathways to reform.

DM 9379 - Models of Leadership, Social Institutions, and Community Engagement
Credits: 3
Focuses on the characteristics and strategic planning of organizational leaders in churches and/or non-profit organizations who develop social and self-sustaining programs for congregations and communities.

DM 9381 - Font, Table, and Mission: Baptism and the Lord'S Supper
Credits: 3
Biblical, historical, theological, and praxis reflection on baptism, the Holy Eucharist, and their interrelationship. Attention is given to leadership roles among the priesthood of all believers, along with the formational and missional dynamics related to these sacraments.

Evangelism Courses

EV 7307 - The Theory and Practice of Evangelism
Credits: 3
A study of the theological, biblical, historical, and practical foundations of evangelism in order to develop effective strategies of evangelism in the local church and other ministry contexts.

EV 8310 - Issues in Evangelism
Credits: 3
An examination of various issues in the theory and practice of evangelism, such as postmodernism, evangelism and the emerging church, feminism and evangelism, evangelism and spiritual direction, and evangelism and popular culture.

General Ministries Courses

MN 7026 - Ministry in the Hispanic Church
Credits: 1.5
Introduces the practice of ministry in the Hispanic church. Topics include the Hispanic community in the contexts of Bible reading, the role of the church, mission strategy, leadership, and the dominant culture. Offers methodological tools and practice that allow students to be ready to participate with Hispanics in team-developing ministries.

MN 7310 - Spirituality and Christian Ministry
Credits: 3
An exploration of forms of spiritual practice for those engaged in Christian ministry, with a focus on contemplative prayer toward integrating personal, social, and ecological dimensions of the Gospel message.

MN 7311 - Prayer and Spirituality
Credits: 3
Explores various traditions of Christian prayer and spiritual life, the relationship between prayer and everyday life, and various forms of spiritual practice and discipline appropriate to people of differing temperaments and life circumstances.

MN 7316 - Music and Arts in the Church
Credits: 3
A study of the role of music and additional arts in worship and other ministries of the church. After an introduction to aesthetic and theological foundations, students participate in hands-on workshops that explore specific art forms, including dance, drama, visual arts, and music. The class also covers acoustics for worship.

MN 7320 - Ministry in the Black/Africana Church
Credits: 3
A course designed for all students interested in knowing more about the ministry of the black church. Examines the underlying theological rationale and its practical implications for ministry in the black church from the perspective of cultural pluralism in the black experience. Includes an experience in the context of the black church.

MN 7323 - Survey of Christian Spirituality
Credits: 3
A study of the biblical roots, historical grounding, theological implications, and contemporary context of Christian spirituality and formation in light of God's action in creation. Students appropriate an integrated and reflective praxis of spirituality for leadership in their context of ministry. Emphasis is given to the formative possibilities of preaching, worship, pastoral care, and mission.

MN 7324 - Issues in Liturgical Theology and Practice
Credits: 3
A critical examination of the complex juxtaposition of Christian ritual practices and theology, with attention paid to specific historical and contemporary praxis within cultures and discussion of pathways to reform.

MN 7326 - Ministry in the Hispanic Church
Credits: 3
Introduces the practice of ministry in the Hispanic church. Topics include the Hispanic community in the contexts of Bible reading, the role of the church, mission strategy, leadership, and the dominant culture. Offers methodological tools and practice that allow students to be ready to participate with Hispanics in team-developing ministries.

MN 7329 - Issues in Practical Theology
Credits: 3
A practical theological inquiry into the church's contemporary engagement in the ancient faith practice of remembering the poor. Includes theological-ethical considerations and examination of best practices.

MN 8329 - Immigration, the Bible, and Practical Theology
Credits: 3
A biblical and theological exploration of contemporary debates in church and society surrounding immigration and the calls for policy reform, with special attention to implications for preaching, teaching, and public praxis.

Greek Language Courses

GR 7300 - Greek I
Credits: 3
An introduction to the fundamentals of the grammar and syntax of Koine Greek.

GR 7301 - Greek II
Credits: 3
A continuation of GR 7300, with extensive reading in a variety of New Testament writings and with special attention to the syntax of Koine Greek, as well as to the tools, methods, and skills needed for exegesis.

GR 7302 - Greek Exegesis
Credits: 3
Translation and exegesis of a selected letter from the Pauline corpus. Prerequisites: GR 7300, GR 7301 or equivalent.

Hebrew Courses

HB 7300 - Hebrew I
Credits: 3
An introduction to the grammar, syntax, and vocabulary of Biblical Hebrew.

HB 7301 - Hebrew II
Credits: 3
A continuation of HB 7300, with extensive reading in the Hebrew Bible and with special attention to the syntax of Biblical Hebrew, as well as to the tools, methods, and skills needed for exegesis. Prerequisite: HB 7300.

HB 7302 - Hebrew Exegesis
Credits: 3
Selected texts from the Prophets and the Writings. Prerequisites: HB 7300, HB 7301 or equivalent.

History of Christianity Courses

HX 6300 - The Christian Heritage
Credits: 3
An introductory study of modes of piety, patterns of thought, and styles of practice that have shaped and reshaped the Christian heritage in its major variations, from its beginnings to the present.

HX 7315 - Baptist History and Polity
Credits: 3
A study of Baptist origins, development, principles, controversies, polity, and current trends with emphasis on Baptists in the United States.

HX 7334 - Eastern Christianity
Credits: 3
An overview of the history, theology, spirituality, and worship of various forms of Eastern Christianity, including Greek, Syriac, and Coptic sources. Prerequisites: HX 6300.

HX 7365 - United Methodist History
Credits: 3
A historical survey of the polity and doctrine of Methodism: its beginnings in Wesley's "Societies," the evolution of British Methodism in its first hundred years, and the development of American Methodism from its origin to the present. Prerequisite: HX 6300.

HX 7366 - Presbyterian History, Doctrine, and Polity
Credits: 3
This course is designed to equip Presbyterian students to meet Presbyterian (U.S.A.) ordination requirements with respect to understanding The Book of Confessions and The Book of Order. Prerequisite: HX 6300.

HX 7370 - Anglican History and Theology
Credits: 3
An introduction to Anglican Church history and theological developments, and the development of the Anglican Communion. Prerequisite: HX 6300.

HX 7371 - Episcopal History and Canon Law
Credits: 3
An introduction to Episcopal Church history and canon law. Prerequisite:HX 6300.

HX 7380 - Theology and Social Justice
Credits: 3
Critical reflection on historical and theological foundations for Christian social justice ministries.

HX 8308 - Varieties of Medieval Theology
Credits: 3
An exploration of the diverse approaches to basic issues of Christian faith among the monastic, scholastic, and mystical theologians of the Middle Ages, especially the 12th-14th centuries. May include readings from Anselm, Abelard, Bernard of Clairvaux, the Victorines, Bonaventure, Aquinas, Scotus, Ockham, Eckhart, Julian of Norwich, and others. Prerequisite: HX 6300.

HX 8321 - The History of Christian Doctrine I
Credits: 3
An examination of the basic doctrines and theologies that have shaped the Christian tradition. Surveys the formation of the patristic, Byzantine, and medieval Western theological traditions. Prerequisite: HX 6300.

HX 8322 - The History of Christian Doctrine II
Credits: 3
Examines the basic doctrines and theologies that have shaped the Christian tradition. Also, the Protestant Reformation and the Counter (Catholic) Reformation, with certain 19th-century developments. Prerequisite: HX 8321.

HX 8325 - Ecumenical Movement
Credits: 3
An examination of the current major developments in the ecumenical movement, which includes the World Council of Churches, the evangelical movement, regional councils, the Second Vatican Council, the Church of South India and other unions, and the proposed Church of Christ United in the United States and Methodist involvement. Prerequisite: HX 6300.

HX 8328 - Women in the History of Christianity
Credits: 3
An evaluation of the evidence of women's leadership, particularly ecclesiological ordination, in various aspects of early church life, including spiritual/monastic, liturgical, theological, political, and missionary. Focuses on the first-sixth centuries of the common era with emphasis on the formal suppression of earlier historical evidence and canonical exclusion of women in the Western European medieval church. Includes analysis of canonical and noncanonical scriptures; literary texts; and archaeological sources such as funerary, baptismal, and dedicatory inscriptions, mosaics, artifacts, and frescoes. Prerequisite: HX 6300.

HX 8329 - Mary in Christian Tradition
Credits: 3
An examination of the formation of Christian teaching about Mary, noting similarities and differences among Roman Catholic, Eastern Orthodox, and Protestant traditions. The place of Mary in the popular piety of medieval Europe, especially Spain, and of Mexico are examined with a view toward understanding her significance for contemporary Christian life and reflection. Prerequisite: HX 6300.

HX 8334 - The Theology of Augustine
Credits: 3
A study of major issues in Augustine's theology (e.g., the Trinity, sin, grace and free will, church and state, marriage, and biblical interpretation), including the historical context and influence of his ideas. Prerequisite: HX 6300.

HX 8335 - Early Christian Spirituality and the Bible
Credits: 3
An exploration of biblical exegesis in the early Church, East and West, and the formation of Christian spirituality (e.g., practices of worship, monasticism, and mysticism) according to the interpretation of Scripture. Prerequisite: HX 6300.

HX 8336 - The Theology of Thomas Aquinas
Credits: 3
A critical study of major issues in Aquinas' theology (e.g., faith and reason, God, human nature, grace, Christ, and the sacramental life), including the historical context and influence of his ideas. Prerequisite: HX 6300.

HX 8338 - Patristic Anthropology and Soteriology
Credits: 3
An examination of Greek and Latin early Christian views of the human person as the image of God and related understandings of salvation, with analysis of primary sources and modern scholarly works. Prerequisite: HX 6300.

HX 8339 - The Church in Early Christianity
Credits: 3
An exploration of the history, polity, growth, and development of the church (ecclesia) in early Christianity, with attention to the praxis and theology of diverse Christian communities in the East and the West. Prerequisite: HX 6300.

HX 8345 - The English Reformation
Credits: 3
A study of the origins, major expressions, and continuing significance of reform movements in English religion during the 16th and 17th centuries, including the via media tradition, Puritanism, Deism, and Pietism. Prerequisite: HX 6300.

HX 8354 - Black/Africana Christianity in the United States
Credits: 3
A study and appraisal of selected topics and problems in Black/Africana Christianity, integrating historical studies and current concerns to provide a fuller understanding of the Black/Africana religious experience. Emphasis includes the ancient African Christian traditions of Egypt, Ethiopia (Axum and Nubia), and North Africa; the African origins of Christian thought; and pre-colonial West African Christianity. Prerequisite: HX 6300.

HX 8360 - Studies in Wesley
Credits: 3
Studies in the sources and development of Wesley's theology, with special reference to theological methods, norms, and ecumenical relevance. Prerequisite: HX 7365 or permission of the instructor.

HX 8361 - Wesley as Evangelist
Credits: 3
A study of the evangelistic theology and methods of 18th-century Methodism, especially those of John Wesley, and their implications for contemporary practice. Prerequisite: HX 7365.

HX 8364 - Studies in the History of Christianity in the Southwestern United States
Credits: 3
A seminar focusing on particular topics in the history of Christianity in the southwestern United States, with an emphasis on original research into these historical subjects. Prerequisite: HX 6300.

HX 8367 - Studies in World Methodism
Credits: 3
A general survey of the worldwide growth of Methodism, exploring issues in mission, culture, and theology. Examines past and current Methodist writings from around the world, including documents from the World Methodist Council and the Oxford Institute of Methodist Theological Studies. Research projects in original materials are integral to the course. Prerequisites: HX 6300.

HX 8368 - The Articles of Religion and Confession of Faith of the United Methodist Church
Credits: 3
A historical and theological analysis of the Articles of Religion and the Confession of Faith of the United Methodist Church. Prerequisite: HX 6300.

HX 8385 - Christian Mysticism: in Quest of God
Credits: 3
An examination of the rich tradition of Christian mysticism and its teachings as an integral part of the Christian life and the working out of Christian theology. Prerequisites: HX 6300.

History of Religions Courses

HR 6302 - Interfaith Studies, Comparative Theology, and Ministry
Credits: 3
A study of world religious traditions, their interaction with Christianity, and their implications for the mission and ministry of the church in the contemporary world. Examines cultural and religious diversity as issues for theological reflection and for interreligious cooperation.

HR 7302 - Judaism, Christianity, and Islam in the Making of the Modern World
Credits: 3
Offers students a basic historical, religious, and cultural framework for understanding the ways in which the interactions between Judaism, Christianity, and Islam, in the broader social and cultural context, have shaped the contemporary world. Students complete the course with a basic knowledge of the history, beliefs, and practices of the three religions. Students learn about the complex nature of both conflicts and commonalities among the religions and how these conflicts and commonalities are influencing the broader global societies of which they are a part. Prerequisite: HX 6300.

HR 8037 - The Multicultural Alliance: Seminarians Sharing Faith Traditions
Credits: 1.5
Students from theological schools of various Christian denominations in the Southwest and representatives of the Jewish community participate in a 4-day seminar on a particular theme in Jewish-Christian relations, addressing the topic in the context of scriptural, doctrinal, ethical, and practical perspectives. Topics vary each year; examples include the theology of creation, issues in scriptural hermeneutics, faith and justice, and approaches to religious pluralism.

HR 8360 - Eastern Spiritual Traditions and Christian Mysticism
Credits: 3
Examines Eastern spiritual traditions that developed in India, Tibet, China, and Japan, and Christian mystical

expressions from the New Testament and Christian history, to discover resonating themes that can ground an understanding of spirituality in interfaith dialogue. Prerequisite: HR 6302.

HR 8375 - World Religions Encounter
Credits: 3
Students participate in a scheduled interfaith gathering - the Parliament of the World's Religions, an International Buddhist-Christian Conference, an interfaith conference among the Abrahamic faith traditions, etc. - where representatives, leaders, and/or scholars of different religious traditions address various themes such as doctrinal, ethical, ritual, or praxeological issues faced by religious communities in the global society. Prerequisite: HR 6302.

Moral Theology Courses

MT 6300 - Christian Ethics in Social Context
Credits: 3
An introduction to Christian ethics, emphasizing the missional skills needed for the moral leadership of congregations and communities, including general understanding of specific sources of social structure and power.

MT 8305 - Historical Studies in Christian Ethics
Credits: 3
A study and reading of the original texts of the most significant historical figures in the history of Christian ethics (e.g., Augustine, Aquinas, Luther, Calvin, Edwards) as well as philosophers whose work has been most important for the Christian tradition such as Plato, Aristotle, Locke, Hobbes, and Kant. Prerequisite: MT 6300.

MT 8311 - Christian Ministry in a Multicultural Society
Credits: 3
A historical, theological, and ethical examination of the foundations for ministry in a diverse and pluralistic society. Helps students develop Christian ministry models in a multicultural and/or pluralistic society. Prerequisites: MT 6300 or equivalent.

MT 8313 - History of Christian Ethics/Politics
Credits: 3
An historical study of the ways that Christians have understood their relationship to the political order, from the Greek and Hebrew roots of Western culture through modern Social Gospel, liberation, and Christian conservative perspectives. Prerequisite: MT 6300 or equivalent.

MT 8327 - Presidential Rhetoric and American Political Theology
Credits: 3
In their speeches, United States Presidents often develop and/or deploy theological concepts. This course treats such presidential speech as primary texts of political theology. It seeks to understand the vision of God and the good life that is both presupposed and constructed in the speech. Prerequisite: MT 6300.

MT 8332 - Ethics, Theology, and Children
Credits: 3
An exploration of Western understandings of childhood and the formation of moral children, recent changes in parenting and childhood, and implications for ministry. Draws on classical and contemporary resources in ethics, theology, and sociocultural analysis.

MT 8335 - Ethics, Theology, and Family
Credits: 3
Drawing on classical and contemporary resources in ethics, theology, and sociocultural analysis, students review Western models of family, examine ethical issues confronting U.S. families, and identify the implications for ministry. Prerequisite: MT 6300.

MT 8345 - Black/Africana Liberation Theology
Credits: 3
A study of contemporary North American "black theology," with special attention to both its characteristic features and its development of social ethics. Principal readings include works by James Cone, Deotis Roberts, Major Jones, and Katie Cannon.

MT 8352 - Contemporary Moral Issues
Credits: 3
A study of selected moral issues concerning abortion, crime and punishment, the environment, sexuality, war and peace, and other subjects. Each issue is examined in relation to moral-theological questions and to the morally relevant circumstances. Prerequisite: MT 6300.

MT 8354 - Studies in Theological Ethics
Credits: 3
A study of recent developments in Christian ethics, with a focus on representative figures. Prerequisite: MT 6300.

MT 8375 - The Poor in John Wesley's Ethics
Credits: 3
An examination of Wesley's ethics in response to the needs of the poor (and other marginalized groups in church and society) and the challenges they pose for ministry and theological reflection. Prerequisite: MT 6300.

MT 8377 - Studies in Reinhold Niebuhr
Credits: 3
An examination of some major issues and themes in Niebuhr's work, with a focus on "The Nature and Destiny of Man: A Christian Interpretation." Prerequisite: MT 6300.

MT 8383 - Process Theology and Social Ethics
Credits: 3
An examination of process theology, with a focus on ethical and metaethical implications for social ethics. Prerequisites: MT 6300.

MT 8385 - Malcolm and Martin and Theological Ethics
Credits: 3
A theological, ethical study of selected works by and about Martin Luther King, Jr., and Malcolm X. Prerequisite: MT 6300.

New Testament Courses

NT 6300 - Interpreting the New Testament
Credits: 3
Develops competence in the critical analysis and interpretation of early Christian writings, with special emphasis on selected biblical texts and scholarly issues, and with attention to historical, literary, cultural, sociopolitical, and theological hermeneutics and methods.

NT 7310 - The Gospel of Mark
Credits: 3
Critical analysis of the Gospel of Mark, with attention given to its continuing significance, its reception history, and the politics of interpretation in general. Prerequisite: NT 6300.

NT 7311 - The Gospel of Matthew
Credits: 3
Detailed exploration of the Gospel of Matthew, with attention given to its historical effects and to exegetical and interpretation methods. Prerequisite: NT 6300.

NT 7312 - The Gospel of Luke
Credits: 3
Critical analysis of the Gospel of Luke, with attention given to its reception history and the politics of interpretation in general. Prerequisite: NT 6300.

NT 7313 - The Gospel of John
Credits: 3
Detailed analysis of the Fourth Gospel, with attention given to its reception history and to exegetical and interpretation methods. Prerequisite: NT 6300.

NT 7320 - The Book of Romans
Credits: 3
An examination of the exegetical and historical issues of Paul's letter to the Romans and recent methodological approaches to the letter. Prerequisite: NT 6300.

NT 7329 - Exegesis of the Passion Narratives
Credits: 3
Examines the reception history of the Passion Narratives and the ways they reflect the theologies and primary concerns of each Gospel author. Prerequisite: NT 6300.

NT 8365 - Evil, Suffering, and Death in the New Testament
Credits: 3
An exploration of views on evil, suffering, death, and afterlife evinced by various New Testament authors. Prerequisites: NT 6300.

NT 8379 - Issues in Pauline Theology
Credits: 3
Examines various issues in Pauline theology, such as the law, faith/fullness, resurrection, and Judaism. Traces methodological options, the historical development of Pauline studies, and major theological issues in Paul's undisputed letters. Prerequisites: NT 6300.

Old Testament Courses

OT 6300 - Interpretation Old Testament
Credits: 3
Develops competence in the critical analysis and interpretation of the Hebrew Bible, with special emphasis on selected biblical texts and scholarly issues, with attention to historical, literary, cultural, sociopolitical, and theological hermeneutics and methods.

OT 7301 - The Book of Genesis
Credits: 3
Examines texts and issues in the book of Genesis, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6300.

OT 7305 - The Book of Exodus
Credits: 3
Examines texts and issues in the book of Exodus, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6300.

OT 7310 - The Book of Deuteronomy
Credits: 3
Examines texts and issues in the book of Deuteronomy, with attention given to exegetical method and to historical,

literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6300.

OT 7316 - The Psalms
Credits: 3
Explores the poetic, critical, and interpretative issues concerning Psalms, with attention to form criticism and the use of psalms in Christian life, prayer, and worship. Prerequisite: OT 6300.

OT 7326 - The Book of Judges
Credits: 3
Examines texts and issues in the book of Judges, with attention given to exegetical method and to historical, literary, cultural, and theological matters. Develops competence in critical analysis and interpretation. Prerequisite: OT 6300.

OT 8317 - Queer Bible Hermeneutics
Credits: 3
Study of the historical, political, cultural, and religious-theological discourses about gender and sexuality in the context of the interpretation of the Hebrew Bible. Grounded in an interdisciplinary approach, the course develops self-critical perspectives about the influence of biblical meanings on hermeneutically dynamic, politically, and religiously charged conversations over sociocultural practices related to LGBTQ communities. Prerequisite: OT 6300.

OT 8345 - Ancient Text and the Modern Reader
Credits: 3
Explores various contemporary reading methods, their political underpinnings, and the biblical interpretations they produce, with a focus on recent readings of Genesis 1-3. Also examines recent readings of selected Old Testament texts. Prerequisites: OT 6300.

OT 8351 - Major Motifs of Biblical Theology
Credits: 3
Thematic study in the Old Testament of one or more major aspects of biblical theology. May examine the relation of the Old Testament witness to that of the New Testament, as well. The selection of topics varies from time to time. Prerequisites: OT 6300.

OT 8368 - Film and the Hebrew Bible
Credits: 3
An examination of the interface between biblical literature and its representations through film, especially movies, documentaries, and educational materials. Explores how this relationship has developed since the emergence of film in the 20th century, with special attention to the ethics, politics, and economics of biblical texts, themes, and characters in film. Prerequisite: OT 6300.

Pastoral Care Courses

PC 6301 - Introduction to Pastoral Care
Credits: 3
An introduction to caring aspects of ministry, including biblical, theological, and spiritual foundations of care, pastoral identity, models of care, and communication skills necessary for entering diverse situations of need.

PC 7041 - Level 1 Clinical Pastoral Education, Part 1
Credits: 1.5
Supervised pastoral experience approved by the Association for Clinical Pastoral Education. Requires prior consultation with a faculty member in pastoral care.

PC 7042 - Level 1 Clinical Pastoral Education, Part 2
Credits: 1.5
Supervised pastoral experience approved by the Association for Clinical Pastoral Education. Requires prior consultation with a faculty member in pastoral care.

PC 7301 - Introduction to Pastoral Care
Credits: 3
An introduction to the caring aspects of pastoral ministry, including biblical and theological foundations of care, the development of pastoral identity, various models of care, and essential communication skills necessary for entering diverse situations of crisis and need. Also, prepares participants for Clinical Pastoral Education as well as the Resident Community Chaplaincy Initiative at SMU.

PC 7321 - The Caring Congregation
Credits: 3
An introduction to the church's ministry of pastoral care.

PC 7322 - Pastoral Care and Family Systems
Credits: 3
An introduction the church's ministry of pastoral care by means of theological reflection upon, and application of, relevant family systems theories in the nurture of congregations. The role of the minister/counselor in his or her family of origin is addressed as well as the minister's or counselor's role in the "church family".

PC 7340 - Level 1 Clinical Pastoral Education
Credits: 3
Supervised pastoral experience approved by the Association for Clinical Pastoral Education. Normally offered during a 10-week summer term of 40 hours/week. Requires prior consultation with a faculty member in pastoral care.

PC 8301 - Pastoral Care: Special Problems
Credits: 3
An examination of several major areas of pastoral work and of the relationship between pastoral care and some of the other functions of ministry. Specific topics are selected by the instructor or class itself.

PC 8318 - Mental Health Skills
Credits: 3
Covers basic skills, concepts, and knowledge needed to evaluate mental health problems presented by parishioners, to intervene in problem situations, and to make effective referrals. Pastoral experience required.

PC 8326 - Pastor's Crisis Ministry
Credits: 3
Introduces the church's ministry of pastoral care, with an emphasis on crisis theory and intervention and theological reflection upon human crisis. Intervention procedures are practiced and then applied to typical crises in which the minister is called upon to help: illness, dying, bereavement, spousal and child abuse, natural disasters, hospitalization, family emergencies and others. There is a training component in this course at the Genesis Shelter and Outreach for the prevention of domestic violence.

PC 8333 - Pastoral Care and Counseling of Women
Credits: 3
Addresses pastoral care and counseling concerns of women through exploration of issues such as women's psychological, social, and spiritual development; women's roles and functions in families and relationships; women's bodies and sexuality; and women in the church. There is a training component in this course at the Dallas Area Rape Crisis Center, Presbyterian Hospital.

PC 8335 - Sexual and Domestic Violence: Theological and Pastoral Concerns
Credits: 3
Introduces the issues of domestic violence, child sexual abuse, rape, and elder abuse, with a focus on theological and ethical concerns and the church's pastoral and educational responses.

PC 8336 - Premarital Counseling
Credits: 3
An exploration of the educational, psychological, and pastoral perspectives on counseling persons for marriage in the light of an overview of the meaning of marriage in the Christian tradition.

PC 8341 - Spirituality and the Human Life Cycle
Credits: 3
An introduction to intersections of spirituality and developmental psychology. Includes case analysis of autobiographies, novels, and film.

PC 8348 - Pastoral Self-Care
Credits: 3
An exploration of the search for spiritual symmetry - the healthy balance between caring for self and caring for others - with attention given to the ministerial role of the caregiver and the good Samaritan's example of finishing the journey while caring for the hurting.

Prayer and Spirituality Courses

PS 8310 - Sports and Spirituality
Credits: 3
A critical reflection on the nature of play and its expressions in organized sports. Explores the place of sports in faithful Christian living.

PS 8355 - Introduction to Monastic Spirituality
Credits: 3
An introduction to the theology and spiritual practice of the monastery, exploring the genesis and genius of monastic spirituality and its possible relevance for those living beyond the boundaries of the monastery.

PS 8365 - Mary, Mystics, and Martyrs: Models and Mentors of the Faith
Credits: 3
"Faith of our fathers (and mothers) living still" is the focus of this seminar exploring Christian models, spiritual mentors, and religious leaders. Supplements the usual emphases in the Reformed tradition by highlighting the role of Mary, mother of Jesus, and her living legacy as well as the classical and continuing contributions of mystics and martyrs. Students view - and correlate with primary sources - documentaries and films on Mother Teresa of Calcutta, Dietrich Bonhoeffer, Thomas Merton, St. Therese of Lisieux, and Howard Thurman. Includes discussions on the contemporary controversy surrounding the private papers of Mother Teresa. The seminar allows time for work on religious role models and forerunners in the faith.

Preaching Courses

PR 6300 - Introduction to Preaching
Credits: 3
An introduction to preaching, focusing on the preparation and delivery of the sermon. Attention is given to the form, content, and style of the sermon; the liturgical and social context in which the sermon is preached; and the person of the preacher. Each student preaches four sermons during the course.

PR 8301 - Seminar in Preaching
Credits: 3
Designed for those who desire additional work in preaching. Special attention is given to specific areas of preaching. Prerequisite: PR 6300.

PR 8303 - Preaching from the Bible
Credits: 3
An exegetical-expository study of a book of the Bible with reference to pulpit proclamation. Prerequisite: PR 6300.

PR 8313 - Preaching and Worship for the Church Year
Credits: 3
A historical and practical study of the witness of the church year to the Christian faith. Prerequisite: PR 6300.

PR 8340 - Preaching Biblical Wisdom Literature
Credits: 3
An exploration of biblical wisdom themes and genres from the Hebrew Scriptures for Christian preaching, with special attention to placing biblical wisdom in conversation with contemporary secular wisdom. Prerequisite: PR 6300.

PR 8345 - Preaching and Public Issues
Credits: 3
A biblical and theological analysis of the practice of public issues preaching in the mission of contemporary congregations to their communities with reference to three occasions of pulpit address: chronic social problems, controversial issues, and social crises. Prerequisite: PR 6300.

PR 8352 - Creative Sermon Design
Credits: 3
An exploration of the rhetorical and theological implications of sermonic form in 21st-century congregations. Attention is given to the power of form to gain and hold attention, to convey essential biblical and theological knowledge, and to shape faith. Prerequisite: PR 6300.

PR 8355 - Preaching and Worship in Life's Transitions
Credits: 3
A historical, theological, and practical reflection on Christian weddings, funerals, healing rites, and related occasional services. Attention is given to the pastor's critical role in preaching and leading these rites/services within particular contexts and consideration of the church's ongoing work of developing and reforming such rites. Prerequisites: PR 6300, WO 6313.

Systematic Theology Courses

ST 6300 - Introduction to Theology
Credits: 3
A consideration of the aims and character of theological reflection in relation to the Christian life and to church leadership, giving particular attention to principles of reasoning and argument and to pertinent historical and contemporary examples.

ST 6303 - Interpretation of the Christian Message
Credits: 3
A study, through lectures and preceptorials, of the methods and insights of systematic theology, aimed at aiding students in their own understanding of the content of the Christian faith. The lectures undertake to develop basic perspectives in theological analysis of the cardinal issues. The preceptorials provide opportunities for small-group discussion, examination of doctrinal standards, and formulation of the student's credo.

ST 6304 - Advanced Systematic Theology: Credo and Selected Topics
Credits: 3
An examination of selected topics in theology and ethics, focusing on the formulation of the student's credo, including doctrines of God, Christology, pneumatology, providence, creation, theological anthropology, ecclesiology, soteriology, and eschatology. Prerequisite: ST 6303.

ST 6305 - Advanced Systematic Theology: God the Creator
Credits: 3
An advanced study of the methods and insights of systematic theology, starting with God as creator and aimed at an understanding of the content of the Christian faith and the formulation of a credo. Prerequisite: ST 6303.

ST 6306 - Advanced Systematic Theology: God to Eschatology
Credits: 3
An advanced study of the methods and topics of systematic theology, aimed at aiding students in their understanding of the content of the Christian faith and in the formulation of a credo. Prerequisite: ST 6303.

ST 6350 - Introduction to Theological Studies and Research
Credits: 3
Prepares students to be successful in their pursuit of a critical, theological education, introducing them to fundamental content, resources, and methods needed for diverse forms of professional ministry.

ST 7034 - United Methodist Doctrine
Credits: 1.5
A study of doctrinal standards in United Methodism, with attention to Wesley's thought, subsequent theological transitions, and contemporary guidelines for doctrinal reflection in an ecumenical context.

ST 7311 - Literature and Theology: Catholic Thought from Augustine to the Present
Credits: 3
An examination of the Catholic vision of God and humanity in its development from antiquity to the present, as a way of knowing through autobiographies, poetry, film, and theology.

ST 8309 - The God of Jews and Christians
Credits: 3
Theological analysis of Jewish and Christian ideas of God in light of past and present Jewish-Christian relations. Topics include divine election, monotheism and the Trinity, law, biblical interpretation, incarnation, suffering, and resurrection. Prerequisite: HX 6300.

ST 8311 - Modern and Contemporary Theologies
Credits: 3
A comparison of liberal, neo-orthodox, postmodern, liberation, and other theologies (approaches to theological methodology), exploring their implications for the present as well as the question of their social and historical locations.

ST 8314 - The Christian Doctrine of God
Credits: 3
An inquiry in systematic theology directed toward the formulation of an adequate constructive statement of the Christian understanding of God.

ST 8316 - Christian Doctrine of Reconciliation
Credits: 3
An examination of classical and contemporary theologies of reconciliation. Covers medieval, modern, and contemporary understandings of the doctrine of reconciliation and the grounds thereof, and related topics such as justice, charity, mercy, forgiveness, trauma, and community.

ST 8318 - The Person and Work of Jesus Christ
Credits: 3
A consideration of selected themes, images, issues, and problems, both past and present, in the area of Christological doctrine. Attempts to draw some guidelines for present-day thinking about Christ.

ST 8321 - Christian Doctrine of Providence
Credits: 3
A systematic theological study of the Christian doctrine of providence, aimed at the development of an adequate contemporary understanding of the doctrine.

ST 8327 - North American Hispanic Theology
Credits: 3
An exploration of the development of North American Hispanic theology and the dynamics of doing theology from a Hispanic perspective as a distinctive style of theology. Attention is given to the issues, concerns, and beliefs of the Hispanic community and the major developments of this style of doing theology. Requires a group project and participation in a Hispanic event. No previous knowledge of Spanish is required.

ST 8339 - Studies in Bonhoeffer
Credits: 3
An examination of some major issues and themes in the work of Dietrich Bonhoeffer, this course aims to introduce Bonhoeffer's theology to a student who has not widely read him.

ST 8345 - Black/Africana Liberation Theology
Credits: 3
A study of contemporary North American "black theology," with special attention to both its characteristic features and its development of social ethics. Principal readings include works by James Cone, Deotis Roberts, Major Jones, and Katie Cannon.

ST 8359 - God and Creation
Credits: 3
An examination of 20th- and 21st-century process and relational understandings of God and creation in response to the problem of sin against creation. Attention to the significance of a relational god in response to questions of manyness and oneness in God and creation.

ST 8365 - Process Theology and Christian Thought
Credits: 3
An overview of the development and concepts involved in process theology, and its impact upon and compatibility with Christian beliefs. Attention is given to the background, concerns, and topics addressed by process thought and to its value for Christian theologies that seek to bring about change.

ST 8375 - Feminist, Womanist, and Mujerista Theologies
Credits: 3
An exploration of the critique and vision brought to contemporary theology by women's perspectives represented in texts by feminist and womanist theologians, and in women's fiction and essays.

Theology and Culture Courses

TC 7315 - Baptist and Free Church Theology
Credits: 3
Exploration of theological models among Baptists, and other churches of the Free Church tradition, that are shaped by congregational and social contexts, utilizing Scripture as the primary source of reasoning.

TC 7330 - Disability Studies, the Bible, and Theology
Credits: 3
An exploration of the intersection of disability studies, biblical studies, and theology to equip students with a nuanced approach to disability in contemporary culture, biblical interpretation, and theological construction. Prerequisites: NT 6300 and OT 6300.

TC 7380 - Theology and Social Justice
Credits: 3
Critical reflection on historical and theological foundations for Christian social justice ministries.

TC 8308 - Contemporary Issues in the Philosophy of Religion
Credits: 3
Critical investigation of a selected issue in philosophy of religion based on current literature in the field.

TC 8310 - Theology, Religion, and Cultural Studies
Credits: 3
An exploration of recent developments in critical theory and cultural studies and their implications for religion, theology, and ethics. Special attention is given to constructive proposals and issues related to global change.

TC 8321 - Theology and Ministry in a Global Context
Credits: 3
A focused study of theology in a cultural context different from the students' own, on-site in a region usually outside the U.S., with a focus on the role of theological reflection in an environment affected by globalization in all its dimensions. Includes reading assignments and a daylong orientation before travel and a debriefing afterward. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: Permission of instructor.

TC 8325 - Bioethics
Credits: 3
A study of critical religious and moral issues affected by recent developments in the biological sciences and in medical technologies and practices. Topics include experimentation on human subjects, abortion, physician—patient relationships, and access to the health care system by the poor and ethnic minorities. Also, the decision to let someone die, the nature and determination of death, and the concept of health.

TC 8331 - The Theology and Ethics of 19Th-Century Holiness Women
Credits: 3
An exploration of the knowledge and experience of God in the writings of 19th-century holiness women, with attention to their Christian thought and practice, and including their understanding and experience of issues such as calling, prayer, and social justice.

TC 8340 - The Christian, the Church, and the Public Good
Credits: 3
A study of how the Christian and the church should work for a more just society and the public good in the light of the church's self-understanding from a theological and ethical perspective and in the light of the First Amendment and pluralistic society in the U.S.

TC 8346 - Spiritual Autobiography
Credits: 3
A theological exploration of spiritual autobiographies, drawing on a variety of sources.

TC 8350 - Theology in a Latin American Context
Credits: 3
Examines aspects of the theological imagination and religions that came together in Latin America to create an emancipative religious faith hermeneutic. Gives particular attention to the emergence of theological thought in the Latin American world, beginning in the middle of the 20th century and how it changed Christian theological reflection for faith communities.

TC 8351 - Theology and Literature
Credits: 3
An examination of the methods by which various theologians employ literary resources to articulate and elaborate their concepts of God. Includes a sampling of literary resources.

TC 8353 - Black/Africana Religion and Literature
Credits: 3
An examination of Black/Africana literature as a resource for theological reflection and ministry.

TC 8360 - Issues in Science and Theology
Credits: 3
An overview and examination of the interaction of science and theology, with an emphasis on selected areas of study. Specific attention is given to the historical interaction of science and theology, as well as to their mutual concerns and respective methods.

TC 8372 - Theology and Economics: Contemporary Perspectives
Credits: 3
An exploration of the economic aspects of theology and the theological aspects of economics. Examines contemporary perspectives on the relationship between these two fields and their mutual involvement.

TC 8375 - Advanced Feminist Theory
Credits: 3
Examines classic literature from feminist, womanist, and "mujerista" perspectives, and addresses current theoretical issues across relevant disciplines. Taught by Perkins faculty and University faculty associated with the Women's and Gender Studies Program.

World Christianity Courses

WX 7310 - World Christianity
Credits: 3
Examines the world Christian community in a changing global context, with consideration of the expansion of Christianity from the perspective of the recipients and the missionary senders. Studies the formation of churches and theologies within cultural diversity, Christian interaction with other religions, the ecumenical impulse and movements toward unity, and the struggles for renewal on each continent. Special attention is given to new publications from African, Asian, and Latin American sources. Prerequisites: HX 6300.

WX 7350 - Pentecostalisms in Global Perspectives
Credits: 3
Explores the history and theologies of Pentecostalisms in Africa, Latin America, and Asia and in immigrant extensions in the United States, with a focus on religious encounters, missiological methods and practices, and pentecostalization of mainline traditions. Prerequisites: HX 6300.

WX 8321 - Christian Mission in a Cultural Context
Credits: 3
A study of the mission, development, and influence of Christianity in various cultures, with attention given to the role of the church amid societal tensions, nationalism, and social change. May be an on-campus overview course or a focused study on-site in a particular region of the world. Specific topics vary. May be repeated for additional academic credit. In accordance with the decision of the Perkins Faculty this course will be offered pass/fail if the student chooses. Prerequisite: HX 6300. Permission of the instructor for off-campus offerings.

WX 8328 - Theological Issues in World Christianity
Credits: 3
A survey of important present and emerging theological issues confronting the world Christian community. Includes world religious pluralism, Christian views of other religions, interreligious dialogue, women's consciousness worldwide, concern for the natural environment, world economic and political structures, cultures and Christianity,

contemporary re-examinations of Christian doctrines, and mission theology in the midst of diversity and tension. Also, Christian theologies from Africa, Asia, Latin America, and other areas. Prerequisites: HX 6300.

WX 8332 - Mission Studies
Credits: 3
A comprehensive study of Christian mission, including a review of the historical background; a survey of mission presence in a world with religious plurality and new theologies; and a theological analysis of mission theories, paradigms, and practice. Provides an opportunity for research into areas of special concern. Prerequisites: HX 6300.

Extra-Divisional Courses

XX 8300 - Master of Theological Studies Thesis
Credits: 3
Completed during a student's final year of study and normally produced on a topic within the student's chosen area of concentration.

XX 8320 - Master of Theology Thesis
Credits: 3
Completed during a student's final year of study and normally produced on a topic within the student's chosen area of concentration.

XX 8360 - Internship I
Credits: 3
Supervised ministry in a local church or alternative ministry setting; required of all M.A.M. and M.Div. students. Students attend an internship seminar and work with a trained mentor pastor and lay teaching committee under the general supervision of the intern faculty.

XX 8361 - Internship II
Credits: 3
Supervised ministry in a local church or alternative ministry setting; required of all M.Div. and optional for M.A.M. students. Students attend an internship seminar and work with a trained mentor pastor and lay teaching committee under the general supervision of the intern faculty. Prerequisite: XX 8360 or equivalent.

XX 8362 - Internship III
Credits: 3
Supervised ministry in a local church or alternative ministry setting; optional for M.Div. or M.A.M. students. Students attend an internship seminar and work with a trained mentor pastor and lay teaching committee under the general supervision of the intern faculty. Prerequisite: XX 8361.

XX 8399 - Master of Divinity Capstone
Credits: 3
Guides students near the end of their program through a process of reflecting on, integrating, and applying the knowledge and skills they have learned as they transition into post-graduation ministry. Prerequisites: ST 6350, OT 6300, NT 6300, HX 6300, ST 6303, MT 6300, HR 6302, PR 6300, WO 6313, PC 6301.

XX 8650 - National Capital Semester for Seminarians
Credits: 6
A semester-long, intensive program of study in ethics, theology, and public policy at Wesley Theological Seminary.

Special Programs

Basic Graduate Theological Studies

The basic graduate theological studies required for those seeking ordination as deacons in the United Methodist Church include courses in the areas of Old Testament; New Testament; church history; theology; mission; worship; evangelism; and United Methodist history, doctrine and polity. These courses are offered regularly on the Dallas campus, online, and hybrid at Houston-Galveston. The following courses satisfy these requirements:

- CA 7013 - United Methodist Polity
- EV 7307 - The Theory and Practice of Evangelism
- HX 6300 - The Christian Heritage
- HX 7365 - United Methodist History
- NT 6300 - Interpreting the New Testament
- OT 6300 - Interpretation Old Testament
- MT 6300 - Christian Ethics in Social Context (UMC "mission" requirement)
- ST 6303 - Interpretation of the Christian Message
- ST 7034 - United Methodist Doctrine
- WO 6313 - Introduction to Christian Worship
- WX 8332 - Mission Studies

Hispanic Summer Program

In collaboration with several other seminaries, Perkins sponsors the Hispanic Summer Program, which takes place for two weeks each summer at a different site in the United States or Puerto Rico. Hispanic students, as well as others who are bilingual and who are interested in Hispanic ministries, may attend this academic program and take a maximum of one course for three credits. Courses in the Hispanic Summer Program cover a wide range of the theological curriculum, and they are always taught with the Latino church in mind. The program provides students with the opportunity to study and reflect with other seminarians who are from across the nation and Puerto Rico and who are preparing to do ministry in the Hispanic context. Perkins students who are accepted into the program pay a reduced registration fee.

International Studies

Students with sufficient Spanish language skills may be able to do a term of studies in Costa Rica or an internship in Mexico or Central America. Immersion experiences in Mexico, Central America and South America are also periodically offered through the Global Theological Education program.

Spanish Language

Perkins School of Theology will offer the MDiv. degree in Spanish, Maestría en Divinidad, for the fall 2024 semester. The Maestría en Divinidad is structured the same as the Perkins M.Div. in English but will offer culturally and contextually relevant coursework as well as the first-rate instruction from Perkins faculty members and accomplished adjunct professors. The first two years of the degree will be completely in Spanish with the possibility of transitioning into a bilingual modality in later years. Delivered through our new hybrid format, students will move through the 75-hour degree in four years as part-time students. This first installment of the Maestría en Divinidad is limited, and to maintain a strong cohort, we will only offer the degree on a rotational basis. Therefore, the fall 2024 semester will be students' only opportunity for admission. If we continue to have strong demand, then we will consider a fall 2026 cohort.

CASA - the Centro de Acompañamiento, Solidaridad y Adiestramiento - represents a reimagined commitment to Hispanic ministry initiatives at Perkins School of Theology at a time when they are needed perhaps more than ever.

The United States Census Bureau estimates that, as of 2021, roughly 62.6 million Hispanics live in the United States and make up 19 percent of the national population. These figures, both all-time highs, present an opportunity for Perkins to continue building on its relationship and engagement with the Hispanic community that began with the formation of the school's Mexican American Program in the 1970s. More than anything, Perkins remains committed to recruiting, preparing, and providing continuing education for people in ministry with Hispanics and Latinos/as.

CASA is a merger between the school's Center for the Study of Latino/a Christianity and Religions and the Hispanic/Latin@ Ministries Program.

Beginning in 2024, Perkins will be offering - in collaboration with Wesley Theological Seminary and thanks to a $5 million grant from the Lilly Endowment Inc. - a certificate program in Spanish for pastors with no formal training, lay pastors, and others with pastoral experience. As part of the certificate, specific courses will be offered in Preaching, Pastoral Care, Old Testament, New Testament and Leadership.

Additionally, CASA will oversee three programs designed to join communities and congregations where God is already at work and learn from them and their experiences.

Barton Lectures
The Roy D. Barton Lectureship was established in 1995 to disseminate knowledge of Hispanic/Latino theology and ministry for the benefit of the academy, the church and the wider public.

Apuntes
Apuntes is an online journal providing theological reflection from the Hispanic-Latino perspective. To subscribe and access past issues: https://scholar.smu.edu/apuntes/

L@s Seminaristas
L@s Seminaristas is an ecumenical student organization at Perkins dedicated to serving Christ by strengthening and encouraging student leadership. The group has a focused interest in various aspects of Latinx ministry, including Christian worship, preaching, outreach, evangelism and mission.

Global Theological Education

Through cultural immersion courses, the GTE program offers students a study of theology, scripture, missions, ministry or interreligious relationships in a cultural context different from the students' own, usually outside the United States. These courses give special attention to the role of theological reflection in an environment affected by globalization in all its dimensions through a focused, on-site study in a particular cultural environment and region of the world.

Perkins Centers

Perkins School of Theology is home to centers approved by the Office of the Provost for teaching and research.

The **Center for World Methodism at Bridwell Library** was established in 1984 to encourage research, study and reflection upon the Methodist movement, including the sources that influenced its origin, the forces that shaped its development and the features that determine its character and influence. To foster these goals, the center sponsors and supports a variety of programs, publications and exhibitions. J.S. Bridwell Foundation Endowed Librarian Anthony Elia is the director of Bridwell Library.

The **Perkins Center for Preaching Excellence** at SMU exists to foster excellence in preaching through innovative courses at Perkins, continuing education events, mentoring relationships, peer groups focused on preaching and coaching for individuals and church staffs. The Hardin Family Preaching Mentor Program pairs seasoned practitioners from the area with Introduction to Preaching students. Peer groups throughout the Southwest bring together groups of pastors who meet monthly to work on their preaching skills. The Geo. W. and Nell Ayers LeVan Endowed Chair of Preaching and Worship and Altshuler Distinguished Teaching Professor Dr. Alyce M. McKenzie is the center's director.

Fellowships, Awards and Prizes

B'nai B'rith Award in Social Ethics

In the spring of 1953, the Harold M. Kaufman Memorial Foundation of the George Levy Lodge of B'nai B'rith, the oldest Jewish service organization, established an annual prize in social ethics for Perkins students. Winners are to be determined under the supervision of the Committee on Student Development on the basis of scholarly competence in the field and personal commitment as shown in voluntary activity in support of worthy social causes. The establishment of the awards by the George Levy Lodge of Dallas, led by Dr. Herman Kantor, Mrs. Harold Kaufman and Stanley Kaufman, is only one in a series of generous acts on the part of the Jewish community for Perkins School of Theology.

Dr. and Mrs. J.P. Bray Award

Endowed by the estate of Charles Kiely Hegarty, II, in honor of the Brays, this award is made to the student who ranks highest in Hebrew scholarship.

W.B. DeJernett Award in Homiletics

Endowed by the estate of Dr. W.B. DeJernett of Commerce, Texas, the award is given to a senior theological student, based on the student's scholastic record and ability in the field of homiletics.

Charles T. and Jessie James Bible Awards

Awards are given each year to students on the basis of their grades in biblical courses and on papers assigned, together with their general scholastic record. These awards are provided from an endowment established in 1949 by Mr. and Mrs. C.T. James of Ferris, Texas.

Paul Quillian Award

In 1945, Dr. and Mrs. Paul W. Quillian created the fund to be awarded to the senior student in homiletics presenting the best-written sermon.

William K. McElvaney Preaching Award

Established by Reverend and Mrs. William K. McElvaney, the award is given to the student who has presented the best-written sermon on a public issue, which includes a social crisis, a controversial issue or a chronic social problem.

The Faculty Award in Greek

A prize is awarded annually to the student who ranks highest in New Testament Greek scholarship.

Albert C. Outler Award

Established by Robert A. and Barbara Field West, in honor of Professor Outler, this award is given to the student contributing the most outstanding essay in theology during the academic year.

Dr. and Mrs. Glenn Flinn Award

The award was established by Dr. and Mrs. Glenn Flinn in 1959 to honor that member of the graduating class each year who, in the judgment of the faculty, best exemplifies the aims and aspirations of the school and the church for its ministry. The recipient will be one who gives promise of possessing, in unusual measure, the gifts and graces of the Christian minister. The student should possess well-rounded interests and be serious in the stewardship of talents and deeply committed to their calling.

Karis Stahl Fadely Memorial Fund

This award was established by the family and friends of Karis Stahl Fadely, alumna of Perkins, who died in Liberia in April 1978 while serving as a minister of the Gospel. The award is made to students who exhibited qualities that were exemplified by Karis Fadely: commitment to Jesus Christ and the mission of her or his church, ability in a

wide range of ministerial functions, a high sense of responsibility and good management of time. Preference is given to students who have served in international or intercultural internships.

Elsa Cook Award

The award was established in 1967 by students and friends to honor Elsa Cook when she retired from the Perkins staff. The recipient is chosen by the members of the senior class and is awarded each year at the annual spring banquet.

W.B.J. Martin Endowed Scholarship Fund

Established by the First Community Church of Dallas, this award is given each year in recognition of the outstanding student in the introductory preaching classes.

The Hoyt Hickman Award for Outstanding Liturgical Scholarship and Practice

Awarded by The Order of St. Luke, the award is given to the graduating student who has demonstrated quality scholarship in the study of liturgy and is an effective leader of Christian worship.

Roger Deschner Prize in Sacred Music Fund

Established by friends and family in memory of Roger Deschner, longtime professor of sacred music at Perkins, the prize is to be awarded to an M.S.M. student who, at the end of their first year of study, has excelled in academic work, musical ability and overall achievement in the Sacred Music program.

Robert Weatherford Prize for Internship Preaching Endowment Fund

Established to provide an award to a theology student for excellence in preaching during internship, the prize is given to a recipient chosen by the intern faculty of Perkins School of Theology and a representative from the preaching faculty.

Bert Affleck Award

The Bert Affleck Award is given to a student for creativity in ministry during internship.

Philip Schaff Prize in Church History

Established by Professor Emeritus of Church History Klaus Penzel, this annual award is given to benefit a student who has demonstrated excellence in the historical study of Christianity, while participating in courses in church history. It is named for the founder of the American Society of Church History.

Harry Hosier Spirit Award

The Harry Hosier Spirit Award, established by Perkins alumnus Reverend Dr. Henry Masters, is given to a graduating student who best exemplifies the spirit of Harry Hosier expressed in what is described as his "elocution of faith: I sing by faith, preach by faith, pray by faith, and do everything by faith."

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August

Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Perkins School of Theology Scholarships

Scholarships are available to students admitted to all master's degree programs. They are awarded based on the strengths demonstrated in the application: academic achievement, potential for leadership in vocational and lay ministry, and qualities that will enhance the Perkins coming and beyond. The application for admission serves as the scholarship application.

Perkins scholarship funds are applied to courses required of the stated master's degree program. Withdrawal from courses, or from the school, may initiate an adjustment to the student account. Please check dates for implications of such actions.

Perkins students receiving financial aid in the form of scholarships are expected to meet academic standards required to complete their degree programs.

If a student is placed on academic probation, they are also placed on scholarship probation. For further information regarding academic probation, refer to the Enrollment and Academic Records section of the catalog. During this probationary period, students will continue to receive scholarship. At the end of the probationary term, students who meet the academic standards and are no longer on academic probation, will be deemed in good standing and continue to receive scholarship.

If academic probation continues, then the student might be placed on scholarship suspension. When a student is placed on scholarship suspension, future scholarship may be reduced at least 50% or up to 100% of the original scholarship. Students on scholarship suspension will be able to regain their original scholarship status, by being removed from academic probation.

All applicants are expected to have a reasonable plan for meeting financial obligations for graduate study. Information about resources outside of Perkins is available online. Students are responsible for securing and completing applications for outside resources.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/ALEC/DASS. Additional information is found under Students with Disabilities in the Perkins Graduate Programs Policies and Procedures section of this catalog.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the part of students per week for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

A full-time load in the fall and spring terms is nine hours. For the summer term (all sessions in the summer term combined) a full-time load is six hours.

Normally, the maximum course load is 12 credit hours per term. With the permission of the Committee on Student Development or of the associate dean for academic affairs acting for the committee, a student with an average grade of *B*+ (3.500) or above may register for up to 15 credit hours. No student may register for more than 16 credit hours.

Cautionary Note: Federal financial aid agencies and some other agencies require a minimum number of hours of enrollment for full-time status and do not make exceptions for summer, internship, co-op or student-teaching enrollments. Students on financial aid should consult an adviser in the Financial Aid Office regarding minimum enrollment requirements for their situation. Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

Additional policies for transfer coursework are found in the Admissions section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

When students enter Perkins and into a specific degree program, they are assigned an academic adviser. Students should consult with their adviser, the director of academic services or the associate dean for academic affairs for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. The Perkins director of academic services monitors academic progress and maintains degree plans for all Perkins students. Students should schedule a conference with the Perkins director of academic services prior to their final year as a student to ensure that they are meeting all University and graduation requirements.

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollments. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Other Graduate Course Enrollment by Undergraduate Students

In addition to the Accelerated Pathway Programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level coursework that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. With permission of their academic advisor, undergraduate students with less than 90 credit hours may enroll in Greek and Hebrew language courses to fulfill the undergraduate language requirement. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Perkins Academic Calendar. 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* (Withdrew) through approximately midterm by using the my.SMU Student Homepage. The specific deadline is listed on the Perkins Academic Calendar.

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

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

International Students. Students must consult with the International Student & Scholar Services office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser and the financial aid coordinator at Perkins prior to dropping a course.

(See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student's enrollment status to become less than full time, the student's financial aid status may be affected. After the consultation, the student may drop a course through the my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid and the financial aid coordinator at Perkins.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Perkins Academic Calendar. A *drop* occurs when students remove one or more courses from their schedule and remain 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

Students who wish to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from their school's records office. The records office will then submit the form to the Office of the University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Perkins Academic Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, must consult with the Perkins director of academic services first and then must process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at www.smu.edu/EnrollmentServices/Registrar/FormsLibrary. Space must be available in the class. The following regulations are applicable:

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

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the

student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the associate dean to decide how to deal with the interruption in their studies.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through my.SMU Student Dashboard. Additional information is found under Grade Policies for Master's Programs in the Perkins Graduate Programs Policies and Procedures section of this catalog.

Grade Scale

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

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, W, X and Missing/Blank

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

The grade of *W* carries no grade value. Students desiring to withdraw from a course must make their intention known to the Perkins director of academic services before the last day for withdrawing as indicated in the Perkins Academic Calendar. Any request for an exception to this rule must be addressed, with supporting evidence, to the associate dean for academic affairs.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X's* prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

In-Progress Thesis Courses

Grades for thesis courses taken in a term prior to the term in which the final thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade of Incomplete

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

The grade of *I* is granted by the committee only on written request by the student and only on the rare occasion when the student has suffered a serious illness or has experienced some other untoward hardship that the committee judges to be adequate grounds. The student's written request must be submitted to the associate dean for academic affairs no later than the deadline specified in the school's official calendar for the submission of all written work.

The grade of *I* is normally changed to a final grade within 30 days. At the time a grade of I is given, the instructor must stipulate in writing the requirements and completion date that are to be met and the final grade that will be given if the requirements are not met by the completion date.

The maximum period of time allowed to clear the Incomplete is 30 days. If the Incomplete grade is not cleared by the date set by the associate dean for academic affairs or by the end of the 30-day deadline, the grade of *I* will be changed to a grade of *F*.

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

The grade of *I* in a course does not authorize a student to attend or enroll in the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline on the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *I* to the grade of *F*.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating your GPA see the GPA calculator on the SMU website.

Grade Changes

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

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

Grade Appeals

By University regulations, final authority in the determination of grades lies with the course instructor. With this understanding, a student may appeal a grade by following these procedures:

1. The normal procedure for grade appeals is to begin with the course instructor. The student should make an appeal in writing to the instructor indicating what it is that is being appealed and the rationale for that appeal. Evidence or information to support the appeal should be provided. The appeal must be initiated no later than the end of the following long term.
2. The instructor will review the appeal and provide the decision to the student in writing.
3. If the student is not satisfied with the outcome, the student may appeal in writing to the Associate Dean for Academic Affairs. This appeal should indicate the nature of the appeal, the rationale and all relevant documentation.
4. The associate dean will review the case individually with the student and the instructor, and, if desirable to both student and instructor, will hold a joint meeting with both parties. The associate dean may also ask the Committee on Student Development for a consultation on the matter. The goal is to be certain that both parties have a clear understanding of the issue and access to all relevant information.
5. Final authority in the determination of the grade rests with the instructor.

Satisfactory Progress Policies

Academic Probation

Academic probation is a serious warning that students are 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, students on academic probation may be subject to certain conditions during the period of probation and will be subject to academic dismissal if they do not clear academic probation. For academic probation periods and guidelines, students should see the Academic Probation sections below under the appropriate school of record.

Students who fail a course or whose cumulative or term grade average falls below a grade of C will be placed on academic probation. In this circumstance, students will receive written correspondence from the chair of the Committee on Student Development or the associate dean for academic affairs suggesting a plan of study designed to improve their academic performance. Such a plan of study may include, in addition to a reduced course load, a reduction in non-academic activities, special tutoring, remedial work in reading or writing, or such other provisions as may seem appropriate in each case.

Students on probation may be required to reduce their academic course load and may be required to take a noncredit reading/study skills course. Students who, while on probation, fail a course or fail to achieve a minimum GPA of C on their work in any given term shall be liable to dismissal from school. Likewise, students with a pattern of recurring probation shall be liable to dismissal. Students are automatically removed from probation upon successfully completing an academic term in which they do not fail any classes and when their cumulative or fall or spring term grade average is C or higher.

Academic Dismissal

Academic dismissal is final, with no possibility of reinstatement or readmission to the University. Academic dismissal is recorded on the student's permanent academic record.

Academic Petitions and Waivers

Petitions and/or requests for waivers concerning University requirements, graduation requirements and the evaluation of transfer work should be submitted to the associate dean's office or Perkins director of academic services.

Transfer Coursework

Policies for transfer coursework are found in this catalog in the Admissions section and under Transfer Courses From Other Institutions in the General Policies section.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through the my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August). In addition, students who complete their degree requirements during a Jan Term (January) will have their degrees conferred at the conclusion of the intersessions.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule to complete all degree requirements

during the following summer session may also participate in the University Commencement Convocation, although their degrees will not be conferred until August. Students may also participate in the afternoon ceremony at Highland Park United Methodist Church following the University commencement.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

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

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

Statute of Limitations for Degree Plans

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

Perkins Graduate Programs Policies and Procedures

The Academic Year

The academic year on the main campus is divided into fall and spring terms, plus a January interterm and a summer term. All course requirements for the M.Div., M.A.M., M.S.M., M.T.S. and Th.M. degrees may be satisfied during the regular academic year, including the January and summer terms. The Houston-Galveston Extension Program and the Hybrid M.Div. and M.A.M. programs are based on a three-term sequence of Fall, Spring, and Summer.

Course Loads

Students holding pastoral charges or other employment requiring 20 hours or more per week should consider carefully, with their academic advisers, the advantages and disadvantages of a reduced course load. A load of nine credit hours per term may be advisable in such circumstances. Students considering any further reduction in course load should keep in mind, among other things, the effects of such a reduction upon their overall curricular planning and the time limit established in each degree program for the completion of all degree requirements.

In considering course load, students should be guided by the principle that the number of hours of a student's time to be devoted to any course per week should be approximately four times the number of credit hours of credit assigned to the course. For example, a three-term-hour course should occupy about 12 hours of the student's time each week, counting the time spent in class. Assignments are made accordingly.

Coursework

Regular attendance is expected in all classes. In the event of unavoidable absences, students are responsible for securing from their colleagues any information about lectures or assignments missed, and, if their absence is unexcused, they assume the risk of missing quizzes or other graded in-class work. A student who anticipates an unavoidable extended absence from school should notify the associate dean for academic affairs, who will in turn notify the instructors involved. An excessive number of unexcused absences may result in a reduction in the student's grade or failure of the course, despite successful completion of all the assigned reading and written work. In no case will students be allowed credit for a seminar if they are absent for as much as 25 percent of the seminar sessions, even if the absences are excusable.

All course assignments are to be completed on time. Work submitted late may be accepted at the instructor's discretion, and the student may incur a penalty in grade. Students are advised to consult the instructor in advance if circumstances make it impossible to meet an assignment deadline.

The calendar calls for a designated reading and writing period at the end of each term, during which time formal classes will not be held. This period is an integral part of the term's work, and students are expected to use it for research, writing and study in connection with the term's courses.

Final examinations are held on the dates indicated in the calendar. An examination schedule is published toward the end of each term. According to University regulations, no student may take a final examination ahead of the scheduled date. If it is not possible for a student to take an examination at the regular time, a postponement may be granted by the Committee on Student Development, or by the associate dean for academic affairs acting for the committee, if the student submits to the associate dean a written request approved by the instructor.

Grade Requirements

A cumulative grade average of C (2.000) or above is required for graduation in the M.Div., M.A.M., M.T.S. and Th.M. programs, and a grade of B (3.000) is required for the M.S.M. program.

Students with course grades below 2.000 are in serious difficulty. Additional information is found in the Grade Policies section of this catalog.

Academic Responsibility

Each student at Perkins is expected to adhere to rigorous standards of academic honesty. Plagiarism and other acts of academic dishonesty are regarded as serious offenses and are treated accordingly. Students are advised to consult with their course instructors if they have any questions about expectations and procedures in this regard. Each student is required to adhere to the Honor Code as referenced in the Student Rights and Responsibilities statement. The faculty has adopted the following statement on academic responsibility for the general guidance of students in these matters:

Each course at Perkins School of Theology has different requirements. Sometimes the differences are merely those of quantity, e.g., the number or length of papers and exams. Other differences are more subtle, such as the acceptability of submitting the same piece of work to more than one course. Some instructors insist that work done in their course be original to that course. Other instructors, however, will permit relevant work done for another course, with appropriate modifications, to be submitted. It is the student's responsibility in pertinent cases to determine the preference of the instructors involved and to abide by it.

We in the Perkins community have become increasingly aware in recent years that there are many who do not understand what is meant by academic dishonesty and that there are others who understand but who have become lax in maintaining the necessary standards and disciplines. The following paragraphs are intended to set forth clearly this institution's understanding of academic honesty and to spell out in detail what is meant by plagiarism, to provide some relative resources and procedures for dealing with such issues.

What is academic dishonesty?

According to the Constitution of the SMU Honor Council, academic dishonesty includes (but is not limited to) the following:

1. **Academic Sabotage -** Intentionally taking any action which negatively affects the academic work of another student.
2. **Cheating -** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
3. **Fabrication -** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
4. **Facilitating Academic Dishonesty -** Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
5. **Plagiarism -** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

What is Plagiarism?
The general principles for all honest writing can be summarized briefly. Acknowledge indebtedness:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material – unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author. [The Constitution of the Honor Council of Southern Methodist University, last revision November 21, 2019, http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode.]

Resources
In addition to the required academic honesty online tutorial on Canvas, students are urged to consult the following resources for examples of plagiarism and suggestions for ways to avoid it:

- owl.english.purdue.edu/owl/resource/589/01/
- Charles Lipson, Doing Honest Work in College (Chicago: University of Chicago Press, 2008); http://press.uchicago.edu/books/lipson/honestcollege/index.html.

What happens if a student is involved in academic dishonesty?
The Faculty of Perkins School of Theology has established the following procedures for dealing with incidents of academic dishonesty. (Adopted by the Perkins faculty, February 28, 1986; revised May 5, 2008):

1. When an instructor determines that a student has committed an act of academic dishonesty on a course assignment (see "What is Academic Dishonesty"), the instructor will normally (a) assign a grade penalty for the offense and (b) notify the associate dean of the incident. The normal penalty for a first offense is a zero on the assignment, though in the case of a particularly flagrant offense a more severe penalty, up to failure in the course, can be assessed. A second offense can be grounds for dismissal.
2. The student involved can appeal the decision of the instructor to the associate dean of academic affairs. After consulting with the instructor, the associate dean of academic affairs may arrange a meeting with the student and the instructor to discuss the case. The student can appeal the decision reached through this review to the faculty, through its Committee on Student Development, which will establish a procedure for review appropriate to the nature of the incident. In any case, final authority in the determination of grades rests with the instructor.

Students with Disabilities

Students with disabilities, including learning disabilities, should know that their instructors at Perkins welcome being informed of the situation, particularly as it might bear upon a student's coursework. Upon request, and within reasonable limits, alternative arrangements may be worked out between instructor and student regarding examinations and other assignments, when that seems appropriate. A written statement from a health professional attesting to the disability is required. A student who wishes to pursue this possibility should notify the instructor(s) concerned well in advance. For further information and counsel, students should consult the associate dean for academic affairs and SMU's Office of Disability Accommodations and Success Strategies Office at 214-768-1470.

Special Courses

Perkins students may register for graduate-level courses in other schools of the University after consultation with the associate dean for academic affairs. M.Div. students may register for a total of nine credit hours and M.A.M. and M.T.S. students for six credit hours.

It is possible, in exceptional situations, to register for a directed study course. Ordinarily, no more than three directed study courses may be taken during a student's program of study. The student must have completed the required coursework in the pertinent field, the course must be on a subject not covered by regularly scheduled courses and the procedure for application must be completed by the end of the advance registration period in the term preceding that in which the directed study course is to be taken. Further information may be obtained from the Perkins registrar.

After matriculation at Perkins, a student may take one or more courses at another Association of Theological Schools member school and have the credit transferred to her or his Perkins degree program. However, these courses must be approved in advance by the Committee on Student Development or by the associate dean, acting for the committee. The total number of hours transferred to a Perkins degree program from courses taken before and after matriculation should not exceed the maximum allowed for students transferring from another institution. Additional information is found under Admission by Transfer in the Admission section of this catalog.

Exceptional Cases

The faculty has invested the Committee on Student Development with authority to act upon all requests for exceptions to these regulations and for any variation from regular academic procedures. All requests are to be addressed in writing to the committee and submitted to the associate dean for academic affairs.

Faculty and Staff

Office of the Dean

Hugo Magallanes, *Dean* ad interim *of Joe and Lois Perkins School of Theology, The Leighton K. Farrell Endowed Deanship*
Abraham Smith, *Associate Dean* ad interim *for Academic Affairs*

Perkins Administration

Tracy Anne Allred, *Assistant Dean of Student, Alum, and Community Engagement*
Herbert S. Coleman II*, Director of Retention and Student Success, Diversity Officer*
Anthony Elia, *J. S. Bridwell Foundation Endowed Director of the Bridwell Library*
Dallas Gingles, *Assistant Dean of Hybrid Education*
Roy Heller, *Director of the Graduate Program in Religious Studies*
Robert Hunt, *Director of Global Theological Education*
Andrew Keck, *Chief of Staff and Assistant Dean of Marketing and Communication* ad interim
Hugo Magallanes*, Director of CASA (Centro de Acompañamiento, Solidaridad y Adiestramiento) and the Perkins Regional Course of Study School*
Alyce McKenzie, *Director of the Center for Preaching Excellence*
John Martin, *Director of Development*
Bart Patton, *Assistant Dean for External Programs and Church Relations*
Brice Priestley*, Financial Officer*
Christina Rhodes**,** *Assistant Dean of Enrollment Management*
Marcell Silva Steuernagel, *Director of the Master of Sacred Music Program and Director of the Doctor of Pastoral Music Program*
TBA, *Registrar and Director of Academic Services*

Intern Faculty

April Bristow, D.Min., Houston Graduate School of Theology

Perkins Faculty

O. Wesley Allen, Ph.D., Emory University, *Lois Craddock Perkins Chair in Homiletics*
Christopher S. Anderson, Ph.D., Duke University, *Associate Professor of Sacred Music*
Frederick Aquino, *Ph.D., Southern Methodist University, Professor of Systematic Theology*
Karen Baker-Fletcher, Ph.D., Harvard University, *Professor of Systematic Theology*
Ted A. Campbell, Ph.D., *Southern Methodist University*, *Albert Cook Outler Chair in Wesley Studies*
Jaime Clark-Soles, Ph.D., Yale University, *Professor of New Testament*
Ruben L. F. Habito, Doctor of Letters Certificate, University of Tokyo, *Professor of World Religions and Spirituality*
Roy L. Heller, Ph.D., Yale University, *Professor of Old Testament*
Susanne Johnson, Ph.D., Princeton Theological Seminary, *Associate Professor of Christian Education*
James Kang Hoon Lee, Ph.D., University of Notre Dame, *Associate Professor of the History of Early Christianity*
John R. Levison, Ph.D., Duke University, *The William Joseph Ambrose Power Professor of Biblical Hebrew and Old Testament Interpretation*
Tamara E. Lewis, Ph.D., Vanderbilt University, *Assistant Professor of the History of Christianity*
D. Stephen Long, Ph.D*., Duke University, University Professor, Maguire Chair in Ethics*
Hugo Magallanes, Ph.D., Drew University, *Associate Professor of Christianity and Cultures*
Bruce D. Marshall, Ph.D., Yale University, *Lehman Chair of Christian Doctrine*
Alyce M. McKenzie, Ph.D., Princeton Theological Seminary, *Geo. W. and Nell Ayers LeVan Endowed Chair of Preaching and Worship*
Rebekah Miles, Ph.D., University of Chicago, *Susanna Wesley Centennial Chair in Practical Theology*
Emily Nelms Chastain, M.Div., Claremont School of Theology, *Instructor in the History of Christianity*
Harold J. Recinos, Ph.D., American University, *Professor of Church and Society*
Susanne Scholz, Ph.D., Union Theological Seminary, *Professor of Old Testament*
Marcell Silva Steuernagel, Ph.D., Baylor University, *Assistant Professor of Church Music*

Abraham Smith, Ph.D., Vanderbilt University, *Professor of New Testament*
Mark W. Stamm, Th.D., Boston University, *Professor of Christian Worship*
Jeanne Stevenson-Moessner, Th.D., University of Basel, *Professor of Pastoral Care*
Theodore D. Walker, Jr., Ph.D., University of Notre Dame, *Associate Professor of Ethics and Society*
Sze-kar Wan, Th.D., Harvard University, *Professor of New Testament*

Perkins Emeritus Faculty

William S. Babcock, Ph.D., Yale University, *Professor Emeritus of Church History*
Jouette M. Bassler, Ph.D., Yale University, *Professor Emeritus of New Testament*
Victor Paul Furnish, Ph.D., Yale University, *University Distinguished Professor Emeritus of New Testament*
Kenneth W. Hart, D.M.A., University of Cincinnati, *Professor Emeritus of Sacred Music*
C. Michael Hawn, D.M.A., *Southern Baptist Theological Seminary, University Distinguished Professor Emeritus of Church Music*
Craig C. Hill, D.Phil. University of Oxford, *Professor Emeritus of New Testament*
John C. Holbert, Ph.D., *Southern Methodist University, Professor Emeritus of Homiletics*
Leroy T. Howe, Ph.D., Yale University, *Professor Emeritus of Pastoral Theology*
James E. Kirby, Ph.D., Drew University, *Professor Emeritus of Church History*
William B. Lawrence, Ph.D*., Drew University, Professor Emeritus of American Church History*
Richard D. Nelson, Ph.D., Union Theological Seminary, *Professor Emeritus of Biblical Hebrew and Old Testament Interpretation*
Schubert M. Ogden, Ph.D., University of Chicago, *Professor Emeritus of Theology*
Evelyn L. Parker, Ph.D., Northwestern University, *Professor Emeritus of Practical Theology*
Klaus Penzel, Th.D., Union Theological Seminary, *Professor Emeritus of Church History*
Edward W. Poitras, Ph.D., Drew University, *Professor Emeritus of World Christianity*
W. J. A. Power, Ph.D., University of Toronto, *Professor Emeritus of Biblical Hebrew and Old Testament Interpretation*
Marjorie Procter-Smith, Ph.D., University of Notre Dame, *Professor Emeritus of Preaching and Worship*
James M. Ward, Ph.D., Columbia University, *Professor Emeritus of Old Testament*
Charles M. Wood, Ph.D., Yale University, *Professor Emeritus of Christian Doctrine*

Simmons School of Education and Human Development

Academic Calendar

https://www.smu.edu/-/media/site/enrollmentservices/registrar/calendars/official-university-calendar-2024-25-updated.pdf

General Information

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community enrichment and service centers that focus on teacher training, school leadership, higher education, counseling, applied physiology and health management, sport management, sport performance leadership, graduate liberal studies and dispute resolution. The mission of the school is to integrate the theory, research and practice of education and human development; to promote academic rigor and interdisciplinary study; to prepare students for initial certification and professional practice; to advance knowledge through research; and to nurture collaboration across the academic community.

The school offers three doctoral degrees, nine master's degrees, and a number of graduate professional-preparation programs. Undergraduate programs include baccalaureate degrees in educational studies, applied physiology, sport management, and sport performance leadership--as well as minors in these same areas. Its academic departments include Teaching and Learning, Applied Physiology and Sport Management, Education Policy and Leadership, Counseling, and Human-Centered Interdisciplinary Studies.

The school is housed in Annette C. Simmons Hall and Harold C. Simmons Hall, which are among many LEED-certified buildings on the SMU campus. Key features include an integrated physiology laboratory; an applied physiology laboratory equipped with a data acquisition system, an environmental research chamber, and teaching pods; and the Center for Virtual Reality Learning Innovation that supports both research and teaching through the design and use of virtual reality, augmented reality, and mixed reality simulations and resources, including virtual avatars.

In an annual awards ceremony, the Simmons School recognizes its students, faculty and staff members who are regarded as leaders among their peers. Awards are given to students who have excelled academically, demonstrated uncommon leadership or engaged in community service in unique and meaningful ways. Faculty and staff members who have distinguished themselves through research pursuits, teaching activities, or professional accomplishments are honored. Additionally, University alumni who have made significant contributions of their time and resources to the school during the year are recognized.

The **Department of Teaching and Learning** represents SMU's commitment to the professional development of educators through innovative, research-based undergraduate and graduate programs that are grounded in behaviorist, cognitive, social-constructivist and sociocultural perspectives and approaches to scholarship. All Teaching and Learning programs prepare educators who are scholars and leaders, experts in high-quality differentiated instruction, and able to translate research into practice. The department's undergraduate and post-baccalaureate curricula prepare students for initial teacher certification. Master's programs provide a solid foundation in research and theory and encompass areas such as technology-enhanced learning, STEM, early and late literacy, the learning sciences, education diagnostics, special education, learning therapy, bilingual education, ESL, urban education, and mathematics. A variety of enrichment opportunities serve the continuing education needs of practicing educators, and certification preparation programs are available in the areas of reading and learning therapy. Department faculty engage in high-quality research that combines quantitative and qualitative methodologies, contributes to scholarship, and influences pedagogical practices in early childhood through grade-12 schools. The Teacher Development Studio trains students to become effective teachers through the use of computer avatars that simulate K-12 classroom environments.

The **Department of Applied Physiology and Sport Management** offers undergraduate and graduate degrees. The undergraduate baccalaureate degrees include a B.S. in applied physiology and health management, a B.S. in sport management, and a B.S. in sport performance leadership. Graduate programs include an M.S. in sport management and an M.S. in health promotion management, both of which are offered in collaboration with SMU's Cox School of Business, and a Ph.D. in education with an emphasis in applied physiology. Students in the undergraduate and graduate programs have access to the department's three laboratories. The Applied Physiology Laboratory is a teaching and research laboratory that utilizes experiential learning and comprises three complete and functional exercise physiology laboratories (teaching pods), a biochemistry lab, in-ground force plates, and a temperature- and humidity-controlled environmental chamber. The Integrative Physiology Laboratory engages in research that measures cardiovascular, neural, and thermoregulatory function in human health and disease.

The **Department of Education Policy and Leadership** is dedicated to the preparation and continued development of education policy and administrative leaders; the promotion of research, development, and analysis; and the translation of research into policy and practice at the local, state, national and international levels. Coursework and systematic applications of knowledge ensure that education leaders are able to implement and sustain effective organizational practices. In service to this mission, the department offers an M.Ed. in higher education leadership, an M.Ed. in accelerated PK-12 school leadership, an M.Ed. in urban school leadership, an Ed.D. in higher education, an Ed.D. in pre-K through grade-12 educational leadership, and a principal certification program.

The **Department of Counseling** offers the M.S. in counseling, which includes specialties in Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling—all of which prepare students for professional licensure and certification. Concentrations are available in addiction counseling, child and adolescent counseling, art and science of trauma counseling, and LGBTQ+ affirmative therapy. Additionally, the counseling program operates the SMU Center for Family Counseling, which serves as a hands-on training clinic for graduate students and provides low-cost counseling services to the surrounding communities.

The **Department of Human-Centered and Interdisciplinary Studies** offers several interdisciplinary, skills-based master's, doctoral, and certificate programs, including the Doctor of Liberal Studies, Master of Liberal Studies, Master of Arts in Dispute Resolution, Graduate Certificate in Dispute Resolution, Executive Leadership Coaching, Certificate of Advanced Graduate Liberal Studies, and Healthcare Collaboration and Conflict Engagement Certificate--all of which broaden students' perspectives, insights, and understandings of the world. At the heart of the department's curricular offerings is the belief that people can continue to grow intellectually, personally, and professionally throughout their lives.

The Simmons School's research-intensive **Doctor of Philosophy (Ph.D.)** program prepares graduates to work in academic areas; to perform research; and to make significant contributions to research, policy, and practice in their fields of interest. Research concentrations include education, applied physiology, and education policy and leadership.

Admission and Degree Requirements

Admission and degree requirements differ among the Simmons School's various graduate degree programs. Students should refer to the individual program sections in this catalog for details.

Transfer Policy

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

Institutes and Centers

Center on Research and Evaluation

www.smu.edu/CORE
Annie Wright, **Executive Director**

CORE's mission is to improve the well-being of children, adults and families through the creation and dissemination of knowledge and evaluations of programs designed to enhance positive outcomes for individuals and communities. This interaction between knowledge creation and the work of organizations and individuals is essential to the efforts of organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes that evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society. The center supports Simmons' faculty in its research efforts and conducts third-party evaluations for clients such as nonprofits and schools and for internal SMU entities. CORE provides undergraduate and graduate students with real-world opportunities to participate in research and evaluation.

Research in Mathematics Education

www.smu.edu/RME
Leanne Ketterlin Geller, **Director**

RME conducts and disseminates high quality, evidence-based research to improve students' mathematics and STEM performance in Texas and across the country. Formed in 2011 under the direction of Dr. Leanne Ketterlin Geller, RME is committed to engaging in research and outreach that will make a significant and lasting difference at the student, classroom, school, district, state and national levels. RME's mission is to cultivate positive change by educating and empowering teachers and administrators through the provision of evidence-based practices and systems to support mathematics and, more broadly, STEM achievement through academic growth and development of all students. Key focal areas include

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

Through participation in research activities and conferences, engagement with professional development courses, dissemination of materials through the RME website, and collaborations with other organizations and publications, RME has reached tens of thousands of educators since 2011.

The Budd Center: Involving Communities in Education

www.smu.edu/CCE
Toni Harrison-Kelly, **Executive Director**

The mission of The Budd Center is to equip schools and nonprofits with the tools and information necessary to work collaboratively on projects that address the extraordinary social, emotional and educational needs of children living in poverty. The Budd Center uses the following strategies to accomplish its mission:

- Develops processes to drive collaboration between school systems, nonprofits and SMU.
- Works with nonprofits in Professional Learning Communities to create curricula and targeted intervention plans based on individualized student information.
- Connects SMU faculty and students to enriching teaching and learning experiences.

Center for Family Counseling

www.smu.edu/FamilyCounseling
Tara Godhwani, **Clinic Director**

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

College Access

www.smu.edu/College Access
LaChelle Cunningham, **Executive Director**

Since 1966, SMU College Access has assisted low-income students, potential first-generation college students, and underrepresented students prepare for college success. College Access programs include Upward Bound, Upward Bound Math Science, Talent Search, McNair Scholars, and College Knowledge.

Institute for Leadership Impact

www.smu.edu/ILI
Eric Bing, **Executive Director**

The Institute for Leadership Impact helps emerging and established leaders in education, health, and social enterprise develop the skills necessary to lead organizations and solve real-world problems. The Institute was founded in 2016 with the mission of increasing access to practical leadership-development opportunities specifically designed for leaders who seek to create social impact in education, public health, social services, and related systems. The Institute focuses on helping individuals, teams, and organizations maximize their leadership abilities through a variety of in-person, online, and hybrid learning formats.

The Center for VR Learning Innovation

www.smu.edu/Simmons/Research/Center-for-Virtual-Reality-Learning-Innovation
Anthony Cuevas, **Director**

The Center for Virtual Reality (VR) Learning Innovation is dedicated to the advancement of interdisciplinary research and innovation in augmented reality (AR), virtual reality (VR), and game-based learning (GBL) for education, health, and human development applications. The Center focuses on educational interactions in immersive augmented and virtual reality environments using commercially available technologies and supports digital learning for Simmons research and online/hybrid courses.

Academic Programs

Applied Physiology and Sport Management

www.smu.edu/apsm
Associate Professor Willis Jones, **Department Chair** *ad interim*

Professors: Eric Bing
Associate Professor: Scott L. Davis
Clinical Assistant Professors: Kristie Abt, Sarah Brown, Peter Carton, Jr., Sydney Hammit, Brooke Ryan
Lecturers: Laura Robinson-Doyle, Bradley Warren
Visiting Lecturers: Michael Kuban, Kenneth Troupe

Department Information

The Department of Applied Physiology and Sport Management offers both undergraduate and graduate programs. Its undergraduate programs include three majors and three minors in applied physiology and sport management. Its graduate programs include a Master of Science in Health Promotion Management and a Master of Science in Sport Management. In addition, the School's Ph.D. in education program includes an option with a focus in applied physiology. The undergraduate and graduate programs have access to the department's two laboratories, which include the Applied Physiology Laboratory (research/teaching space equipped with an environmental chamber, force plates, and teaching pods); and the Integrated Physiology Laboratory (specializes in the study of autonomic function in health and disease with a focus on individuals living with multiple sclerosis).

Doctor of Philosophy in Education. The Simmons Ph.D. in education is a school-wide degree that allows doctoral students to focus their studies in select areas, including applied physiology. For more information on this degree, students should see the description of the Ph.D. program at www.smu.edu/EducationPhD or in this catalog.

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

Offered jointly by the Simmons School of Education and Human Development and the Cox School of Business, the Master of Science in Health Promotion Management (M.S.H.P.M.) degree provides a multidisciplinary, evidence-based program for those seeking leadership positions within the field of Health Promotion. The curriculum provides a highly focused theoretical and pragmatic understanding of the health management industry--including population health, behavior theory and program development--and the business and technological acumen required of health management professionals.

The program is led by Simmons School academic leaders in health and behavior theory, corporate wellness professionals with extensive experience in the health management industry, and distinguished faculty from the Cox School. It is a 2-year, 38-credit-hour program with evening classes located in the heart of Dallas, a city with outstanding and burgeoning health management marketplace opportunities.

The capstone course is a 180-hour internship at a health management department or company, chosen by the student based on his/her aspiring area of interest. Prospective students include graduates of business, exercise physiology, kinesiology, community health and wellness, and biology programs as well as professionals working in the health management or business industries seeking to enhance their skill sets.

Curriculum and Term Sequencing

Due to the hybrid nature of the M.S.H.P.M. program and the inclusion of both Cox School courses and Simmons School courses, the coursework is offered in two formats. Courses offered by the Simmons School are traditional 3-credit-hour courses scheduled once per week for the 16-week term. Courses offered by the Cox School are 2-credit-hour courses scheduled once per week for seven weeks. Module A courses are offered in the first 7 weeks of a term, and Module B courses are offered in the second 7 weeks of a term. Most semesters include both formats.

Students are admitted to the program during the fall term only. Students complete a combination of Simmons and Cox courses each semester. The course sequence requires that students enroll in 9-10 credit hours per semester. A student must be enrolled in a minimum of 9 credit hours to have full-time academic status.

Note: Course sequencing for fall and spring modules is subject to change.

Admission Requirements

The admissions process is highly selective and follows the admissions standards of the Cox M.S. in management program. The admissions committee is seeking a diverse group of candidates with the following attributes:

- Significant professional and life experiences
- Strong academic capabilities and leadership potential; interpersonal and communication skills
- Personal qualities such as maturity, integrity, self-confidence, and motivation

Preferred candidates typically have full-time work experience and a strong undergraduate record. The program is continuing its test-optional admissions policy for Fall 2023 applicants. Applicants may choose whether or not to submit a GMAT or GRE score as a part of their application. Submission of a TOEFL or IELTS test score is required of all international applicants.

Application deadlines are in the spring, and students are admitted to the program during the fall term only. Applicants are required to submit the following items for admission consideration:

1. A completed application form (https://gradadmission.smu.edu/apply)
2. A cover letter and résumé
3. An essay
4. Official transcripts from all colleges and universities attended
5. It is recommended that students submit supporting recommendation letters from current or former supervisors or academic instructors
6. A TOEFEL/IELTS score report for international students
7. *Optional*: Official GRE or GMAT score report

Contact Information:
Master of Science in Health Promotion Management
PO Box 750382
Dallas, TX 75275-0382
www.smu.edu/MSHPM
214-768-2776
mshpm@smu.edu

Requirements for the Degree

Year 1 - Fall Term

- HPM 6301 - Health Promotion in the Workplace
- HPM 6302 - Epidemiology and Current Issues in Health
- ACCT 6201 - Financial Accounting I (Module A, Cox School)
- MNO 6201 - Organizational Behavior: Managing and Leading People (Module B, Cox School)

Year 1 - Spring Term

- HPM 6303 - Behavior Theory in Health Promotion
- HPM 6321 - Health Promotion Programming and Evaluation I
- MNO 6212 - The Management Consulting Process (Module A, Cox School)
- FINA 6201 - Managerial Finance (Module B, Cox School)

Year 2 - Fall Term

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

Year 2 - Spring Term

- HPM 6332 - The U.S. Healthcare System
- HPM 6430 - Internship
- MNO 6218 - Global Leadership in a Complex World

Total: 38 Credit Hours

Note: Course sequencing is dependent upon the Cox graduate school schedule. Cox courses may be re-sequenced per availability.

Sport Management, M.S.S.M.

SMU's M.S. in sport management (M.S.S.M.) degree is designed for the individual who has a passion for the business of sport and aspires to hold a senior management position in the billion-dollar sports industry. Developed collaboratively by the Cox School of Business and the Simmons School of Education and Human Development, the full-time, one-year M.S.S.M. program is led and taught by professionals with extensive experience in a variety of sport segments, including professional leagues and teams, sport law, media and broadcasting, marketing and sponsorship, facilities, and ticket sales and service. The primary student audience includes business graduates, graduates of sport management programs and professionals working in the world of sport.

The program's unique features address the needs of working professionals:

- Students enter as part of a cohort in the fall term of an academic year.
- All classes are taught in the evening on Monday – Thursday and sometimes on Fridays and Saturdays.
- Students are trained in evidence-based practices associated with sport management.
- The curriculum includes 16 sequenced courses and one internship that are taught in four seven-week modules over a 12-month period that begins in the fall and concludes with a summer-long internship.
    - Five of the courses are part of the top-ranking Cox School of Business' M.B.A. curriculum.
    - Eleven of the courses are taught through the Simmons School of Education and Human Development.
    - The 200-hour summer internship serves as a capstone to the program.

Curriculum and Term Sequencing

Because the M.S.S.M. program has an abbreviated academic term (seven weeks rather than the traditional 16 weeks) and because several of the program's classes are offered through the Cox School of Business, the credit-hour load requirements for the M.S.S.M. program are different from those of other Simmons School programs.

The M.S.S.M. program has two seven-week modules in each of the fall and spring terms, and two credit hours are earned by 24 classroom contact hours in each seven-week module. Each classroom contact hour generally requires a minimum of two to three hours of advance preparation time on the part of the student. The M.S.S.M. course sequence requires that students enroll in 16 credit hours in the fall term (comprising two modules) and 17 credit hours in the spring term (two modules); a student must be enrolled in at least 9 credit hours in a spring or fall term to have full-time academic status. M.S.S.M. students are allowed to transfer up to four credit hours (equivalent to 2 two-credit M.S.S.M. courses) from other institutions provided (1) the institutions are accredited by AACSB International, (2) course grades are B- or better, (3) the courses were completed within the three years prior to matriculation to Simmons, and (4) the courses were not credited toward a previous degree.

A maximum of 44 credits may be applied toward the academic requirements of the degree. Additional courses are limited to two Cox electives and one Simmons elective.

Note: Course sequencing for fall and spring modules is subject to change.

Admission Requirements

Students are admitted to the M.S.S.M. program during the fall term only and, subject to exceptions, the spring term. The highly selective process follows the admission standards of the Cox School of Business M.S.M. program. The M.S.S.M. admissions committee seeks a diverse group of candidates demonstrating the following attributes:

- Significant professional and life experiences, particularly in the sports or allied-sports industries.
- Strong academic capabilities, leadership potential, and interpersonal and communication skills.
- Personal qualities such as maturity, integrity, self-confidence and motivation.
- A strong commitment to learning and achievement.

Preferred applicants typically have extensive sport management internship experiences, full-time work experience and a strong undergraduate record. The program is continuing its test-optional admissions policy for Fall 2024 applicants. Applicants are required to submit the following items for admission consideration:

1. Completed application form (www.smu.edu/MSSportManagement) and fee.
2. Résumé.
3. Essay (prompted on application)
4. Official transcripts from all colleges and universities attended.
5. Two letters of recommendation.
6. A TOEFEL/IELTS score report for international students.
7. Video statement.
8. *Optional*: An official GMAT or GRE score report

Although the Simmons School and the Cox School are not obligated to accept any transfer credit, in certain cases coursework may be transferred when entering the program, thereby reducing the number of credit hours that must be taken at SMU for the M.S.S.M. degree. Up to four credits in coursework can be considered for transfer provided the coursework aligns with equivalent M.S.S.M. courses, such that 2 hours of transfer credit come from a sport management course and 2 hours of transfer credit come from a business course. For complete details, students should contact the M.S.S.M. office.

Contact Information:
Master of Science in Sport Management
PO Box 750382
Dallas, TX 75275-0382
www.smu.edu/SportManagement
214-768-2776
smusportmanagement@smu.edu

Requirements for the Degree

Note: Course sequencing for fall and spring modules is subject to change.

Fall Module A

- ACCT 6201 - Financial Accounting I
- MAST 6478 - Data Analytics *(delivered over both Fall Module A and Fall Module B)*
- SPRT 6223 - Sports Sponsorship
- SPRT 6420 - Core Practicum (MSSM) *(delivered over both Fall Module A and Fall Module B)*

Module Total: 8 Credit Hours

Fall Module B

- MAST 6478 - Data Analytics *(continued from Fall Module A)*
- SPRT 6221 - Sports Law
- SPRT 6226 - Research Design in Sport Management
- SPRT 6420 - Core Practicum (MSSM) *(continued from Fall Module A)*

Module Total: 8 Credit Hours

Spring Module A

- MNGT 6103 - Business Presentation Techniques
- MNO 6201 - Organizational Behavior: Managing and Leading People
- SPRT 6224 - Case Studies in Sports Sponsorship

- SPRT 6225 - Advanced Sport Communication
- SPRT 6227 - Sports Facility Management

Module Total: 9 Credit Hours

Spring Module B

- FINA 6201 - Managerial Finance
- SPRT 6220 - Sport Organizational Design
- SPRT 6222 - Case Studies in Sports Law
- SPRT 6228 - Ethics in Sport

Module Total: 8 Credit Hours

Summer

- SPRT 6430 - Master of Science in Sport Management Internship

Summer Total: 4 Credit Hours
Total: 37 Credit Hours

Applied Physiology and Sport Management Courses

APSM 7103 - Doctoral Research Seminar
Credits: 1
Students acquire feedback and input to improve their original research. Students acquire experience presenting, explaining, and defending research findings. Students gain exposure to research projects in progress within and beyond their own areas. Prerequisite: Enrollment in the PhD program.

APSM 7104 - Research Hours and Dissertation Hours
Credits: 1
Original research hours.

APSM 7204 - Research Hours and Dissertation Hours
Credits: 2
Original research hours.

APSM 7301 - Biomechanics Research Tutorial
Credits: 3
This doctoral level, seminar-style course introduces the practice of research in biomechanics, beginning with the scientific method as practiced in modern experimental biology and basic knowledge in musculoskeletal biology. Most individual classes involve students reading and critiquing original papers in the field of biomechanics to understand 1) how knowledge is acquired through experimentation and 2) how the body of working knowledge in biomechanics has been brought about by the practice of the scientific method. An emphasis is placed on the integration of knowledge across levels of biological organization and the wide array of experimental techniques that has contributed to knowledge in the field.

APSM 7302 - Physiology Research Tutorial
Credits: 3
This doctoral-level, seminar-style course introduces the practice of research in physiology, beginning with hypothesis testing as practiced in modern experimental physiology and basic knowledge in systems physiology of the cardiorespiratory, nervous, and musculoskeletal systems. Most individual classes involve students reading and critiquing original papers in the field of physiology to understand 1) how knowledge is acquired through experimentation and 2) how the body of working knowledge in physiology has been brought about by the practice of the scientific method. An emphasis is placed on the integration of knowledge across levels of physiological organization and the wide array of experimental techniques that has contributed to knowledge in the field.

APSM 7304 - Research Hours and Dissertation Hours
Credits: 3
Original research hours.

APSM 7404 - Research Hours and Dissertation Hours
Credits: 4
Original research hours.

APSM 7504 - Research Hours and Dissertation Hours
Credits: 5
Original research hours.

APSM 7604 - Research Hours and Dissertation Hours
Credits: 6
Original research hours.

APSM 7704 - Research Hours and Dissertation Hours
Credits: 7
Original research hours.

APSM 7804 - Research Hours and Dissertation Hours
Credits: 8
Original research hours.

APSM 7904 - Research Hours and Dissertation Hours
Credits: 9
Original research hours.

Health Promotion Management Courses

HPM 6301 - Health Promotion in the Workplace
Credits: 3
An introduction to corporate and community health promotion though an examination of the impact of wellbeing and health management on organizational culture. Explores the larger scale implications of successful workplace programs and provides an understanding of how evidence-based programs can positively impact business and reduce healthcare costs.

HPM 6302 - Epidemiology and Current Issues in Health
Credits: 3
Examines the patterns, causes, and effects of health and disease in defined populations. Course topics include evidence-based practice for identifying risk factors for disease and targets for preventative healthcare.

HPM 6303 - Behavior Theory in Health Promotion
Credits: 3
A comprehensive study of health behavior theories that are the foundation of health promotion programs. Introduces the practical application of theory and approaches to health promotion research and practice that are essential to understanding the relationship between human behavior and health.

HPM 6310 - Research Methods and Biostatistics
Credits: 3
Provides an understanding of basic research methods, quantitative research design, and statistical analysis used in health promotion program design. Focuses on the development of the scientific method, data analysis and interpretation, and graphic representation of data.

HPM 6321 - Health Promotion Programming and Evaluation I
Credits: 3
Teaches the skills required to plan, design and implement health management programs in a corporate environment. Course topics include needs assessment, goal and objective formulation, instructional methods and materials, program implementation, and evaluation. Introduces current technological methods used to assess and implement health promotion programs. Provides the skills necessary to establish program models based on the culture and needs of the environment. Prerequisite: HPM 6301.

HPM 6322 - Health Promotion Programming and Evaluation II
Credits: 3
Provides the tools and skills needed to effectively assess and evaluate programs and interventions that assist individuals and groups in maintaining and improving their health. Topics include engagement metrics, satisfaction metrics, health behavior change, biometric health and clinical impacts, population-level health risk reduction, productivity impacts, health care cost impacts, and return on investment. Prerequisites: HPM 6301, HPM 6321.

HPM 6331 - Communication in Business and Health
Credits: 3
Explores the importance of a people-centered and participatory approach to health communication interventions. Introduces students to corporate language and effective communication techniques. Examines key social determinants of health such as: health equity, new media and technology platforms, strategic partnerships, policy communication and public advocacy, cultural competence, and health literacy.

HPM 6332 - The U.S. Healthcare System
Credits: 3
Examines the structure, financing, and operation of the American healthcare system, specifically covering the impact of health management programs on the cost of providing healthcare to employees in small, medium, and large companies.

HPM 6430 - Internship
Credits: 4
Students apply what they've learned through an internship experience at an agency or institution involved in the planning and/or evaluation of a health promotion program.

Sport Management Courses

SPRT 6049 - Graduate Full-Time Status
Credits: 0
Allows graduate students full-time status without credit.

SPRT 6220 - Sport Organizational Design
Credits: 2
Covers sport organizational design alternatives and their relationships to corporate objectives, with a focus on theoretical models of organization and their efficacy in meeting the needs of modern sport organizations. Examines contemporary issues and their impact on organizations.

SPRT 6221 - Sports Law
Credits: 2
Enables students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport industry and affect the work-setting of sport organizations. Covers sports law issues in professional and amateur sports, including tort and contract law, Title IX, drug testing, NCAA compliance, and the role of amateurism and agents.

SPRT 6222 - Case Studies in Sports Law
Credits: 2
Addresses the often unique manner in which substantive law applies to the business of sports, with a focus on case law such as antitrust law, constitutional law, contract law, intellectual property law, Title IX, and tort law.

SPRT 6223 - Sports Sponsorship
Credits: 2
Students gain an understanding of sports sponsorship, sponsor prospecting, sponsor needs, and the financial implications of sponsorship decisions. Includes an overview of various sports marketing strategies used in meeting the needs of consumers and the ways sport is used in the marketing of sport-related products.

SPRT 6224 - Case Studies in Sports Sponsorship
Credits: 2
Covers the process and rationale of corporate sponsorship, sponsor needs, and the financial implications of sponsorship decisions. Evaluates the use of various sponsorship techniques that allow corporations to most effectively utilize sponsorship as part of their integrated marketing and communications strategy.

SPRT 6225 - Advanced Sport Communication
Credits: 2
Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations. Students apply public relations and sport communication theory in a community-based project where they serve as public relations consultants.

SPRT 6226 - Research Design in Sport Management
Credits: 2
Concepts and skills needed to effectively read and apply research in sport management to real-world problems.

SPRT 6227 - Sports Facility Management
Credits: 2
Concepts of sports facility planning, organizational development, and operations management. Provides an advanced overview and dissemination of the sport facility management industry. Topics include strategic planning, budgeting, staff management, marketing, revenue development, and operations.

SPRT 6228 - Ethics in Sport
Credits: 2
Recognition and insightful resolution of ethical dilemmas confronting modern sport organizations.

SPRT 6420 - Core Practicum (MSSM)
Credits: 4
Students gain the knowledge and tools necessary to enter the highly competitive sports industry. They explore the various segments within the sport and allied-sport industries and learn how to identify a career focus, determine options, build and leverage a professional network, develop a job search plan, and manage their own careers. Students assess their skills, competencies, and interests; learn how to research internships and jobs; choose careers appropriate for their skills, competencies, and interests; and market themselves to prospective employers. Students participate in experiential learning activities. Students are required to provide their own transportation to and from off-campus site visits and/or events. Prerequisite: Restricted to students enrolled in the M.S. in Sport Management (MSSM) program.

SPRT 6430 - Master of Science in Sport Management Internship
Credits: 4
This 200-hour internship provides an experiential learning opportunity in the sports industry and the ability to apply concepts learned in the classroom to real-world settings.

SPRT 6435 - Master of Science in Sport Management Internship
Credits: 4.5
Provides experiential learning for students in the sports industry.

Counseling

www.smu.edu/mastercounseling
Clinical Associate Professor Greta Davis, **Department Chair**

Clinical Professors: Thomas Hartsell, Edita Ruzgyte, Brandy Schumann, Misty Solt
Clinical Associate Professors: Greta Davis, LaKaavia Taylor
Clinical Assistant Professors: Cindy Anderton, Mario De La Garza, Tara Godhwani, Farnoosh Nouri, Terra Wagner, Denise Walker

Department Information

The Department of Counseling prepares students for the counseling profession, which involves the application of the developmental and social sciences in assisting children, adolescents and adults with psychological growth and social adjustment problems. Counselors work in schools, community agencies, churches, hospitals, industry and private practice. The SMU M.S. in counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The counseling program provides the elements necessary for certification, licensure, and actual counseling practice. Students acquire knowledge in the disciplines that underlie counseling, including education, psychology, human development, sociology, learning and social change. They develop the necessary skills in counseling 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, as is the completion of a year-long Practicum and Internship experience.

Contact Information:
Department of Counseling
6116 N. Central Expressway, Suite 300
Dallas, TX 75206
214-768-5678
www.smu.edu/mastercounseling

Study Abroad

The Counseling program intermittently offers courses at off-site locations such as Australia, Disney Cruises, and SMU's campus in Taos, New Mexico.

Client Services: Center for Family Counseling

www.smu.edu/FamilyCounseling
Tara Godhwani, **Clinic Director**

The Center for Family Counseling offers a variety of counseling services to individuals (adults, adolescents and children), groups, couples, and families struggling with personal, social, or career-related issues, which in turn provide SMU graduate counseling students with meaningful training experiences via supervised therapeutic interactions. Some of the general issues that counseling can address include (but are not limited to) grief and loss, depression, anxiety, attention deficit disorder/attention deficit hyperactivity disorder, self-concept, relationships, stress, trauma, parent education and career counseling. The clinic offers counseling services that are tailored to the developmental needs of clients, such as play therapy for children ages 2–8 and activity therapy for children ages 9–12. The clinic also has a satellite clinic housed within the Frisco Independent School District, which offers counseling services to students in the school system and to their parents.

Contact Information:
SMU Center for Family Counseling
6116 N. Central Expressway, Suite 410
Dallas, TX 75206
214-768-6789
www.smu.edu/FamilyCounseling

SMU Center for Family Counseling at Frisco ISD
6928 Maple Street
Frisco, TX 75033
214-579-3810
www.smu.edu/FamilyCounseling

Counseling, M.S. CNS

Mario De La Garza, Program **Director**

The Master of Science in Counseling program prepares students for the counseling profession, which involves the application of the developmental and social sciences in assisting children and adults with psychological growth, relationship concerns, and social adjustment problems.

Students acquire knowledge in the disciplines that underlie counseling, including education, psychology, human development, learning and social change. They develop clinical skills in counseling and assessment and become familiar with the legal, ethical and clinical considerations confronting practitioners. Repeated practice and role-play with feedback and strategic modification are critical to mastery of the skills and are, consequently, an essential part of the program.

The Counseling program offers three accredited specialty areas of study including Clinical Mental Health; Marriage, Couple and Family; and School Counseling. In addition, students may pursue elective concentrations in Addiction, Child and Adolescent Counseling, LGBTQ+ Affirmative Therapy and the Art and Science of Trauma Treatment.

A successful graduate can pursue state licensure as a Licensed Professional Counselor (LPC), a Licensed Marriage and Family Therapist (LMFT), and/or a Licensed Chemical Dependency Counselor (LCDC), as well as obtain the Certified School Counselor (CSC) credential, depending on the designated specialization and electives. Students who have completed the requisite coursework and clinical experience requirements may also pursue credentialing as Registered Play Therapists.

Admission Requirements

These are the admission requirements for the counseling program:

1. A completed online application.
2. A baccalaureate degree from an accredited institution of higher education.
3. Official transcripts from all institutions of higher education previously attended.
4. Three letters of recommendation.
5. A two-page, double-spaced essay on why the applicant wants to study counseling and their career aspirations. Applicants are to include experiences that have shaped the development of their identity and informed their choice to pursue professional counseling as a career.
6. An acceptable GRE graduate school entry exam score for an undergraduate GPA lower than 3.000 (on a 4.000 scale). Acceptable GRE scores must meet the following minimum requirements: 156 - Verbal; 146 - Math and 3.5 in Writing.
7. Resume.
8. Applicant must also pay a non-refundable application fee.
9. If English is not the student's native language or if the student attended school outside the US, scores from the Test of English as a Foreign Language (TOEFL) must be submitted via the online application. The minimum acceptable section scores are: Listening (26), Reading (26), Writing (24), and Speaking (24).

Applications are reviewed administratively and by faculty. Qualifying applicants who score the highest on the admissions requirements will be invited for a group interview and must submit a background check upon acceptance to the program.

Requirements for the Degree

The Master of Science degree in counseling requires completion of 63 credit hours that includes a common core curriculum of 54 credit hours for all three specialties.

Common Core Curriculum

- HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives
- HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families
- HDCN 6303 - Group Counseling
- HDCN 6304 - Counseling Diverse Communities
- HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families
- HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment
- HDCN 6318 - Ethics I and Professional Orientation
- HDCN 6319 - Ethics II and Mental Health
- HDCN 6320 - Life Span Human Development: Individual and Family
- HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
- HDCN 6330 - Psychopathology: Adult
- HDCN 6331 - Psychopathology: Child and Adolescent
- HDCN 6340 - Assessment of Individuals, Couples, and Families
- HDCN 6349 - Research Design and Statistics
- HDCN 6352 - Psychology of Addictions
- HDCN 6395 - Supervised Clinical Practicum
- HDCN 6398 - Internship I
- HDCN 6399 - Internship II

Total: 54 Credit Hours

Clinical Mental Health Specialty

The Clinical Mental Health Specialty fulfills the educational requirements for licensure as a Licensed Professional Counselor (LPC) in the state of Texas. Students must take three elective courses. Elective courses may be taken according to student interest, or may be taken to concentrate in particular areas. Students should be aware that some courses that count as electives may be required to work with certain populations in the Center for Family Counseling.

Choose 3 courses from the following:

- HDCN 6311 - Couples Therapy: Theories and Treatment
- HDCN 6314 - Sexual Counseling and Therapy
- HDCN 6317 - Affirmative Theories and Practices in Couple and Family Counseling
- HDCN 6323 - Pre-Adolescent and Adolescent Counseling: Play Therapy
- HDCN 6325 - Therapeutic Parenting: Family Play and Child/Adolescent Parent Relationship Therapy
- HDCN 6326 - Advanced Sexuality/Counseling Therapy
- HDCN 6328 - Family Violence
- HDCN 6338 - The Science of Interpersonal Neurobiology and Trauma Counseling
- HDCN 6343 - Child Counseling: Play Therapy
- HDCN 6344 - The Art of Trauma Treatment: Expressive, Somatic, and Experiential Methods
- HDCN 6353 - Treatment of Addictions: Counseling Methods and Psychopharmacology
- HDCN 6355 - Affirmative Therapy with LGBTQ+ Individuals: Advocacy Across the Lifespan
- HDCN 6356 - Affirmative Therapy with Transgender and GN-C Clients
- HDCN 6382 - Psychology of Conflict (with departmental permission)
- HDCN 6383 - Negotiation and Dispute Resolution (with departmental permission)
- HDCN 6384 - Mediation and Dispute Resolution (with departmental permission)

Total: 9 Credit Hours

Marriage, Couple and Family Specialty

The Marriage, Couple and Family (MCF) Specialty fulfills the educational requirements for licensure as a Licensed Professional Counselor (LPC) and a Licensed Marriage and Family Therapist (LMFT) in the state of Texas. In

addition to the common core curriculum, students pursuing the Marriage, Couple and Family Specialty must complete the following courses for a total of 63 credit hours:

- HDCN 6311 - Couples Therapy: Theories and Treatment
- HDCN 6317 - Affirmative Theories and Practices in Couple and Family Counseling

- HDCN 6314 - Sexual Counseling and Therapy
  or
- HDCN 6326 - Advanced Sexuality/Counseling Therapy

Total: 9 Credit Hours

School Counseling Specialty

The School Counseling Specialty prepares students to pursue certification as an elementary or secondary Certified School Counselor (CSC) and fulfills the educational requirements for licensure as a Licensed Professional Counselor (LPC) in the state of Texas. Students considering this specialty must have teaching experience prior to starting the program. In addition to the common core curriculum, students following the School Counseling Specialty must complete the following for a total of 63 credit hours:

- HDCN 6308 - Counseling: Elementary School
  or
- HDCN 6309 - Counseling: Secondary School

- HDCN 6342 - Cognitive, Career, and Educational Assessment
- One 3-credit elective counseling (HDCN) course

Total: 9 Credit Hours

Total: 63 Credit Hours

Counseling Courses

HDCN 6049 - Graduate Full-Time Status
Credits: 0
Restricted to master's in counseling students only.

HDCN 6301 - Counseling Theories: Individual and Systemic Perspectives
Credits: 3
An advanced study of the major theories in the field of counseling and an exploration of the historical perspectives and philosophies upon which they are based. Restricted to master's in counseling students only.

HDCN 6302 - Basic Clinical Methods for Individuals, Couples, and Families
Credits: 3
Examines the major methods and techniques used in counseling, with a focus on applicability to different client needs in a variety of settings. Assesses the relationship between specific theories and their counseling applications. Restricted to master's in counseling students only.

HDCN 6303 - Group Counseling
Credits: 3
Explores various group modalities, including group guidance, task-groups, group counseling, and group psychotherapy. Various theoretical approaches to group counseling are reviewed. Emphasis is on how to effectively start, lead, terminate, and evaluate a therapy group process. Students develop an understanding of the skills requisite to group membership and leadership. Students examine their approach to group counseling, exploring the dynamics of relationships unique to a group setting. As a result, group skill development opportunities, observation experiences, and mandatory laboratory group experience occur each week. Examines a variety of different groups, including children, adolescents, adults, and the elderly, in diverse settings. Evaluation is based on several factors

including strengths and deficits in intrapersonal and interpersonal group counseling skills as demonstrated via role-plays, class exercises, examination, and/or written assignments. Prerequisite: HDCN 6302. Restricted to master's in counseling students only.

HDCN 6304 - Counseling Diverse Communities
Credits: 3
Students become familiar with culturally competent, socially just counseling practices through an examination of contexts including culture, class, race/ethnicity, gender, sexual orientation, religion, ability, and differing life styles. Restricted to master's in counseling students only.

HDCN 6305 - Advanced Clinical Methods for Individuals, Couples, and Families
Credits: 3
Focuses on polishing the skills learned in HDCN 6302 and on amplifying the techniques applicable to different client needs in a variety of settings. Prerequisites: HDCN 6301, HDCN 6302, HDCN 6303, HDCN 6316, and HDCN 6318. Restricted to master's in counseling students only.

HDCN 6308 - Counseling: Elementary School
Credits: 3
Focuses on planning, organizing, implementing, and evaluating an elementary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the elementary school counseling track. Restricted to master's in counseling students only.

HDCN 6309 - Counseling: Secondary School
Credits: 3
Focuses on planning, organizing, implementing, and evaluating the secondary developmental guidance program in accordance with the Texas model, applicable state law, and the American School Counselor Association model. Required for the secondary school counseling track. Restricted to master's in counseling students only.

HDCN 6311 - Couples Therapy: Theories and Treatment
Credits: 3
Addresses the principles and techniques of effective therapy with couples, primarily utilizing the approach of John Gottman. Explores various other models, with a focus on applicability to different client needs in a variety of settings. Restricted to master's in counseling students only.

HDCN 6314 - Sexual Counseling and Therapy
Credits: 3
A study of sexual issues, positive sexual functioning, sexual problems, and sexual disorders that confront the counselor or therapist, with a focus on sexual experiences as a part of life experiences. Also, the development of the skills and tools necessary to strengthen within a therapeutic setting a client's positive relational and sexual functioning. Restricted to master's in counseling students only.

HDCN 6316 - Family Therapy I: Intergenerational Models and Treatment
Credits: 3
Provides a theoretical and clinical foundation that employs systemic, relational, and contextual perspectives for counseling individuals, couples, families, and other groups. Examines foundational models of family therapy (FT), the history and development of family therapy models, and the application of these models to clinical situations. Emphasizes traditional FT models that focus on family of origin functioning and intergenerational dynamics. Promotes recognition of the family as an emotional unit, understanding of the individual client within the context of his or her family of origin, and strategies for applying this knowledge in a clinical setting. Restricted to master's in counseling students only.

HDCN 6317 - Affirmative Theories and Practices in Couple and Family Counseling
Credits: 3
Explores the theoretical and clinical foundations for counseling with individuals, couples, families, and other

systems from the perspective of affirmative, social-justice oriented systemic models. Emphasis is placed on clinical applications with traditionally marginalized populations, with specific focus on LGBTQ+ couples and families as well as other intersectional contexts. The dynamics of power as they affect clients inside and outside the therapy room are explored in detail. Students become familiar with the influences of social constructionist and postmodern philosophies, as well as the historical development of contemporary theories and the application of these theories to clinical situations. Prerequisite: HDCN 6316. Restricted to master's in counseling students only.

HDCN 6318 - Ethics I and Professional Orientation
Credits: 3
Presents fundamental ethical principles and their application to legal and related professional issues in the field of counseling. Reviews ethical rules, standards of conduct, and the law. Examines ethical cannons and guidelines promulgated by the American Counseling Association, American Association for Marriage and Family Therapy, American School Counselor Association, Texas Ethics Commission, Texas State Board of Examiners of Professional Counselors, Texas State Board of Examiners of Marriage and Family Therapists, Texas State Chemical Dependency Counselors Program, and Texas State Board of Education. Restricted to master's in counseling students only.

HDCN 6319 - Ethics II and Mental Health
Credits: 3
Prepares students for Texas state licensure or certification and practice consistent with federal and Texas rules and laws. Designed to meet the content requirements for the second ethics class required for licensure by the Texas State Board of Examiners of Professional Counselors. Prerequisite: HDCN 6318. Restricted to master's in counseling students only.

HDCN 6320 - Life Span Human Development: Individual and Family
Credits: 3
Examines physical, cognitive, communicative and linguistic, and social and emotional development processes through the life span. Topics are addressed within the context of the major theories of development, with a focus on chronological and developmental age and cultural and socioeconomic diversity. Students learn appropriate developmental practices useful in employing interventions across the life span. Restricted to master's in counseling students only.

HDCN 6321 - Lifestyle and Career Development: Individual and Systemic Perspectives
Credits: 3
The major theories of vocational choice, career decision-making, and lifestyle development are examined with sources of occupational and educational information and career decision-making processes. Restricted to master's in counseling students only.

HDCN 6323 - Pre-Adolescent and Adolescent Counseling: Play Therapy
Credits: 3
Theoretical and practical approaches specifically for adolescents are presented. Restricted to master's in counseling students only.

HDCN 6325 - Therapeutic Parenting: Family Play and Child/Adolescent Parent Relationship Therapy
Credits: 3
Focuses on child, adolescent, and parent relationship development using play and activities. Students learn (1) the clinical and relationship-development benefits of play therapy in counseling families, particularly those with children and teenagers; (2) how to recognize different family dynamics that emerge in play and activity therapy; (3) culturally based therapeutic skills that engage and empower parents as agents of change for their children. Various parenting approaches are explored, with heavy emphasis on Landreth's 10-week filial/play therapy modality, otherwise called Child Parent Relationship Therapy (CPRT). This course has a $20 clinic usage fee. Restricted to master's in counseling students only.

HDCN 6326 - Advanced Sexuality/Counseling Therapy
Credits: 3
Explores the theoretical, clinical, and interpersonal skills required of therapists and the importance of a counselor's sexual health-informed identity. Examines the six fundamental principles of sexual health with a focus on physiology, psychology, sociology of sexual health, and sexual trauma. Examines the cultural influences that inform clients' understandings of their sexual attitudes, values, and behaviors. Reviews the language and terms of sexual health and provides opportunities for students to apply this knowledge in classroom activities. Clinical experiential role plays followed by group processing are included in every class session. Restricted to master's in counseling students only.

HDCN 6328 - Family Violence
Credits: 3
Explores family violence with an emphasis on spouse abuse and child abuse. Analysis of each area of family violence focuses on the epidemiology of the problem, characteristics of afflicted families, etiological theories, and treatment approaches. *This class may be taken by individuals who do or do not have knowledge about family abuse. The class will not constitute a counseling session for those personally familiar with abuse. However, due to the sensitive nature of family violence, assignments and classroom activities or discussions may be disturbing for those who have experienced domestic abuse or know someone who has. Restricted to master's in counseling students only.

HDCN 6330 - Psychopathology: Adult
Credits: 3
Examines the principles of understanding dysfunction in human behavior, with an emphasis on the criteria of psychiatric diagnosis using the current "Diagnostic and Statistical Manual of Mental Disorders" and empirical theories of psychopathology. Restricted to master's in counseling students only.

HDCN 6331 - Psychopathology: Child and Adolescent
Credits: 3
Abnormal behavior in children and adolescents is examined. Restricted to master's in counseling students only.

HDCN 6338 - The Science of Interpersonal Neurobiology and Trauma Counseling
Credits: 3
Covers concepts in interpersonal neurobiology and trauma, including research, culture, well-being, and treatment options. Examines the nature and role of trauma in impacting mental health, as well as treatment interventions, through a cross-cultural perspective. Focuses on essential neurobiological and mind-body processes, including sleep, hydration, nutrition, exercise, attachments, relationships, habits, mindfulness, stress, and neuroteratogens. Restricted to master's in counseling students only.

HDCN 6340 - Assessment of Individuals, Couples, and Families
Credits: 3
A comprehensive overview of the essentials of assessment principles, concepts, ethics, standards, statistical concepts, instruments, and systemic appraisal of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics using both formal and informal approaches frequently used by counselors. Prerequisite: HDCN 6349. Restricted to master's in counseling students only.

HDCN 6342 - Cognitive, Career, and Educational Assessment
Credits: 3
Career, intelligence, and academic assessment for school-age population (K-12) presented for application in school settings. Prerequisite: HDCN 6340. Restricted to master's in counseling students only.

HDCN 6343 - Child Counseling: Play Therapy
Credits: 3
Designed to promote self-exploration and self-understanding and to help students 1) learn the clinical importance of relating to and working with children through play, 2) understand the major theories of play therapy, 3) develop an

awareness of the child's world as viewed by the child, 4) increase their understanding of children and their behavior, 5) engender their facility in working with caregivers of child clients, and 6) develop an effective philosophy of and approach to play therapy. Restricted to master's in counseling students only.

HDCN 6344 - The Art of Trauma Treatment: Expressive, Somatic, and Experiential Methods
Credits: 3
Students engage in expressive arts and experiential methods focused on the treatment of psychological trauma. Specifically, students learn to identify individual and relational effects of psychological trauma on diverse populations as well as the neurological processes involved in psychological trauma and its treatment. In addition, students examine expressive arts therapies through a neurobiological lens and apply a variety of expressive and experiential therapy practices/interventions for the treatment of trauma with children, adults, individuals, couples, families, and groups in mental health settings. Students do not need to have an arts background or particular artistic aptitude to succeed in this course. Restricted to master's in counseling students only.

HDCN 6347 - Mindfulness-Based Expressive Art Therapy
Credits: 3
Examines expressive arts therapies that cultivate mindfulness and the ways mindfulness benefits mental health and well-being, with a particular focus on evidence-based therapies and the neurobiological mechanisms of such approaches. Restricted to master's in counseling students only.

HDCN 6348 - Embodied Expressive Therapies
Credits: 3
Investigates expressive therapies that highlight the mind-body connection through body awareness, movement and/or dance, drama, physiological processes, and physical action. Instruction emphasizes evidence-based methods and neurobiological research supporting these practices. Restricted to master's in counseling students only.

HDCN 6349 - Research Design and Statistics
Credits: 3
Examines the methods and types of research design and statistics commonly used in human development, education, and counseling research, with an emphasis on the process, ethics, and steps required to conduct and read research critically. Restricted to master's in counseling students only.

HDCN 6352 - Psychology of Addictions
Credits: 3
Covers the origins and trends of addictive behavior, including addiction to substances, gambling, the Internet, and relationships. Explores the origins of addictions, treatment options, and barriers to treatment. Also, addiction comorbidity with mental health issues and addictive patterns in minority and culturally diverse communities. Restricted to master's in counseling students only.

HDCN 6353 - Treatment of Addictions: Counseling Methods and Psychopharmacology
Credits: 3
Focuses on the treatment of substance use disorders, process addictions, and comorbidity. Treatment considerations address both counseling methods and psychopharmacology. Examines pharmacological, psychological, and sociological treatments; reviews psychotropic medications relevant to substance use disorders, process addictions, and common comorbid disorders; and identifies the continuum of care and counseling and pharmacological treatment approaches utilized in the field. Assessment, case management, documentation, and legal concerns regarding substance use disorders are also addressed. Restricted to master's in counseling students only.

HDCN 6355 - Affirmative Therapy with LGBTQ+ Individuals: Advocacy Across the Lifespan
Credits: 3
Introduces a culturally competent framework to facilitate understanding of theories, legislation, and practice that inform work with LGBTQ+ individuals. Topics include intersectionality and sexual/affectional minority identity formation; gender identity; internalized homoprejudice; transference and countertransference issues; religion and spirituality; the harmful effects of reparative therapy; physical and mental health issues; the socio-political history

and current climate; HIV/AIDS; substance abuse issues; and barriers to affirmative and effective services. Students learn strategies to become effective change agents, leaders, and advocates with the populations they serve and their local, national, and global communities. Restricted to master's in counseling students only.

HDCN 6356 - Affirmative Therapy with Transgender and GN-C Clients
Credits: 3
Provides the knowledge and skills to work with gender non-conforming and transgender clients within community agencies, political and policy-making settings, college/university settings, healthcare systems, and prison systems. Issues such as homelessness, substance abuse, violence, victimization, and other social service and healthcare disparities are examined as inequities that social change agents can address in order to improve community affirmation and responsiveness to this population. Restricted to master's in counseling students only.

HDCN 6370 - Crisis Intervention
Credits: 3
Examines crisis intervention for individuals, couples, families, and groups through an in-depth analysis of diverse client experiences such as population trends, lifestyle changes, individual and/or family challenges, barriers to services, and unique needs. Also, intervention for specific topics such as court-ordered services, homelessness, domestic violence, child abuse, sexual assault, bullying, self-harming behaviors, suicidal and homicidal ideation and/or intention, and school shootings. Counselors learn clinical skills in professional responsibility and plan of action such as reporting abuse or no-harm contract usage, as well as practical resource inventories for clients in crisis. All strategies are centered on best practices and evidence-based practices, including the empirically founded solution-focused approach. Restricted to master's in counseling students only.

HDCN 6372 - Gender Issues
Credits: 3
Feminist theory taught within the historical context of society and culture, individuals, couples, and family counseling. Restricted to master's in counseling students only.

HDCN 6382 - Psychology of Conflict
Credits: 3
The focus of this course is on the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome. Restricted to master's in counseling students only.

HDCN 6383 - Negotiation and Dispute Resolution
Credits: 3
Introduces contemporary theories of negotiation. Students develop practical skills through simulated exercises. Restricted to master's in counseling students only.

HDCN 6384 - Mediation and Dispute Resolution
Credits: 3
Examines mediation in which a neutral third party facilitates in solving disputes through lectures, role-playing, and videotape to meet the state of Texas requirement for mediators. Restricted to master's in counseling students only.

HDCN 6386 - Family Law
Credits: 3
The Texas family code and other legal issues pertaining to family relations are presented. Restricted to master's in counseling students only.

HDCN 6387 - Domestic Relations
Credits: 3
Presents mediation techniques for divorcing couples. Restricted to master's in counseling students only.

HDCN 6391 - Selected Topics: Counseling
Credits: 3
Varied counseling topics taught for application with specific populations. Restricted to master's in counseling students only.

HDCN 6392 - Selected Topics: Marriage and Family
Credits: 3
Various topics in marriage and family therapy are selected for advanced study. Restricted to master's in counseling students only.

HDCN 6393 - Selected Topics: School Counseling
Credits: 3
Various topics in school psychology are selected for advanced study. Restricted to master's in counseling students only.

HDCN 6395 - Supervised Clinical Practicum
Credits: 3
Builds the counselor's knowledge and skills in an applied clinic setting while under the direct supervision of a fully licensed SMU instructor. Counselors gain experience with actual clients, develop the ability to handle a variety of clinical issues and responsibilities, evaluate practice, observe others in a constructive manner, develop a healthy embracing and mastery of ethical practice, and begin to establish professional relationships with fellow practicum students, clients, supervisors, and other professionals in the field. Prerequisites: 42 credit hours; permission of a cooperating professor and the chair of the department. Restricted to master's in counseling students only.

HDCN 6398 - Internship I
Credits: 3
Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT, LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. Prerequisite: HDCN 6395. Restricted to master's in counseling students only.

HDCN 6399 - Internship II
Credits: 3
Refines counseling skills in real-world settings under close supervision. Qualified supervisors at the student-selected internship site provide direct supervision. Types of direct and indirect service hours vary according to LPC, LMFT, LCDC, and school counseling requirements and populations served at the internship site. The curriculum is focused on group supervision and professional development. Prerequisite: HDCN 6398. Restricted to master's in counseling students only.

Education, Ph.D.

www.smu.edu/EducationPhD

The Simmons School's research-intensive Ph.D. in education prepares graduates to work in academic areas; to perform research; and to make significant contributions to research, policy and practice in their fields of interest. The program offers the following:

- Apprenticeships with top scholars across fields of study in education and human development.
- Career mentoring in professional publishing, teaching, presenting and grant writing.
- Courses of study emphasizing strong training in research methodology, with options to tailor courses and experiences to align with individual research interests.
- Opportunities for professional enhancement and experiences collaborating across disciplines and on community-, school- and agency-based projects (Center on Research Evaluation, Budd Center: Involving Communities in Education, Research in Mathematics Education, Bush Institute and Institute for Evidence-Based Education).

Contact Information:
Doctor of Philosophy in Education
PO Box 750455
Dallas TX 75725-0455
214-768-1715
www.smu.edu/EducationPhD

Curriculum

Ph.D. students must complete a minimum of 60 credit hours during a three-year full-time program prior to the dissertation year. The program is a model in which students complete a core set of courses as a cohort and a unique set of electives and research experiences. The core curriculum includes the following courses:

- EDU 7119 - Synthesis and Integration of Knowledge and Skills in Education
- EDU 7302 - Quantitative Research Methods I
- EDU 7305 - Introduction to Qualitative Research in Education
- EDU 7306 - Historical and Social Foundations of Education
- EDU 7307 - Foundations of Teaching and Learning
- EDU 7311 - Quantitative Statistics for Education Research (with lab)
- EDU 7312 - Intermediate Quantitative Statistics in Education (with lab)
- EDU 7313 - Advanced Measurement and Assessment I
- EDU 7314 - Advanced Multivariate Statistics
- EDU 7318 - Program Evaluation
- EDU 7321 - Quantitative Research Methods II

Admission

Applications submitted by December 1 receive priority review; applications received after December 1 are reviewed on a rolling basis until admission decisions are made. The Ph.D. program is designed to augment an existing master's degree or equivalent preparation. Applications must be submitted via "gradadmission.smu.edu/apply" and should include the following:

1. Official undergraduate and graduate transcripts.
2. A statement of professional purpose.
3. An academic writing sample.
4. Three letters of recommendation.
5. CV or resume.

Degree Requirements

Students must enroll in a minimum of nine credit hours of coursework per term and be full-time residents in the Dallas area for the first three academic years of the program. In addition to completing coursework, students

apprentice on research projects for 20 hours each week during the academic calendar year, for which they typically receive fellowship pay, benefits and waived tuition. Degree requirements include the following milestones:

- A total of 60 credit hours of coursework (up to six credit hours can be transferred).
- Qualifying exams (literature synthesis and research design).
- Major area paper.
- Professional competencies (conference presentation, publication, teaching in higher education).
- Dissertation with an oral defense.

At the discretion of the adviser and doctoral committee, the Education Specialist degree is offered as an alternative to the Ph.D. to students who are unable to complete the doctorate. In order to qualify for the Ed.S., a student must: (a) complete 60 term hours, (b) pass qualifying exams, (c) write an acceptable major area paper, and (d) submit an acceptable professional competencies portfolio.

Education Policy and Leadership

www.smu.edu/EPL
Professor Akihito Kamata, **Department Chair** *ad interim*

Professors: Leanne Ketterlin Geller, Michael Harris, Akihito Kamata
Associate Professors: Sondra Barringer, Xiaodon Hu, Willis Jones, Alexandra Pavlakis, Meredith Richards
Assistant Professor: Sandra Frost Waldron
Clinical Professor: Watt Lesley Black, Jr.
Clinical Associate Professors: Roxanne Burleson, Nick Gesualdi
Clinical Assistant Professor: Ashley Stone
Visiting Clinical Assistant Professor: Allison Kanny

Department Information

The Department of Education Policy and Leadership cultivates and supports leaders and researchers who seek to improve educational outcomes and the cultures of learning in schools, colleges and educational systems through leadership development, scholarship and service.

Coursework and systematic applications of knowledge ensure that the education leaders of tomorrow acquire the expertise necessary to develop and support effective teachers and other education service providers; to select and implement effective curricula and instructional programs; and to identify, implement and sustain organizational practices that reinforce high levels of student learning and achievement. In service to this mission, the department offers Ed.D. and M.Ed. programs in the areas of higher education and pre-K to grade-12 leadership. The department is also dedicated to the preparation and continued education of education policy leaders and to this end 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.

Doctor of Philosophy in Education. The Ph.D. in education is a school-wide degree. For more information on this degree, students should refer to the description of the Simmons School Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Contact Information:
Department of Education Policy and Leadership
Southern Methodist University
PO Box 750114
Dallas TX 75275-0114
Phone: 214-768-3354
Fax: 214-768-4313
Email: edleader@smu.edu

Educational Leadership, Ed.D.

Includes Preparation for Superintendent Certification

The Ed.D. in educational leadership (pre-K to grade 12) is designed to prepare mid-career professionals for a variety of leadership roles in school districts, independent schools, charter management organizations, public agencies and nonprofit organizations. Students engage with program faculty members and their cohort in all course content, which includes the individual development and execution of a problem-based dissertation. Program activities benefit the students in their roles as system-level leaders or policy professionals, as well as the organizations they serve. The program is designed to allow individuals to continue working as they complete this three-year doctoral program.

Program Structure. The Ed.D. curriculum is delivered in a three-year executive-style format in which students meet in 10 weekend sessions each year and in summer intensive sessions. The schedule is designed for midcareer professionals to further their education while continuing to work full-time. Students remain together in a cohort as they progress through the program. Some online assignments are given between weekend sessions. Five cross-cutting themes infuse courses and other learning opportunities:

- Academic leadership.
- Strategic and organizational leadership.

- Policy and political leadership.
- Evidence-based leadership.
- Personal and ethical leadership.

In an applied dissertation that serves as a capstone experience, students demonstrate leadership competencies by engaging in a multifaceted inquiry project based on a problem of practice.

Requirements for the Major

Completion of 60 hours including 12 hours of core classes and 48 hours of content courses as prescribed by the program faculty. Content courses are listed below but may change as appropriate.

Core Courses

- EPL 7351 - Quantitative Inquiry
- EPL 7352 - Qualitative Inquiry
- EPL 7358 - Ethical and Moral Leadership
- EPL 7359 - Leading Organizations

Total: 12 Credit Hours

Content Courses

- EPL 7350 - Methods of Systematic Inquiry
- EPL 7354 - Pre-K to 16 Comparative International Policy
- EPL 7360 - Strategic Management of Change
- EPL 7361 - Academic Leadership 1: Research on Teaching and Learning
- EPL 7362 - Academic Leadership 2: Improving Student and Adult Learning at Scale
- EPL 7363 - Policymaking and Politics in Education
- EPL 7364 - Contemporary Education Policy
- EPL 7365 - Legal and Ethical Issues in Education
- EPL 7366 - Education Budgeting and Finance
- EPL 7368 - Strategic Talent Management
- EPL 7369 - Leadership for Family-School-Community Engagement
- EPL 7395 - Leading for Equity and Diversity
- EPL 7355 - Applied Dissertation

Applied Dissertation Courses

- EPL 7355 - Applied Dissertation
- EPL 7357 - Literature Review

Internship and Practicum Courses

- EPL 7371 - Superintendent Internship (for students who are pursuing superintendent certification). Must take twice.
  or
- EPL 7372 - Leadership Practicum (for students who are not pursuing superintendent certification). Must take twice.

Total: 48 Credit Hours

Degree Total: 60 Credit Hours

Admission Requirements

- Complete and submit the online application: Complete and submit the online application: https://gradadmission.smu.edu/apply/.
- Possess a master's or post-baccalaureate degree before you begin the program.

- Official undergraduate and graduate transcripts with a GPA of 3.000 or higher preferred for all degrees.
    a. Electronic transcripts should be sent directly by the institution to: gradappmaterials@smu.edu
    b. Paper transcripts should be sent directly by the institution to:

        Graduate Application Processing
        PO Box 518
        Dallas, TX 75275-0518

- Applicants with a degree from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum scores for admission speaking 24, listening/reading 22, and writing 21.
- Three Essays. Your response for each part should be no longer than two pages in length (double-spaced, 12-point font, one-inch margins).
- Three letters of recommendation. Letters should be from individuals who can speak to the candidate's academic and professional skills and potential. One letter should be from a direct supervisor in the candidate's organization; the supervisor will also be asked to indicate agreement for the student to miss work in order to attend classes (for time on Fridays and summer terms).
- A resume/curriculum vita.

Promising applicants may be invited to engage in an interview and additional selection processes.

If applying for the Superintendent certificate, please provide the following as well:

- A letter of agreement from the superintendent or other system-level administrator indicating that the school district will provide internship activities and a district mentor for the candidate
- A copy of a Principal certificate or the equivalent issued by the TEA, another state or country.

Higher Education, Ed.D.

The Ed.D. in Higher Education prepares midcareer professionals from a variety of postsecondary institutions and settings to perform at a higher level. These include public and private institutions; community colleges; and state, regional and national governance systems and organizations. Students engage with program faculty and their cohort in all course content, which includes the individual development and execution of a problem-based dissertation. Program activities benefit the students in their roles as postsecondary leaders and the organizations they serve.

Degree Requirements

The Ed.D. curriculum is delivered in a three-year executive-style format in which students meet in 10 weekend sessions each year and in summer intensive sessions. The schedule is designed for midcareer professionals to further their education while continuing to work full-time. Students become part of a student cohort when admitted and remain in the cohort as they progress through the program. Six cross-cutting themes infuse courses and other learning opportunities:

- Organization and governance
- Policy and finance
- Student affairs
- Research methods
- Applied dissertation
- Foundational topics

In an applied dissertation that serves as a capstone experience, students demonstrate research and leadership competencies by engaging in a multifaceted inquiry project based on a problem of practice.

Requirements for the Degree

Completion of 60 hours including 9 hours of core classes and 51 hours of content courses as prescribed by the program faculty. Current content courses listed below and may change as appropriate.

Core Courses

- EPL 7350 - Methods of Systematic Inquiry
- EPL 7351 - Quantitative Inquiry
- EPL 7352 - Qualitative Inquiry

Total: 9 Credit Hours

Content Courses

- EPL 7353 - Topics in Advanced Inquiry
- EPL 7354 - Pre-K to 16 Comparative International Policy
- EPL 7380 - History of Higher Education
- EPL 7381 - Academic Leadership in Higher Education
- EPL 7382 - Contemporary Issues in Higher Education
- EPL 7383 - Financial Strategy and Management in Higher Education
- EPL 7384 - Legal Issues in Higher Education
- EPL 7385 - The College Student
- EPL 7386 - Leading Student Affairs
- EPL 7387 - Leading Diverse Campuses and Systems of Postsecondary Education
- EPL 7388 - Leading Organizational Change in Higher Education
- EPL 7390 - Public Policy in Higher Education
- EPL 7391 - Public Policy Analysis in Higher Education
- EPL 7393 - Organizational Theory in Higher Education
- EPL 7394 - The American Community College

Total: 45 Credit Hours

Applied Dissertation Courses

- EPL 7355 - Applied Dissertation (taken twice)

Total: 6 Credit Hours

Degree Total: 60 Credit Hours

Admission Requirements

1. Possess a master's or post-baccalaureate degree before you begin the program.
2. Complete and submit the online application: https://gradadmission.smu.edu/apply/.
3. Official undergraduate and graduate transcripts with a GPA of 3.000 or higher.
    a. Electronic transcripts should be sent directly by the institution to: gradappmaterials@smu.edu
    b. Paper transcripts should be sent directly by the institution to:
        Graduate Application Processing
        PO Box 518
        Dallas, TX 75275-0518

4. TOEFL English language proficiency test scores for students whose native language is not English.
5. Personal Statement. Candidates should prepare a statement of purpose, which should be between 750-1,000 words. This statement should address the factors that encouraged the candidate to seek a degree with the SMU Higher Education Program. Candidates should address their background, personal and professional experiences that prepared them for the study of higher education, what strengths they bring to the program, and their professional goals after the completion of the Ed.D.
6. Submit an academic writing sample that demonstrates analytic and written communication abilities. This writing sample can be 1) a 3-5 page paper that addresses specific issues in higher education of interest to the candidate and how they wish to explore that issue further in the SMU Ed.D, or 2) a prior paper or policy report where the candidate is the primary author, which can be from previous coursework.
7. Three letters of recommendation. Letters should be from individuals who can speak to the candidate's academic and professional skills and potential.
8. A resume/curriculum vita.

Applicants may be invited to interview with faculty members.

Education Leadership, M.Ed., (EC-Grade 12 Accelerated School Leadership Specialization)

Includes Preparation for Principal Certification

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

The curriculum features:

- Instructional Leadership Courses with a focus on Literacy and STEM
- Field-based projects (internship experiences) integrated throughout the program and completed on each student's campus of employment
- A cohort model allowing the student to complete the M.Ed. program in 13 months.
- A focus on ensuring that all graduates have the knowledge and skills to evaluate the impact of their leadership on the schools in which they serve.

Degree Requirements

This 30-credit-hour program is designed for working professionals and can be completed within 13 months. The classes begin in June and end in June of the following year. During the summer, fall and spring academic terms, students take courses and an internship (Field Studies). The Field Studies course involves internship activities on the student's campus of employment. During the final summer, students take one course and complete their Capstone paper. Candidates for Principal Certification in the state of Texas must take and pass the 268 Principal as Instructional Leader and 368 Performance Assessment for School Leaders (PASL), which are state-administered assessments required for principal certification.

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-credit courses will be accepted for transfer. Requests for transfer credit are evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of B or above can be transferred. Generally, no credit is allowed toward the master's degree for courses taken more than six years before acceptance into the program.

Requirements for the Major

Core Content Courses

- EPL 6340 - Legal and Ethical Aspects of Leadership
- EPL 6354 - Leading Organizational Change
- EPL 6246 - Instructional Leadership STEM
- EPL 6350 - Developing Human Capital
- EPL 6355 - School Culture and Student Support
- EPL 6367 - Instructional Leadership
- EPL 6375 - Leading with Values
- EPL 6391 - Collaborative Leadership

Total: 23 Credit Hours

Field Courses and Portfolio

- EPL 6243 - Field Studies 1
- EPL 6348 - Field Studies
- EPL 6251 - Field Studies 3

- EPL 6193 - Capstone Experience

Total: 7 Credit Hours

Degree Total: 30 Credit Hours

Admission Requirements

1. Complete and submit an online application: https://gradadmission.smu.edu/apply/.
2. A baccalaureate degree from an accredited institution;
3. A minimum undergraduate grade point average of 2.500* (on a 4.000 scale). Applicants not meeting this requirement must provide GRE scores (see below), as well as other qualifications, such as long-term experience or expertise in a related specialized field as justification for consideration for admission;
4. For applicants with a GPA below 2.500: GRE scores within the last five years are required. Please use the institution code 6660.
5. Copy of valid Texas teacher certification
6. Copy of service record reflecting two years teaching experience in an accredited public, private or charter school;
7. Applicants with a degree from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum scores for admission speaking 24, listening/reading 22, and writing 21;
8. Recommendations and evidence of a high degree of support from the school of employment, including a commitment on the part of the applicant's principal (or an equivalent supervisor) to serve as a mentor for internship activities;
9. Evidence of leadership capacity and demonstration of leadership role in the applicant's school.
10. The application includes essays, recommendations, and an interview with the Admissions Committee.
11. Official Transcripts of all graduate and undergraduate institutions where a degree was conferred.
    - Electronic transcripts should be sent to: gradappmaterials@smu.edu
    - Paper transcripts should be sent to:
      Graduate Application Processing
      PO Box 518
      Dallas, TX 75275-0518

* calculated in accordance with current TEA guidelines. Simmons reserves the right to rescind an offer of admission should any misrepresentation occur.

Higher Education, M.Ed.

The M.Ed. in Higher Education prepares students for leadership positions in colleges and universities by providing the foundation and resources necessary to understand and analyze how universities and colleges work. Graduates of the program are prepared to take on roles in a wide range of higher education settings and assume key roles in activities such as admissions, advising, student activities, administration, and policy analysis.

The higher education program utilizes a cohort model that offers full-time and part-time options. The full-time track is ideal for students who hold graduate assistantships on SMU's campus, while the part-time track is designed for working professionals and must be completed in no more than five years.

Program Structure. This 36-hour degree program is designed to be completed in 2 years on a full-time schedule or 3-5 years on a part-time schedule. All courses are delivered in 3-credit semester-long courses. Candidates must complete the required 6000-level courses that have not already been used to fulfill an undergraduate requirement.

Students are required to select and complete one field studies experience under the supervision of a faculty member of record and a supervisor. The course prepares graduate students for professional practice in various higher education settings through supervised experiences in a setting appropriate to the student's projected career aspirations and areas of specialization.

Students are also required to complete one of two culminating experiences: EPL 6347 Capstone Project (which may be substituted for one of the elective/special topics courses) or EPL 6001 Comprehensive Program Exam and a second elective/special topics course.

While applicants may request consideration for transfer of up to six hours of relevant graduate credit, be advised that applicants should not expect to receive more than six hours of transfer credit from other institutions. Requests for transfer credit are evaluated on a case-by-case basis. Students need to submit a transfer request as soon as they are accepted into the program in order to be considered. Only courses with a grade of B or above can be transferred. Generally, no credit 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 academic adviser and department chair.

Requirements

Core Courses

- EPL 6343 - Internship
- EPL 6358 - Equity and Access in Higher Education
- EPL 6360 - The College Student
- EPL 6363 - Faculty and Academic Governance
- EPL 6373 - Special Topics
- EPL 6374 - Interpreting Educational Research
- EPL 6376 - Public Policy and Higher Education
- EPL 6379 - Student Affairs Administration
- EPL 6392 - History of Higher Education
- EPL 6394 - Emerging Issues in Higher Education
- EPL 6396 - Higher Education Finance

Total: 33 Credit Hours

Select one of two options:

- EPL 6373 - Special Topics
  or
- EPL 6347 - Capstone Project

Total: 3 Credit Hours

Degree Total: 36 Credit Hours

Admission Requirements

Any exceptions to the following requirements must have the approval of the academic adviser and department chair.
1. A completed online application: https://gradadmission.smu.edu/apply/.
2. A baccalaureate degree from an accredited institution.
3. Official copies of all graduate and undergraduate transcripts where a degree has been conferred or you have received 9 or more credit hours.

- Electronic transcripts should be sent directly by the institution to: gradappmaterials@smu.edu
- Paper transcripts should be sent directly by the institution to:
  Graduate Application Processing
  PO Box 518
  Dallas, TX 75275-0518

4. A minimum undergraduate grade point average of 3.000 (on a 4.000 scale).
5. Essay Writing Sample. Submit an academic paper from prior coursework that demonstrates your analytic and written communication abilities. In lieu of a prior paper, you may submit a 3-5 page paper that addresses specific issues facing higher education today.
6. Personal Statement. Applicants should prepare a statement of purpose, which should be between 750-1,000 words. This statement should address the factors that encouraged you to seek a degree with the SMU Higher Education Program. You may wish to address your background, personal and professional experiences that prepared you for the study of higher education, what strengths you bring to the program, and your professional goals after the completion of the M.Ed. Your responses should be saved and uploaded as the following:

- 12-point Times New Roman font
- Single-spaced

- One-inch margins

7. Applicants with a degree from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum scores for admission speaking 24, listening/reading 22, and writing 21.
8. Three letters of recommendation from academic and/or professional references.
9. The Graduate Record Examination (GRE) is not required for your admissions packet. Applicants who have taken the GRE general test or another standardized test (i.e. GMAT, LSAT) are welcome to submit scores. To ensure that we receive your GRE scores, please use the institution code 6660.

Urban Education Leadership, M.Ed., (EC-Grade 12)

Includes Preparation for Principal Certification

The M.Ed. in Urban Educational Leadership, also known as the Aspiring Leaders Program, prepares candidates for leadership positions in urban schools. The program takes a competency and experiential approach that emphasizes the unique and complex challenges leaders face in urban schools. This highly selective program is ideal for candidates who are committed to increasing social equity through public education.

Benefits of the program include preparation for Texas Principal Certification, practical experience with an emphasis on action learning, a second-year residency on an urban campus, mentoring supported by a successful school leader and an emphasis on organizational leadership featuring experienced practitioners. Substantial scholarship support for all students ensures the affordability of the program.

Program Structure. This 36-hour degree program is designed for working professionals and can be completed in two years (including two summer sessions). Students take courses in a prescribed sequence. During the fall and spring academic terms, classes usually meet on Saturdays. **Note:** Some classes meet all day in the summer sessions. Candidates for Principal Certification in the state of Texas must meet all state requirements, including taking and passing the TExES Principal 268 exam and 368 Performance Assessment for School Leaders (PASL).

The Aspiring Leaders Program is a cohort program with a tightly structured and integrated design. Courses taken outside the degree are generally not accepted for transfer.

Degree Requirements

Core Content Courses

- EPL 6240 - Legal and Ethical Aspects of Leadership
- EPL 6241 - Organizational Behavior
- EPL 6252 - Academic Leadership: Special Populations and Student Success
- EPL 6267 - Instructional Leadership 1
- EPL 6270 - Instructional Leadership 2
- EPL 6271 - Instructional Leadership 3
- EPL 6272 - Strategic Management of Human Capital
- EPL 6280 - Leading Holistic Development
- EPL 6281 - Planning and Managing Change
- EPL 6355 - School Culture and Student Support
- EPL 6375 - Leading with Values

Total: 24 Credit Hours

Field Courses

- EPL 6255 - Field Studies (taken three times)
- EPL 6395 - Urban School Residency (taken twice)

Total: 12 Credit Hours

Degree Total: 36 Credit Hours

Admission Requirements

Any exceptions to the following requirements must have the approval of the academic adviser and department chair.

1. A completed online application https://gradadmission.smu.edu/apply/.
2. A baccalaureate degree from an accredited institution.
3. A minimum cumulative undergraduate and graduate (if applicable) grade point average of 2.500* (on a 4.000 scale).
4. For applicants with a GPA below 2.500, GRE (Graduate Record Exam) scores within the last five years are required. Please use the institution code 6660.
5. Copy of valid Texas teacher certification.
6. Copy of service record reflecting two years teaching experience in an accredited public, private or charter school.
7. Applicants with a degree from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum scores for admission speaking 24, listening/reading 22, and writing 21.
8. Employed by a partner district/charter management organization.
9. Essays (four prompts included in the application).
10. Updated resume.
11. Official copies of all graduate and undergraduate transcripts from institutions where a degree has been conferred or where you have received 9 or more credit hours.*
    - Electronic transcripts should be sent to: gradappmaterials@smu.edu
    - Paper transcripts should be sent to:
      Graduate Application Processing
      PO Box 518
      Dallas, TX 75275-0518

* calculated in accordance with current TEA guidelines. Simmons reserves the right to rescind an offer of admission should any misrepresentation occur.

Principal Leadership Certificate

The non-degree Principal Leadership Certificate program at SMU prepares students for EC-12 Texas Principal Certification through hands-on, experiential learning with the best faculty and mentors in the profession. Graduate ready to positively impact student outcomes and tackle the unique challenges of principalship.

Program Structure. This 21-hour certification program is rigorously designed to prepare educators for a variety of leadership positions in pre-K through grade-12 public, charter, private secular, and religious schools. Our students work closely with both expert SMU clinical faculty and district mentors, so that in just one year they are equipped with the knowledge and field experience needed to lead educational organizations effectively.

Courses begin on a rolling basis and can be completed in 12 months. During the fall and spring academic terms, students take courses, plus an internship (Field Studies). The Field Studies course each semester involves internship activities on the student's campus of employment.

The curriculum reflects both the principal certification requirements established by the state of Texas and is consistent with national standards and empirical evidence on effective school leadership knowledge and skills.

Program Requirements

Core Content Courses (15 Credit Hours)

- EPL 6340 - Legal and Ethical Aspects of Leadership
- EPL 6350 - Developing Human Capital
- EPL 6354 - Leading Organizational Change
- EPL 6355 - School Culture and Student Support
- EPL 6367 - Instructional Leadership

Field Courses (6 Credit Hours)

- EPL 6351 - Field Studies 1
- EPL 6352 - Field Studies 2

Total: 21 Credit Hours

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average of 2.5 (on a 4.0 scale). Applicants not meeting this requirement must provide GRE scores (see below), as well as other qualifications, such as long-term experience or expertise in a related specialized field as justification for consideration for admission.
3. For applicants with a GPA below 2.5: Scores from the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE), taken within the last five years. To ensure that we receive your GRE scores, please use the institution code 6660. For the GRE taken after August 1, 2011: Preferred scores are 144 or higher for Quantitative Reasoning, 153 or higher for Verbal Reasoning, and 4.5 or higher for Analytical Writing.
4. Copy of valid Texas teacher certification.
5. Copy of service record reflecting two years teaching experience in an accredited public, private or charter school.
6. Applicants with a degree from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum scores for admission speaking 24, listening & reading 22, and writing 21.
7. Recommendations and evidence of a high degree of support from the school of employment, including a commitment on the part of the applicant's principal (or an equivalent supervisor) to serve as a mentor for internship activities.
8. Evidence of leadership capacity and demonstration of leadership role in the applicant's school.
9. The application includes essays, recommendations, and an interview with the Admissions Committee.
10. Official Transcripts of all graduate and undergraduate transcripts where a degree has been conferred.

    Electronic transcripts should be sent to:
    gradappmaterials@smu.edu

    Paper transcripts should be sent to:
    Graduate Application Processing
    PO Box 518
    Dallas, TX 75275-0518

Principal Certification

Any candidate seeking TEA certification must complete required coursework for the program along with the completion and passing of the required TEA exams (268 and PASL).

Education Leadership Courses

EPL 6001 - Comprehensive Program Exam
Credits: 0
All students in the M.Ed. Higher Education program are required to select and complete either the zero-credit Comprehensive Program Exam or a 3-credit Capstone Project.

EPL 6193 - Capstone Experience
Credits: 1
Upon completion of a year-long campus improvement initiative, students compose a final capstone paper in which they synthesize the project portfolio components, analyze final data, and make recommendations for future consideration. Although this class occurs during the summer term of the second year, the capstone paper is the culmination of a school improvement project completed throughout the year.

EPL 6200 - Independent Study
Credits: 2
The student works independently on a personalized system of instruction.

EPL 6240 - Legal and Ethical Aspects of Leadership
Credits: 2
Focuses on the legal and policy issues critical to effective school leadership. Students explore the constitutional and statutory rights of key stakeholders and develop strategies to make legally and ethically defensible decisions. Topics include equity and access; compliance; ethics; and the development, communication, and implementation of effective policy.

EPL 6241 - Organizational Behavior
Credits: 2
An examination of behavior in educational organizations. Topics include organizational culture and climate, motivation, and decision-making.

EPL 6243 - Field Studies 1
Credits: 2
Field Studies courses include internship activities directly aligned to the course work in each course of the program. Field Studies projects are part of a summative capstone assessment.

EPL 6246 - Instructional Leadership STEM
Credits: 2
Addresses trends and issues impacting instructional programs in mathematics and science. Information incorporated in the topical discussions will also address program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

EPL 6248 - Academic Leadership: World Languages and Social Studies
Credits: 2
Addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6249 - Academic Leadership: Fine Arts/PE/Cate
Credits: 2
Addresses trends and issues affecting instructional programs for fine arts, physical education, and career and technology education. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6250 - Leadership Development Coaching
Credits: 2
Provides experience in using collaborative tools to build self-awareness, clarify goals, and formulate action plans with accountability.

EPL 6251 - Field Studies 3
Credits: 2
Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6252 - Academic Leadership: Special Populations and Student Success
Credits: 2
Addresses trends and issues affecting student success for special populations. Topics include program development, evaluation, and compliance issues, as well as implications for budget, facilities, and staffing.

EPL 6253 - Personal and Professional Development
Credits: 2
Covers the selection, development, supervision, and retention of effective teachers. Topics include effective professional development models, teacher leadership roles, and equitable personnel policies and procedures.

EPL 6255 - Field Studies
Credits: 2
Provides practice-based field opportunities related to school leadership.

EPL 6266 - Performance Standards and Goals
Credits: 2
Candidates learn to utilize meaningful systems and measurements for embedding a culture of achievement, to set performance goals and benchmark against them, and to prioritize actions that produce results.

EPL 6267 - Instructional Leadership 1
Credits: 2
Examines instructional leadership through effective instruction, standards-based planning, and other skills needed to lead data-driven instruction and professional development.

EPL 6270 - Instructional Leadership 2
Credits: 2
This course examines school improvement planning, the strategic use of data, the use of assessments to measure and support student achievement, continuous school improvement, and observation and feedback.

EPL 6271 - Instructional Leadership 3
Credits: 2
Examines the school leader's role in directing learning through exploration of relevant topics including professional development, curricular/instructional rigor, assessment, and approaches to instructional innovation.

EPL 6272 - Strategic Management of Human Capital
Credits: 2
Focuses on high-leverage practices and policies for building the school and staff capacity required to ensure student achievement: recruiting, selecting, developing, evaluating, rewarding, and retaining talent and teams through the support of core competencies.

EPL 6280 - Leading Holistic Development
Credits: 2
Examines the school leader's role in directing holistic development of adults and students through an examination of research and practices related to social-emotional learning, character development, and implementation science.

EPL 6281 - Planning and Managing Change
Credits: 2
Focuses on practical models and change tactics that leaders can use to make their organizations more effective. Students learn to develop, communicate, and effectively implement change through clear and strategic action plans aligned with the priorities and goals of their schools and districts.

EPL 6282 - Leadership for Diversity, Equity, and Inclusion
Credits: 2
Provides the research, theory, and practical guidance necessary to lead socially-just schools and organizations.

EPL 6300 - Independent Study
Credits: 3
The student works independently on a personalized system of instruction.

EPL 6340 - Legal and Ethical Aspects of Leadership
Credits: 3
Focuses on the legal and policy issues critical to effective school leadership. Students explore the constitutional and statutory rights of key stakeholders and develop strategies to make legally and ethically defensible decisions. Topics include equity and access; compliance; ethics; and the development, communication, and implementation of effective policy.

EPL 6343 - Internship
Credits: 3
Internship activities that allow a student to integrate academic learning in the classroom with practical experience within a given career path.

EPL 6347 - Capstone Project
Credits: 3
Substantive capstone thesis or initiative project, under the supervision of a faculty member, which integrates learning and knowledge from across the courses in the program.

EPL 6348 - Field Studies
Credits: 3
Internship activities directly aligned to the coursework in each module of the program. Field studies projects are part of a summative portfolio assessment.

EPL 6350 - Developing Human Capital
Credits: 3
Focuses on the recruitment, selection, coaching, development, supervision, and retention of effective teachers and other employees. Topics include recruitment strategies, hiring and induction practices, professional development models, building personal and employee capacity through coaching, and the effective and ethical management of personnel.

EPL 6351 - Field Studies 1
Credits: 3
Students work in the 'field' on campus leadership activities that are tied to the 268 Principal Domains and directly aligned to the course work in the program.

EPL 6352 - Field Studies 2
Credits: 3
Students work in the 'field' on campus leadership activities that are tied to the 268 Principal Domains and directly aligned to the course work in the program.

EPL 6354 - Leading Organizational Change
Credits: 3
Focuses on practical frameworks and strategies for change that leaders use to enhance the effectiveness of their organizations. Topics include effective approaches and potential barriers to change.

EPL 6355 - School Culture and Student Support
Credits: 3
Assists students in understanding and applying proactive strategies that build an inclusive, equitable campus culture to promote students' wellbeing and student learning. Discusses the relationship between a strong, positive culture and highly effective classroom instruction that fosters student social-emotional growth and academic learning.

EPL 6356 - Legal Issues in Higher Education
Credits: 3
Addresses the legal process as well as the legal rights, duties, and limitations of persons in the higher education community.

EPL 6358 - Equity and Access in Higher Education
Credits: 3
Explores strategies for restructuring institutions of higher education with the goal of improving student support and achievement among diverse and historically marginalized groups.

EPL 6360 - The College Student
Credits: 3
Offers a contemporary overview and understanding of college students and provides an overview of student development and learning in contemporary postsecondary educational institutions.

EPL 6363 - Faculty and Academic Governance
Credits: 3
An overview of academic and faculty governance of colleges and universities in the U.S., with an emphasis on the roles and responsibilities of institutional stakeholders.

EPL 6367 - Instructional Leadership
Credits: 3
Upon completion of a year-long campus improvement initiative, students compose a final capstone paper in which they synthesize the project portfolio components, analyze final data, and make recommendations for future consideration. Although this class occurs during the summer term of the second year, the capstone paper is the culmination of a school improvement project completed throughout the year.

EPL 6373 - Special Topics
Credits: 3
Elective courses that address a current topic or specialized content in higher education.

EPL 6374 - Interpreting Educational Research
Credits: 3
Focuses on basic quantitative research methods used in higher education administration and research. Students become familiar with a variety of statistical techniques and learn to apply them to real-world problems.

EPL 6375 - Leading with Values
Credits: 3
Enables participants to examine their identity as a leader and the ways their decisions and actions impact values-driven behavior, organizational resilience, adaptability, and an achievement-based culture.

EPL 6376 - Public Policy and Higher Education
Credits: 3
Focuses on the antecedents and consequences of public policy for higher education at the state and federal levels of American government.

EPL 6379 - Student Affairs Administration
Credits: 3
An overview of student affairs administration and leadership in contemporary postsecondary educational institutions.

EPL 6391 - Collaborative Leadership
Credits: 3
Strategies to engage families and communities in campus improvement. Candidates review how governmental entities and business partners can promote student achievement.

EPL 6392 - History of Higher Education
Credits: 3
An examination of the purposes of higher education based on the historical influences on the development of colleges and universities.

EPL 6394 - Emerging Issues in Higher Education
Credits: 3
Addresses emerging issues, trends, and debates in higher education.

EPL 6395 - Urban School Residency
Credits: 3
During residency, candidates have authentic opportunities to lead adults, make mistakes, and grow through meaningful assessments, ongoing coaching and feedback, and identification of candidates' strengths and weaknesses.

EPL 6396 - Higher Education Finance
Credits: 3
Considers the critical components of higher education finance and economics, including the key theories, issues, challenges, and structures of financing colleges and universities.

EPL 7156 - Applied Dissertation II
Credits: 1
Supports the completion of the applied dissertation through both advising and accountability processes. Enrollment requires department approval.

EPL 7256 - Applied Dissertation II
Credits: 2
Supports the completion of the applied dissertation through both advising and accountability processes. Enrollment requires department consent.

EPL 7350 - Methods of Systematic Inquiry
Credits: 3
Explores different research designs, including case study, program evaluation, policy analysis, and survey. Students develop research questions for applied dissertation.

EPL 7351 - Quantitative Inquiry
Credits: 3
Investigates quantitative research methods, including descriptive and inferential statistics. Students apply quantitative procedures to real-world data.

EPL 7352 - Qualitative Inquiry
Credits: 3
Explores qualitative research methods, including data collection and analysis in real-world contexts.

EPL 7353 - Topics in Advanced Inquiry
Credits: 3
Examines advanced quantitative and qualitative research methods as needed for applied dissertation.

EPL 7354 - Pre-K to 16 Comparative International Policy
Credits: 3
Explores policies and practices in schools and universities internationally, with a focus on identifying implications for education in the U.S.

EPL 7355 - Applied Dissertation
Credits: 3
Supports the completion of the applied dissertation through advising and accountability processes.

EPL 7356 - Applied Dissertation II
Credits: 3
Supports the completion of the applied dissertation through both advising and accountability processes. Enrollment requires department consent.

EPL 7357 - Literature Review
Credits: 3
Supports the completion of the applied dissertation through both advising and accountability processes. The primary goal of this course is to develop the second chapter of the dissertation proposal, the literature review.

EPL 7358 - Ethical and Moral Leadership
Credits: 3
Examines historical, philosophical, and ethical perspectives to inform crafting personal and organizational visions as well as strategies to enact these visions in practice.

EPL 7359 - Leading Organizations
Credits: 3
Explores and analyzes theories, frameworks, and critical attributes of leadership and organizational behavior and their impact on an organization's success.

EPL 7360 - Strategic Management of Change
Credits: 3
Investigates theories of organizational change and implications for leaders' skills in initiating and sustaining change efforts.

EPL 7361 - Academic Leadership 1: Research on Teaching and Learning
Credits: 3
Explores research on how students learn and on effective teaching strategies for different content areas and student subgroups.

EPL 7362 - Academic Leadership 2: Improving Student and Adult Learning at Scale
Credits: 3
Integrates adult learning theory and systems theory in exploring central-office theories of action to support development of capacity at all levels of the organization.

EPL 7363 - Policymaking and Politics in Education
Credits: 3
Explores theories of policy enactment and implementation as well as the process of policy analysis at local, regional, state, and national levels.

EPL 7364 - Contemporary Education Policy
Credits: 3
An overview of current issues in K-12 education policy with a focused examination of some policy issues.

EPL 7365 - Legal and Ethical Issues in Education
Credits: 3
Examines critical legal topics for leaders of school systems and explores the relationship between law, public policy, and current issues in education.

EPL 7366 - Education Budgeting and Finance
Credits: 3
Examines public education finance, district budgeting processes and policies (including strategic allocation, stakeholder engagement, monitoring, containment, and bonds), and emerging issues.

EPL 7368 - Strategic Talent Management
Credits: 3
Examines systems for recruiting, selecting, developing, evaluating, retaining, and compensating talent. Various coaching models are explored.

EPL 7369 - Leadership for Family-School-Community Engagement
Credits: 3
Explores the roles of the various constituencies in education, with a focus on building effective board relationships; relevant research; developing equitable, collaborative, socially-just, and strategic partnerships between educational institutions, families, and communities; and leveraging and managing community assets.

EPL 7370 - Entrepreneurship, Technology, and Innovation in Education
Credits: 3
Examines entrepreneurship in the education sector, the cultivation of innovation in organizations, and recent trends related to the use of technology.

EPL 7371 - Superintendent Internship
Credits: 3
Required of candidates for the Texas Superintendent Certificate. This course includes a minimum of 160 hours of supervised internship activities aligned to the state standards for certification.

EPL 7372 - Leadership Practicum
Credits: 3
Students engage in deep reflection on their leadership practice through the design of experiences aligned with program competencies and professional interests.

EPL 7380 - History of Higher Education
Credits: 3
Examines the purposes of higher education based on the historical influences on the development of colleges and universities.

EPL 7381 - Academic Leadership in Higher Education
Credits: 3
Explores the major tenets of academic decision-making, faculty norms and motivations, and the unique academic missions of higher education institutions.

EPL 7382 - Contemporary Issues in Higher Education
Credits: 3
Addresses emerging issues, trends, research, and debates in higher education.

EPL 7383 - Financial Strategy and Management in Higher Education
Credits: 3
Examines principles and practices in higher education finance and promotes the assessment and improvement of financial management of postsecondary institutions.

EPL 7384 - Legal Issues in Higher Education
Credits: 3
Examines critical legal topics for leaders of postsecondary institutions and explores the relationship between law, public policy, and current issues in education.

EPL 7385 - The College Student
Credits: 3
Examines students in all types of postsecondary settings, specifically their academic and cocurricular experiences.

EPL 7386 - Leading Student Affairs
Credits: 3
Provides an overview of student affairs administration and leadership in contemporary postsecondary educational institutions.

EPL 7387 - Leading Diverse Campuses and Systems of Postsecondary Education
Credits: 3
Explores the sociohistorical, legal, political, and institutional contexts impacting equity and access in higher education.

EPL 7388 - Leading Organizational Change in Higher Education
Credits: 3
Investigates theories of organizational change and implications for leaders' skills in initiating and sustaining change efforts.

EPL 7389 - Strategic Enrollment Planning and Management
Credits: 3
Explores the interconnected strategies and approaches for enrollment management, ranging from recruitment, to admissions, to student success.

EPL 7390 - Public Policy in Higher Education
Credits: 3
Examines the evolution and formation of public policy for higher education in the U.S. Also, the impacts of changes in public policy on students and postsecondary institutions.

EPL 7391 - Public Policy Analysis in Higher Education
Credits: 3
Provides strategies to evaluate, interpret, design, and conduct policy analysis.

EPL 7392 - Special Topics in Higher Education Policy
Credits: 3
Identifies current trends and issues in local, state, and federal education policy. Historical and contemporary policies and their impact on postsecondary institutions are compared. May be repeated for credit if topics differ.

EPL 7393 - Organizational Theory in Higher Education
Credits: 3
Provides a general understanding of organizational theory with specific application to problems and issues in higher education.

EPL 7394 - The American Community College
Credits: 3
Provides an overview of how various types of two-year, postsecondary American institutions have evolved and function.

EPL 7395 - Leading for Equity and Diversity
Credits: 3
Provides students with the research, theory, and practical guidance to lead "socially just" schools and organizations.

EPL 7396 - Human Resource Management in Postsecondary Education
Credits: 3
Identifies current trends and issues in local, state, and federal education policy. Historical and contemporary policies and their impact on postsecondary institutions are compared. Students examine the role of human resource management in postsecondary education. The functions of recruitment, selection, compensation, retention and motivation, professional development, employee performance, and appraisal are covered.

Human-Centered Interdisciplinary Studies

www.smu.edu/hcis

Clinical Assistant Professor Kate Montgomery, **Department Chair**

Clinical Professor: John Potter
Clinical Assistant Professors: Ashley Mag Gabbert, Kate Montgomery

Academic Council, 2024-2025

Professors: Robert Hunt (Theology, Graduate Liberal Studies Affiliate), Herve Tchumkam (World Languages, Graduate Liberal Studies Affiliate), Bill Barnard (Religious Studies)
Professor of Practice: Rick Halperin (Human Rights, Graduate Liberal Studies Affiliate)
Clinical Professor: John Potter (Human-Centered Interdisciplinary Studies)
Associate Professors: Nicolay Tsarevsky (Chemistry, Graduate Liberal Studies Affiliate)
Senior Lecturer: Bruce Levy (English, Graduate Liberal Studies Affiliate)
Lecturer: Michael Lindsey (Psychology)
Clinical Assistant Professors: Mag Gabbert (Human-Centered Interdisciplinary Studies), Kate Montgomery (Human-Centered Interdisciplinary Studies)
Ex Officio: Gary Clayton (Dispute Resolution), Brenda McAdoo (Dispute Resolution), Angela Mitakidis (Dispute Resolution), Jennifer Parvin (Education)

Department Information

The Department of Human-Centered Interdisciplinary Studies, which focuses on liberal studies and dispute resolution content, offers interdisciplinary and skills-based doctoral, master's, and certificate programs, including the Master of Arts in Dispute Resolution, Master of Liberal Studies, Doctor of Liberal Studies, Graduate Certificate in Dispute Resolution, Certificate of Advanced Graduate Study, Executive and Leadership Coaching Concentration, Graduate Certificate in Healthcare Collaboration and Conflict Engagement, and a variety of curricular concentrations in liberal studies and dispute resolution.

Graduate liberal studies and dispute resolution students represent a range of professional and community backgrounds as well as educational goals as they pursue human-centered doctoral degrees, master's degrees, or graduate certificates without the customary constraints of traditional graduate programs. The flexibility of the programs allows students to take courses in humanities, organizational dynamics, creative writing, social justice, dispute resolution, arts and culture, executive coaching, healthcare collaboration, and conflict engagement. Students are encouraged to cultivate their intellectual passions with the opportunity to distinguish themselves personally and professionally and to make greater contributions to society.

Study Abroad

The department intermittently offers courses at off-site locations such as England, Ireland, Italy, Poland, Spain, and SMU's campus in Taos, New Mexico.

Contact Information:

Department of Human-Centered Interdisciplinary Studies
PO Box 750253
Dallas, TX 75275-0253
214.768.4273
www.smu.edu/hcis

Liberal Studies, D.L.S.

The Doctor of Liberal Studies (D.L.S.) program offers signature part- or full-time doctoral study for working professionals and community leaders with a master's degree. Under the guidance of renowned faculty members, students engage in rigorous human-centered, interdisciplinary scholarship on their proposed topic or issue, culminating in a doctoral dissertation.

Curriculum

D.L.S. students must complete 36 credit hours of coursework, 24 credits of which are required core courses and 12 credits of which are chosen based on the student's declared focal area of study. During and following the coursework, students must complete comprehensive exams, a dissertation (totaling a minimum of 9 credit hours), and an oral defense of the dissertation. Completion of the 45-credit-hour program can be completed in three years with a maximum of seven years. A full-time track is available for international students or those wishing to pursue their studies at an accelerated pace. Students enroll in the required courses listed below for the fall and spring terms of each of their first two years of study.

D.L.S. courses are taught in lecture and seminar format and are in some cases available for enrollment to both D.L.S. and M.L.S. students. D.L.S. students enrolled in M.L.S. courses are given additional reading and writing assignments and a leadership component. Students are allowed to engage in as many as nine credit hours of directed reading/tutorial study.

Up to six hours of transfer credit or advanced standing may be awarded, as determined by the executive director and faculty/program chair. Such credits must derive from graduate-level academic work earned at SMU or another accredited university.

Core Courses (24 Credit Hours)

- HUMN 7387 - Liberal Studies Research-Based Writing
- HUMN 7388 - Seminar in Critical Methods and Cultural Theory
- HUMN 7391 - To Be Human: Perspectives on Common Historical Experience
- HUMN 7392 - To Be Human: The Transformation of the Psyche
- HUMN 7393 - To Be Human: The Art of Creativity and Expression
- HUMN 7394 - To Be Human: East Meets West - Intelligence, History, Culture, and Society
- HUMN 7395 - To Be Human: The Struggle for Human Rights
- HUMN 7396 - To Be Human: Science and Society

Admission Requirements

Students enroll in cohort groups that begin in the fall only. Applications submitted by March 1 receive priority review; applications received after March 1 are reviewed on a rolling basis until the fall cohort is full. To maintain the high degree of individualized attention expected in doctoral programs, admission is limited to approximately 12-15 students per cohort. Applications must be submitted online at www.smu.edu/dls. Applications are accepted for Fall Term cohorts only. Admission requirements include the following:

- Master's degree from an accredited institution of higher education.
- SMU online application.
- Official transcripts from all colleges and universities attended. An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.
- Personal statement - A three-page well-structured essay discussing your curricular area of focus and how this program will support your life, work, and society. Discuss reasons for choosing this program and how the curriculum will support your academic interests and goals.
- Academic writing sample - Please submit a recent (preferably within the past five years) research-based academic writing sample, 10-15 pages. Other writing samples of comparable length may be substituted.
- Three letters of recommendation from a professor if available and from a supervisor in your profession, philanthropy, community organizations, etc.
- Resume or curriculum vitae.
- Interview with admissions faculty.
- Application fee.
- International applicants for admission decision: Translated foreign transcripts and proof of English proficiency. If accepted: documentation required to receive student visa (https://www.smu.edu/EnrollmentServices/international/For-Scholars/New-Scholar-Information).

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if would like them considered with their application.

Degree Requirements

Students must enroll in a minimum of six credit hours of coursework per term for the first four terms to complete the foundational seminars (24 credit hours). Specialized courses may be taken concurrently with, or subsequently to, foundational coursework (remaining 12 hours). Students must enroll in at least three credit hours per fall and spring terms through the remainder of the program. Summer enrollment is optional. Maintenance of good standing requires a 3.000 average GPA. Degree requirements include the following:

- A total of 36 credit hours of traditional graduate coursework (up to six hours may be transferred).
- Comprehensive exams.
- A minimum of an additional nine credit hours of doctoral dissertation research and writing; the dissertation requires an oral defense at the proposal and final stages.
- The D.L.S. doctoral dissertation is expected to demonstrate a level of mastery and academic rigor in interdisciplinary studies comparable to, though distinct from, the equivalent level of mastery and rigor expected of a Ph.D. dissertation in a disciplinary field.

Dispute Resolution, M.A.D.R.

Because conflict is a natural and recurring part of all aspects of society, students from all walks of life benefit from a master's study in the interdisciplinary study of dispute resolution and conflict management. The human-centered skills learned in the Master of Arts in Dispute Resolution can enhance current career paths or launch new careers.

Rooted in the social and behavioral sciences, the curriculum provides in-depth study of conflict theory with options for concentration in alternative dispute resolution, organizational transformation and conflict management, leadership coaching, and healthcare collaboration and conflict engagement as they apply to business, family, education, public policy, religion, law and healthcare. Field-based opportunities in a variety of settings further enhance the skills of dispute resolution and conflict management.

Admission

SMU's MADR program accepts and reviews applications throughout the year on a rolling basis for summer, fall and spring semesters. The preferred application deadlines are May 15 for summer admission, January 1 for spring admission, and July 1 for fall admission.

SMU strives to enroll motivated and enthusiastic students prepared and interested in rigorous graduate education. All applicants must have a bachelor's degree from an accredited college or university. Our most successful applicants typically have a GPA of 2.7 - 3.5 from their undergraduate institution; however, every aspect of the application submitted is carefully reviewed and considered for the experience and contribution each student brings to the SMU classroom. If applying to the master's program after completing the graduate certificate program in dispute resolution, a 3.500 GPA from the certificate program and evidence of compliance with all other admission requirements.

To apply for admission to the MADR program please submit the following for consideration:

- Bachelor's degree from an accredited institution of higher education.
- SMU online application.
- Official transcripts from all colleges and universities attended.
- An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.
- Two letters of recommendation.
- An essay, one – two pages double spaced, explaining interest in studying dispute resolution.
- Resume or curriculum vitae.
- Interview with admissions faculty.
- Application fee.
- International applicants for admission decision: Translated foreign transcripts and proof of English proficiency. If accepted: documentation required to receive student visa (https://www.smu.edu/EnrollmentServices/international/For-Scholars/New-Scholar-Information).

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if would like them considered with their application.

Degree Requirements

The Master of Arts in dispute resolution and conflict management (MADR) requires the completion of 36 credit hours with the option of concentrated study. Dispute resolution does not require enrollment minimums per term. Students are advised to take HDDR 6302, HDDR 6303, and HDDR 6319 in their first semester(s). Additionally, students must take HDDR 6310 before the final capstone course, HDDR 6308. All other required and elective courses may be taken in any particular order or sequence. The Master of Arts in Dispute Resolution may be completed in one year at a full-time pace, averaging two-three years part-time, and not to exceed six years.

The M.A.D.R. program requires the completion of 36 credit hours in dispute resolution, 24 of which are required and 12 of which are dispute resolution (HDDR) electives. **Note:** six hours of elective coursework may be taken in MLS or other SMU graduate courses with special permission. Students must complete the degree within six years of the program start date.

The concentrations offered within the dispute resolution program cover a broad spectrum of applications and topics. As an aid to planning, the following concentrations have been designed to assist in the selection of elective coursework. Students select four HDDR courses from within concentration areas or across concentration areas depending on their needs. Courses are offered on a rotation; therefore all courses may not be offered every term or year.

Completion of HDDR 6303 satisfies the Texas statutory requirement for being a court-connected mediator. Completion of HDDR 6331 in conjunction with HDDR 6303 satisfies the Texas statutory requirement for being a court-connected mediator to extend cases in Texas family law (e.g., divorce, child custody, support. Completion of coaching courses, HDDR 6390, HDDR 6391, and a third course (HDDR 6392, HDDR 6327, BHSC 7341, BHSC 7368, BHSC 7369) may be applied towards the certification requirements for the International Coaching Federation (ICF).

Requirements for the Degree

Required Courses

- HDDR 6302 - Negotiation and Dispute Resolution
- HDDR 6303 - Mediation and Dispute Resolution
- HDDR 6305 - Law, Ethics, and Morality
- HDDR 6308 - Dispute Resolution and Conflict Management Capstone
- HDDR 6310 - Research Methods
- HDDR 6315 - Communication and Dispute Resolution
- HDDR 6319 - Psychology of Conflict
- HDDR 6361 - Cross-Cultural and Gender Negotiation

Total: 24 Credit Hours

Elective Courses by Concentration Area:

The elective courses offered within the Dispute Resolution and Conflict Management Program cover a broad spectrum of applications and topics. Courses are rooted in the social and behavioral sciences, provide skills-based interdisciplinary human-centered study in conflict engagement, and include specializations in alternative forms of dispute resolution, organizational transformation, leadership coaching, and healthcare collaboration and conflict engagement. Courses are offered on a rotating basis; therefore, all courses may not be offered every term or year. Students may take up to six hours (two 3-credit-hour courses) of graduate coursework as electives from the MLS program or elsewhere within the university pending special permission.

Alternative Dispute Resolution Specialization Electives

Choose four courses from the following:

- HDDR 6304 - Arbitration and Dispute Resolution
- HDDR 6317 - Online Dispute Resolution
- HDDR 6320 - Selected Topics in Dispute Resolution (Subtopic: Facilitation)
- HDDR 6327 - Conflict Coaching

- HDDR 6328 - Restorative Justice
- HDDR 6331 - Domestic Relations

Organizational Transformation and Conflict Management Specialization Electives

Choose four courses from the following:

- HDDR 6320 - Selected Topics in Dispute Resolution (Subtopic: Facilitation)
- HDDR 6341 - Employment Law
- HDDR 6344 - Organizational Change Management
- HDDR 6346 - Organizational Consulting Skills
- HDDR 6347 - Systems Design in Dispute Resolution
- HDDR 6349 - The Role of the Ombudsman in Organizational Conflict
- HDDR 6351 - Workplace Conflict

Executive and Leadership Coaching Specialization Electives

For students interested in pursuing the Executive and Leadership Coaching Specialization as a standalone program, please visit https://www.smu.edu/Simmons/Academics/Lifelong-Learning/Dispute-Resolution/Executive-Coaching.

Choose four courses from the following:

- BHSC 7341 - Coaching for Educational and Organizational Leaders
- BHSC 7368 - Educational Coaching: Ensuring Success for All Learners
- BHSC 7369 - Potential and Performance: Coaching for Individual and Organizational Effectiveness
- HDDR 6327 - Conflict Coaching
- HDDR 6390 - Executive and Leadership Coaching: Essentials
- HDDR 6391 - Executive and Leadership Coaching: Theory and Practice
- HDDR 6392 - Executive Leadership and Coaching: Performance

Healthcare Collaboration and Conflict Engagement Specialization Electives

All courses are required for specialization - 9 credit hours

- HDDR 6380 - Introduction to Conflict in Health Care Settings
- HDDR 6381 - Engaging in Conflict in the Health Care Workplace
- HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict

General Electives

- HDDR 6320 - Selected Topics in Dispute Resolution
- HDDR 6323 - Engaging in Conflict
- HDDR 6325 - Neuroscience: The Role of the Brain in Emotion, Collaboration, and Conflict
- HDDR 6326 - Family Conflict: The 21st Century Family
- HDDR 6336 - Selected Dispute Resolution Topics
- HDDR 6352 - Selected Organizational Topics
- HDDR 6353 - Generational Conflict
- HDDR 6364 - International Conflict Management
- HDDR 6367 - Selected Social Service Topics
- Any HDDR 3-credit course offered

Electives Total: 12 Credit Hours

Degree Total: 36 Credit Hours

Liberal Studies, M.L.S.

The pursuit of a human-centered, interdisciplinary, Master of Liberal Studies degree from SMU fosters growth for professional and community leaders. Students can pursue their lifelong intellectual passions and enhance their leadership contributions to their professions and the world.

Designed to offer flexibility to students in planning their master's level study, M.L.S. coursework encourages creative and critical thinking by taking courses in humanities, organizational dynamics, social justice, arts, and culture. Students benefit from building vital skills and examining the human condition from a variety of perspectives in order to engage with many complex challenges of the 21st century.

Curriculum

Behavioral Sciences. Behavioral sciences courses examine individuals and their 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 creative writing 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, environmental sciences, physics and biology.

Social Science. Social science courses provide a blend of history, human rights, economics and political science in the study of wealth, power and status. Courses explore the nature of citizenship as it has evolved over time.

Admission Requirements

The M.L.S. program serves motivated and enthusiastic students prepared for and interested in graduate-level study. All applicants must have the following:

- A completed online application.
- A baccalaureate degree from an accredited institution of higher education.
- Official undergraduate transcripts from all institutions of higher education previously attended.
- An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.
- Two letters of recommendation.
- An essay, minimum of 250 words, maximum of two pages double spaced, explaining why the applicant wants to study liberal studies at the master's level.
- A critical analysis essay or previous academic writing sample
- Resume or curriculum vitae (CV).
- Interview with a member of the admissions committee.
- Non-refundable application fee.
- If English is not the student's native language or if the student attended school outside the US, a score from the Test of English as a Foreign Language (TOEFL) must be submitted via the online application. The minimum acceptable TOEFL score for admission is 80.
- International applicants for admission decision: Translated foreign transcripts and proof of English proficiency. If accepted: documentation required to receive student visa (https://www.smu.edu/EnrollmentServices/international/For-Scholars/New-Scholar-Information)

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if they would like them considered with their application.

Applications are considered on a rolling basis for admission to the fall, summer and spring terms. Applications for M.L.S. admission must be completed and submitted online 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 when it is deemed appropriate by program director/faculty chair.

Degree Requirements

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

1. Students must take two foundational courses: HUMN 6316 (three credits) and a designated three-credit writing-intensive course. These courses may not be waived.
2. Students must complete their coursework with at least a B (3.000 GPA) average. All courses attempted for credit on a student's graduate program must average B (3.000) or better, with no grade less than C (2.000) applying toward the degree.
3. Within the 36 required credits, students may include up to six graduate credits transferred from another accredited institution or another academic department at SMU (explained below).
4. Within the 36 hours, students may also include up to six hours of independent study (explained below).
5. Students must conclude their degree program with a capstone course or thesis during the last year of the program.
6. Students may elect to specialize or concentrate in a particular curricular area through the course of the degree. If a student elects to concentrate or specialize in a specific curricular area, she or he must complete the following requirements:
    a. Three credit hours for the required introductory course, HUMN 6316.
    b. Three credit hours for a designated writing-intensive course.
    c. Eighteen credit hours of approved courses from the chosen area of concentration, selected in consultation with the director for academic advisement.
    d. Three credit hours for the required capstone course/experience.
    e. Nine elective credit hours.

Once the student satisfies the requirements for a given concentration, the concentration area will appear on the student's final transcripts. Double concentrations may be possible upon consultation with the director and/or faculty/program chair.

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

Required Introductory Coursework (6 Credit Hours)

- HUMN 6316 - The Human Experience: An Introduction to Graduate Liberal Studies

Graduate Level Research and Writing

Choose one from the following:

- BHSC 7341 - Coaching for Educational and Organizational Leaders
- BHSC 7368 - Educational Coaching: Ensuring Success for All Learners
- BHSC 7369 - Potential and Performance: Coaching for Individual and Organizational Effectiveness
- HUMN 6308 - Women's Lives and Literature
- HUMN 6319 - Ethics and Literature
- HUMN 6341 - The Ethical Implications of Children's Literature
- HUMN 6397 - Troubled Youth in America
- HUMN 7336 - Creativity: Historical and Personal
- HUMN 7382 - Cultures of Displacement: The Writing of Race, Migration, and Diaspora
- SOSC 7359 - International Human Rights Courts Post-Nuremberg

MLS Concentrations (18 Credit Hours, Additional for Double Concentrations)

Once the student satisfies the requirements for a given concentration, the concentration area will appear on the student's final transcripts. Concentrations require eighteen hours in a specific curricular field (printed on transcript upon degree completion). **Note:** A double concentration is available by taking an additional 3 credit hours pending the courses selected.

- Humanities (HUM)
- Organizational dynamics (ORG)
- Creative writing (CRW)
- Human rights and social justice (HRJ)
- Arts and cultural traditions (ACT)
- Global studies (GLO)
- American studies (AMS)
- Communication, media and technology (CMT)
- Gender studies (GEN)
- Environmental sustainability (ENV)
- Self-designed

Additional Elective Coursework (6-9 Credit Hours, Per Single or Double Concentration)

Once the student determines the requirements for a given concentration(s) and whether they will pursue a 3-credit capstone or 6-credit-hour thesis, they will supplement course requirements with the necessary number of elective credit hours.

Capstone or Thesis (3 or 6 Credit Hours)

- HUMN 6303 - Thesis (6 Credit Hours)
  or
- HUMN 7311 - Capstone: Liberal Studies (3 Credit Hours)

Transfer Credit

The student must file with the M.L.S. Office a Petition for Transfer Credit, accompanied by a course description and official transcript. Transfer credit is accepted by the dean under the following requirements:

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

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

Independent Study

Students may earn up to six credit hours through independent study in a subject area relevant to the M.L.S. program curriculum. To enroll in an independent study, students must work gain approval from department chair to work with an M.L.S. program faculty member to define specific course requirements and complete an Independent Study Contract subject to the approval of the department chair. Independent study courses may be taken for one, two or three credit hours. The preferred deadline to submit proposals to the M.L.S. Office is at least three weeks before the beginning of the term for which the study is requested.

Advanced Graduate Study, Graduate Certificate

The Certificate of Advanced Graduate Study (CAGS) program is an 18-hour course of study beyond the master's degree that allows students 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.

With the guidance of an adviser, students select a topic and design a program of study consisting of courses from the M.L.S. program curriculum, departmentally based graduate courses and independent study. A student's course of study may conclude with a research paper or creative project.

Academic Requirements

The course of study as detailed in this catalog must be completed within four years, and students must maintain a 3.000 GPA throughout the program. The curriculum of 18 credit hours is drawn from

- The M.L.S. program course offerings.
- A maximum of three credit hours in approved departmentally based graduate courses.
- A maximum of three credit hours of independent study.
- An optional three-credit-hour capstone project.

Admission Requirements

The CAGS program is designed for applicants who have already completed a Master's degree with a GPA of 3.50 (preferred) but wish to pursue additional graduate work in the form of advanced integrated and interdisciplinary, humanities-based study. Application for admission requires the following:

- Master's degree from an accredited institution of higher education
- SMU online application
- Official transcripts from all colleges and universities attended (An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.)
- Two letters of recommendation.
- An essay, two pages double spaced, explaining interest in studying dispute resolution.
- Resume or curriculum vitae
- Interview with admissions faculty
- Application fee

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if would like them considered with their application.

Foreign transcripts must be translated and include proof of English proficiency. Student visas are not eligible for graduate certificate programs.

Dispute Resolution, Graduate Certificate

SMU's 21-credit-hour graduate certificate in dispute resolution offers classroom instruction in the practical application of principles and techniques under the guidance of a master instructor. Through human-centered 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 discussion and provide 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. Completion of HDDR 6331 in conjunction with HDDR 6303 satisfies the Texas statutory requirement for being a court-connected mediator to extend cases in Texas family law (e.g., divorce, child custody, support. Completion of coaching courses, HDDR 6390, HDDR 6391, and a third course (HDDR 6392, HDDR 6327, BHSC 7341, BHSC 7368, BHSC 7369) may be applied towards the certification requirements for the International Coaching Federation (ICF).

Admission

Application to the Dispute Resolution Graduate Certificate program requires the following:

- Bachelor's degree from an accredited institution of higher education
- SMU online application

- Official transcripts from all colleges and universities attended (An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.)
- Two letters of recommendation.
- An essay, one – two pages double spaced, explaining interest in studying dispute resolution.
- Resume or curriculum vitae
- Interview with admissions faculty
- Application fee

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if would like them considered with their application.

Foreign transcripts must be translated and include proof of English proficiency. Student visas are not eligible for graduate certificate programs.

Certificate Requirements

The graduate certificate in dispute resolution program requires the completion of 21 credit hours in dispute resolution, nine of which are required and 12 of which are electives chosen from the entire pool of HDDR courses. Students must complete the requirements for the program within three years of the program start date.

Requirements for the Certificate

Required Courses

- HDDR 6302 - Negotiation and Dispute Resolution
- HDDR 6303 - Mediation and Dispute Resolution
- HDDR 6319 - Psychology of Conflict

Total: 9 Credit Hours

Open Electives

- HDDR 6304 - Arbitration and Dispute Resolution
- HDDR 6305 - Law, Ethics, and Morality
- HDDR 6311 - Techniques and Skills in Mediation
- HDDR 6312 - Advanced Negotiation
- HDDR 6313 - Advanced Mediation
- HDDR 6315 - Communication and Dispute Resolution
- HDDR 6316 - Decision Theory
- HDDR 6317 - Online Dispute Resolution
- HDDR 6320 - Selected Topics in Dispute Resolution
- HDDR 6323 - Engaging in Conflict
- HDDR 6324 - Engaging in Conflict: Advanced Studies Using Current Events
- HDDR 6325 - Neuroscience: The Role of the Brain in Emotion, Collaboration, and Conflict
- HDDR 6326 - Family Conflict: The 21st Century Family
- HDDR 6327 - Conflict Coaching
- HDDR 6328 - Restorative Justice
- HDDR 6331 - Domestic Relations
- HDDR 6336 - Selected Dispute Resolution Topics
- HDDR 6341 - Employment Law
- HDDR 6344 - Organizational Change Management
- HDDR 6346 - Organizational Consulting Skills
- HDDR 6347 - Systems Design in Dispute Resolution
- HDDR 6348 - Team-Building Theory and Practice
- HDDR 6349 - The Role of the Ombudsman in Organizational Conflict
- HDDR 6351 - Workplace Conflict
- HDDR 6352 - Selected Organizational Topics
- HDDR 6353 - Generational Conflict

- HDDR 6354 - Managing Conflict in Traditional and Social Media
- HDDR 6361 - Cross-Cultural and Gender Negotiation
- HDDR 6364 - International Conflict Management
- HDDR 6367 - Selected Social Service Topics
- HDDR 6370 - Assessment and Interviewing
- HDDR 6371 - Transitional and Developmental Coaching
- HDDR 6372 - Performance Coaching
- HDDR 6380 - Introduction to Conflict in Health Care Settings
- HDDR 6381 - Engaging in Conflict in the Health Care Workplace
- HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict

Total: 12 Credit Hours

Total: 21 Credit Hours

Healthcare Collaboration and Conflict Engagement, Graduate Certificate

SMU's Graduate Certificate in Healthcare Collaboration and Conflict Engagement is a three-course, nine-credit-hour cohort program designed for physicians, nurses, administrative professionals, human resource professionals or those who see healthcare leadership roles in their future. The program allows students to challenge their thinking in a constructive environment surrounded by peers and colleagues and under the guidance of dispute resolution instructors with healthcare backgrounds. While there are a number of ways to consider healthcare leadership in this climate of change, our program focuses upon evidence-based social science, engagement and collaborative skills, fundamentals of neuroscience, emotional and social intelligence, as well as an understanding of the fundamental concepts of conflict and how it escalates and de-escalates.

Students gain theoretical and practical knowledge that is specific to the conflict and upheaval found in the healthcare setting. The program incorporates active role-playing in order to engage students in class participation and teaches the skills necessary to resolve conflicts in healthcare settings.

Admission

Application to the Healthcare Collaboration and Conflict Engagement Graduate Certificate Program requires the following:

- Bachelor's degree from an accredited institution of higher education
- SMU online application
- Official transcripts from all colleges and universities attended (An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.5 or higher is preferred.)
- Two letters of recommendation.
- An essay, one – two pages double spaced, explaining interest in studying dispute resolution.
- Resume or curriculum vitae
- Interview with admissions faculty
- Application fee

Note: The Graduate Record Examination (GRE) is not required but applicants may submit their scores if would like them considered with their application.

Foreign transcripts must be translated and include proof of English proficiency. Student visas are not eligible for graduate certificate programs.

Requirements for the Certificate

Core Courses

- HDDR 6380 - Introduction to Conflict in Health Care Settings
- HDDR 6381 - Engaging in Conflict in the Health Care Workplace
- HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict

Total: 9 Credit Hours

Behavioral Sciences Courses

BHSC 6100 - Independent Study
Credits: 1
Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6115 - Special Topics Seminar
Credits: 1
This seminar focuses on a single topic in the behavioral sciences through directed reading, seminar discussion, and a final paper.

BHSC 6200 - Independent Study
Credits: 2
Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6300 - Independent Study
Credits: 3
Research and writing in behavioral sciences on special topics at the forefront of current intellectual interest.

BHSC 6302 - The Art of Public Speaking
Credits: 3
Provides training in speech performance and speech evaluation skills in order to improve students' public-speaking skills and skills as discerning consumers of public communication. Covers historical speeches and theory and practical applications related to the formulation, presentation, and evaluation of public speeches. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; arts and cultural traditions.

BHSC 6303 - The Future of Intimate Partnerships, Marriage, and Family
Credits: 3
Debates about the future of families and family values continue to occupy a central place in economic, political, and religious discussions about Western society's aspirations and future prospects. The course equips students to enter the discussions and the debates knowledgeably and with an eye toward influencing their quality and outcome. May be applied to the following curricular field concentrations: organizational dynamics; humanities.

BHSC 6315 - The Lively Mind: Creative and Critical Thinking
Credits: 3
Explores ways to develop intellectual powers through an examination of the biological and historical evolution of the human mind, and the development of perception, memory, imagination, and judgment. May be applied to the following curricular field concentration: humanities.

BHSC 6319 - Professional Ethics and Organizational Responsibility
Credits: 3
Students study ethical issues connected with organizational management to develop their capacity to recognize and reason through ethical dilemmas. Cases and readings integrate ethical reflection and decision-making. Materials are selected based on topical relevance to contemporary managers, curricular relevance to liberal studies, and conceptual relevance to applied ethics. May be applied to the following curricular field concentrations: organizational dynamics; humanities; global studies; American studies; communication, media, and technology.

BHSC 6320 - Organizational Leadership
Credits: 3
Describes and analyzes a wide variety of different theoretical approaches to leadership, with a focus on how each theory can be, or has been, employed in real-world situations. Special application is made through the readings of contemporary leadership books, classic cases, and great films. May be applied to the following curricular field concentrations: organizational dynamics; humanities; communication, media, and technology.

BHSC 6322 - Abnormal Psychology of Mind, Body, and Health
Credits: 3
This course explores the relationship between emotions and illness and the role of psychological factors in health and illness. Methods of coping with and treating illness are discussed as an introduction to major concepts and issues of abnormal health psychology.

BHSC 6331 - The Psychology of Hate
Credits: 3
Reviews and specifically details the leading and most recent theories of hate and examines the depth of hate-related utility and its futility. Covers topics such as in-group and/or out-group bias, aggression and its origins, physiology of aggression, history of hate groups and hate crimes, hate on the Internet and in the media, pop culture's representations of hate, hate speech, implications for victims of hate crimes, and motivations of perpetrators of hate-motivated crimes. Also, the relationship among aggression, hate, and violence; the pros and cons of group distinctions; the distinctions in hate crime and hate speech; the pros and cons of enhanced penalty legislation for hate crimes; the justifications for "isms;" and the brain chemistry and physiology behind aggression and anger. Students debate controversial topics in the areas of race, sexual orientation, gender, identity or expression, and religion. In addition, students develop personal ways to combat hate and violence. This course may be applied to the following concentrations: humanities; human rights and social justice; gender studies.

BHSC 6355 - Psychology: The Discovery of Self
Credits: 3
This course examines the nature of personality development and explores the contributing factors of heredity vs. environment relative to birth order, intelligence, family, and cultural forces. Students have the opportunity to learn and reflect on their own personalities using the Keirsey-Bates Temperament Sorter and Survey. The course explores the many aspects of the personality through learning, behavioral changes, human interactions, and personal growth. The course also offers multiple perspectives with which to view and understand the characteristic changes in personality that make life so interesting. This course may be applied to the following curricular field concentration: humanities.

BHSC 6363 - The Immigrant Experience
Credits: 3
An interdisciplinary approach to immigration in the U.S. that explores the historical, ethical, social, cultural, legal, and political dimensions of the immigrant experience, as well as America's ambivalent and changing attitudes toward the immigrant. Topics include the peopling of America before the Civil War, current waves of immigration, the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration, and America as a multicultural society. May be applied to the following curricular field concentrations: global studies; American studies; human rights and social justice; humanities; organizational dynamics; gender studies.

BHSC 7170 - Human-Centered Leadership
Credits: 1
Examines the human-centered dimensions associated with the process and consequences of leadership. Explores the theories, communication, emotional intelligence, and leadership in teams and in the twenty-first century. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7320 - Crisis Leadership: How to Lead in Times of Crisis, Threat, and Uncertainty
Credits: 3
Examines leadership challenges within healthcare organizations. Various crises brought on by "black swan events" are diagnosed and analyzed. Students examine the common characteristics of all crises and learn key lessons, general principles, and tools for successfully leading and managing crises. May be applied to the following curricular field concentrations: organizational dynamics; communications, media, and technology; humanities.

BHSC 7330 - Psychology of Sport
Credits: 3
Explores psychological theories and research related to sport and exercise behavior in the context of motivation, team building and leadership, psychological skills training, and current issues and trends in sport psychology. Students learn how the application of sport psychology can improve human performance. May be applied to the following curricular field concentrations: humanities; organizational dynamics.

BHSC 7331 - Communication in Sport
Credits: 3
Enhances knowledge of interpersonal and group dynamics and communication skills as well as conflict resolution and negotiation. Students apply the theories, concepts, and information to a communication plan for themselves as future sport leaders. May be applied towards the following curricular field concentrations: communication, media, and technology; organizational dynamics; humanities.

BHSC 7335 - Sustainability Leadership: An Introduction to Organizational Sustainability Leadership
Credits: 3
Engages students interested in leading their companies and organizations in sustainability. Students study the three pillars of sustainability: environmental, economic, and social, by addressing the complex issues leaders face while balancing these competing interests to affect a more equitable and sustainable future. Students will explore leadership roles, dialogues, and mechanisms for implementing sustainability principles and empowerment across a variety of sectors: business, government, Main Street or community, non-profits, and religious organizations. May be applied to the following curricular field concentrations: organizational dynamics; humanities; environmental sustainability; American studies; global studies; communication, media, and technology.

BHSC 7341 - Coaching for Educational and Organizational Leaders
Credits: 3
Builds on BHSC 7368 and BHSC 7369 by refining the practice of coaching and leadership, as well as deepening an understanding of how individual and organizational change happens. Pays special attention to the role of the coach leader and how those serving in leadership roles can positively impact performance at the individual and organizational level by effectively using the coaching mindset and skillset. Fully explores the power of questions, not only to spur individual growth but also to create cultures of learning and innovation. Finally, continues to investigate the theoretical bases of coaching, which together comprise the intellectual frame for the practice. May be applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7350 - Special Topics in Behavioral Science
Credits: 3
Covers special topics in the status of behavioral science.

BHSC 7355 - Cultural Intelligence: Understanding Leadership in Culturally Complex Situations
Credits: 3
An academic exploration of an emerging field in the science of business and a seminar in the practical means by which people can increase their own cultural intelligence and teach cultural intelligence in a workplace environment. Explores theories of culture, cultural competence and cultural intelligence, methods for teaching cultural intelligence, and emerging pedagogies of cultural intelligence for the workplace. This course may be applied to the following curricular field concentrations: global studies; human rights and social justice; humanities; gender studies; organizational dynamics.

BHSC 7357 - The Moral and Spiritual Landscape of Childhood and Adolescence
Credits: 3
This course offers for discussion and critical reflection a developmental perspective on moral reasoning and religious experience in childhood and adolescence, in light especially of the theories of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and James Fowler. These theories are supplemented by a close look at the research of psychoanalyst Ana-Maria Rizzuto on the God-ideas of early childhood. A particular focus of the course is on how moral and religious development can be impeded by impositions of adult teaching on children and adolescents

before their cognitive development is sufficient to permit assimilation and independent assessment of them. This course may be applied to the following curricular field concentration: humanities.

BHSC 7361 - Gender and Psychopathology Across Cultures
Credits: 3
Explores how people experience psychological distress and what its varied manifestations (psychiatric symptoms, somatic complaints, spirit afflictions, relational disruptions) reveal about the social and cultural construction of psychopathology. While the suffering of psychological illnesses is an excruciating reality in the lives of many people, its amelioration necessitates an understanding of how the conception and experience of psychopathology are shaped by local values and conditions. This advanced course draws upon the fields of anthropology, psychology, psychiatry, history, religion, and gender and sexuality studies to explore the interrelationships among culture, gender, and the conceptualization of madness in North America and other parts of the world. May be applied to the following curricular field concentrations: global studies; gender studies; arts and cultural traditions; humanities.

BHSC 7362 - Understanding Strategy: Government, Business, and Social Movements
Credits: 3
Explores concepts of military, business, and social strategies through the ages. Provides an in-depth examination of the strategy of two case studies each in the military, business, and social movements. Students learn how to think more strategically. May be applied to the following curricular field concentrations: organizational dynamics; global studies; humanities; communication, media, and technology.

BHSC 7365 - The Power of Negotiation: Mastering Negotiation for Personal and Professional Success
Credits: 3
Presents a step-by-step process for successful transactional behaviors. Students learn how to prepare for negotiation by maximizing resources, enhancing their powers in negotiation, and sharpening their creative thinking, with an emphasis on developing an appropriate negotiating style. May be applied to the following curricular field concentrations: organizational dynamics; communications, media, and technology; humanities.

BHSC 7366 - Adolescent Psychology
Credits: 3
Explores adolescent growth and development as a period of self-discovery. Students reflect back and develop a new understanding of their past and present selves. Fosters critical and incisive thinking about issues that have a significant impact on adolescent development in the 21st century. Provides perspectives on adolescents and what they think about the world around them by examining how different experiences shape adolescent growth across diverse cultures. Examines the modern transitional stage of emerging adulthood, where the end of adolescence and the preparation for adult roles are postponed. May be applied to the following curricular field concentration: humanities.

BHSC 7368 - Educational Coaching: Ensuring Success for All Learners
Credits: 3
Enhances the leadership and coaching styles of educational professionals in management positions through self-reflection and interactive and experiential learning focused on educational effectiveness, innovation, and success. Explores concepts such as the mind and skill sets needed to facilitate transformation within individuals and systems to ensure high-quality teaching and learning for all students, including English language learners. May be used to fulfill the writing intensive requirement or applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7369 - Potential and Performance: Coaching for Individual and Organizational Effectiveness
Credits: 3
Builds on BHSC 7368 in a continued investigation of the theory and practice of coaching in an effort to develop and deepen students' coaching mindset and skillset. Students gain practice and feedback as they use coaching tools and implement, analyze, and synthesize the coaching model, as well as the coaching relationship and the role of coaching in facilitating organizational transformation. Emphasizes coaching that closes the gaps between potential and performance. Also, the transformation coaches experience in that one must change in profound ways ("get bigger") to move to higher levels of effectiveness. In addition to becoming masterful coaches, students work to

increase their capacity for systems thinking and leading organizational change. May be used to fulfill the writing intensive requirement or applied to the following curricular field concentrations: organizational dynamics; communication, media, and technology; humanities.

BHSC 7370 - Death, Dying, and Grief
Credits: 3
Examines the development of attitudes toward death throughout the life cycle and the ways variables such as gender, occupation, religion, social class, and culture affect these attitudes. Provides an overview of the stages of the dying process typically experienced by the terminally ill individual. Addresses the importance of grief and the process of grieving. Examines ethical issues related to death and dying in contemporary society. May be applied to the following curricular field concentrations: humanities; organizational dynamics; and communication, media, and technology.

BHSC 7371 - Responding and Coping with Public Tragedy
Credits: 3
Discusses healthy responses to coping with the risks of death in the modern world. Examines various types of public tragedies such as accidents, natural disasters, homicide, violence, and terrorism. Explores factors influencing public perceptions, the role of media, and first responders. Identifies strategies for survivors and how different cultures and faith traditions respond. May be applied to the following curricular field concentrations: humanities; organizational dynamics; and communication, media, and technology.

Dispute Resolution Courses

HDDR 6302 - Negotiation and Dispute Resolution
Credits: 3
Introduces contemporary theories of negotiation. Students develop practical skills through simulation exercises.

HDDR 6303 - Mediation and Dispute Resolution
Credits: 3
Examines the function, process, and theory of mediation, in which a neutral third party facilitates the resolution of disputes. Participants gain a functional knowledge of the practice of mediation through lecture, discussion, video simulations, interactive exercises, and role-playing. Satisfies the Texas statutory requirement for mediators. Prerequisite: HDDR 6302 is recommended but not required.

HDDR 6304 - Arbitration and Dispute Resolution
Credits: 3
Covers the arbitration process and the discipline necessary to hear and render decisions. Arbitration is intended to avoid the formalities, delay, expense, and uncertainty involved in litigation.

HDDR 6305 - Law, Ethics, and Morality
Credits: 3
A primer on U.S. law and the structure and procedures of the U.S. court system with a focus on the ways alternative dispute resolution methods augment, coordinate, and sometimes clash with the goals of traditional litigation. Students learn how professionals in the field of dispute resolution and conflict management navigate the ethical standards and moral dilemmas that they face regularly. Students learn legal and ethical concepts and terminology essential to working successfully in the field.

HDDR 6308 - Dispute Resolution and Conflict Management Capstone
Credits: 3
Students demonstrate their knowledge of the theory, skills, and methodology that are involved in the practice of dispute resolution and conflict management. As part of the Capstone, students participate in an internship, a practicum, or an independent study, all of which culminate in a capstone project or paper and a presentation to a group of their peers and faculty. Prerequisites: HDDR 6302, HDDR 6303, HDDR 6305, HDDR 6310, and HDDR 6319.

HDDR 6310 - Research Methods
Credits: 3
This course provides students with a fundamental understanding of research methods, allowing them to be discerning consumers of literature in the dispute resolution field and empowering them to judge for themselves the value, validity, and reliability of studies they read. Students learn sound research design, inference from data to conclusions, and the assumptions underlying various methods.

HDDR 6311 - Techniques and Skills in Mediation
Credits: 3
Expansion of HDDR 6303, with particular emphasis on advancing mediation skills and providing in-depth exploration and analysis into alternate, often advanced, techniques for dispute resolution professionals.

HDDR 6312 - Advanced Negotiation
Credits: 3
Examines the dynamics, constraints, and skills needed in the negotiation process. Studies current literature on the theories of negotiation and uses simulated exercises to teach specific techniques. Participants develop the skills needed to negotiate effectively for their vital interests and to choose among a range of procedural options. Course content is drawn from the fields of law, psychology, business, and communication. Prerequisites: HDDR 6302, HDDR 6319.

HDDR 6313 - Advanced Mediation
Credits: 3
Continuation of HDDR 6303, in which students gained a basic understanding of the most prominent dispute resolution process - mediation. This course provides an in-depth examination of important issues in mediation practice, such as convening, multiparty mediation, mediator bias, mediator ethics, and mediator qualifications. Highly interactive, the course moves far beyond introductory lectures and simple role-playing. Prerequisites: HDDR 6302, HDDR 6303.

HDDR 6315 - Communication and Dispute Resolution
Credits: 3
Focuses on human communication in the context of conflict. Addresses the challenges of effective communication and its role in resolving conflict. Attention is paid to the most effective methods of communication used in dealing with differences, particularly methods used by dispute resolution professionals in the processes of negotiation and mediation.

HDDR 6316 - Decision Theory
Credits: 3
Examines the use of psychology, neuroscience, behavioral economics, game theory, and statistical analysis in the resolution of disputes by settlement rather than impasse. Participants learn to recognize cognitive biases and to identify factors that correlate significantly with poor quality decisions; participants also learn advanced methods to improve decision-making and problem-solving skills.

HDDR 6317 - Online Dispute Resolution
Credits: 3
Due to challenges of costs, speed, and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions, and the inability of traditional legal processes to deal with disputes arising over the Web have created a need for redress options. ODR connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. Students examine the development of ODR and the new challenges it poses to neutrals and systems designers. Also, the major providers, administrative agencies, and international organizations currently involved. Includes a series of simulations with state-of-the-art ODR technologies.

HDDR 6319 - Psychology of Conflict
Credits: 3
What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups, between individuals, and in many different settings. Students study the psychological context of negotiation, personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDDR 6320 - Selected Topics in Dispute Resolution
Credits: 3
With variable course content, students will explore topics of interest as related to the general application of dispute resolution.

HDDR 6322 - Independent Study
Credits: 3
Off-site corporate internship opportunities for the practical application of dispute resolution training.

HDDR 6323 - Engaging in Conflict
Credits: 3
A challenge for conflict specialists is to address people and situations as they are experienced realistically by the people involved and to subsequently help them deal with each other in a constructive manner. This course prepares students to identify constructive and destructive conflict, to skillfully engage conflict, and to use specific methods to work toward conflict resolution. The course offers advanced techniques and improved abilities to students who find engagement in conflict to be intriguing and rewarding. Students who find engagement in conflict to be frightening gain insight that could help them find the strength to challenge their fears and to face conflict when it arises. Numerous case examples are used to highlight and expand on the readings.

HDDR 6324 - Engaging in Conflict: Advanced Studies Using Current Events
Credits: 3
Conflict is an unavoidable and essential part of existence in this complex world. This course uses essential models of conflict applied specifically to current events that are timely and coincident with or overlapping time spent in the classroom. Students develop skills and techniques to understand and to learn how they might engage in conflict in a more meaningful manner. They also try to predict what will happen next in the conflicts studied and to learn from whatever occurs as it actually unfolds and is reported in the media. Prerequisites: HDDR 6302, HDDR 6303, HDDR 6319. Recommended: HDDR 6367.

HDDR 6325 - Neuroscience: The Role of the Brain in Emotion, Collaboration, and Conflict
Credits: 3
Provides insight into the critical role that neuroscience plays in conflict, collaboration, and emotion. Explores ways the brain processes decision-making, cognition, compassion, empathy, problem-solving, behavior, and risk. Students learn how instinctual responses can be tempered by connecting these important elements with strategies that utilize various conflict resolution processes.

HDDR 6326 - Family Conflict: The 21st Century Family
Credits: 3
Provides the theoretical knowledge of "family dynamics" and the practical skills necessary to manage family conflict. Instructs students how to dissect conflict, analyze family resilience, determine successful strategies for dealing with emotions, apply golden rules for conflict, and employ basic intervention skills in dealing with family matters. Involves lecture, videos, exercises, role plays, and guest speakers.

HDDR 6327 - Conflict Coaching
Credits: 3
Teaches a seven-stage structured approach for preventing or managing disputes and enhancing a coachee's conflict management skills. The approach, which is based on the CINERGY® Conflict Management Coaching model, can be used in organizational contexts and to coach individuals to participate in mediation, negotiation, and relational

conflicts. Students are expected to bring examples of real, interpersonal conflict situations, which they in turn use to coach and be coached in this highly experiential course. Students who successfully complete this course receive a basic level CINERGY® Certificate of Completion with 28 hours of Continuing Education Credits (CEU) from the International Coach Federation. Those who wish to be accredited as a CINERGY® Conflict Management Coaches can do so within 9 months by completing an additional 2-hour competency assessment process.

HDDR 6328 - Restorative Justice
Credits: 3
Provides an introduction to principles and applications of restorative justice in a variety of settings. Explores the needs and roles of stakeholders and examines the values and assumptions of restorative practices.

HDDR 6331 - Domestic Relations
Credits: 3
Delves into the many disputes arising from divorce, child custody, and family violence. This course meets the state requirement to practice family mediation in Texas. Prerequisite: HDDR 6303.

HDDR 6336 - Selected Dispute Resolution Topics
Credits: 3
Students explore various topics of interest concerning the dispute resolution field.

HDDR 6341 - Employment Law
Credits: 3
The employer-employee relationship drives the economic engine of society. In this relationship that engages so many significant interests, it is no surprise that serious conflicts occur. Through employment law, legislatures and judges attempt to regulate the complex competing interests of employers and employees. This course covers the most significant statutes and cases that apply to the employment life cycle from recruitment through termination, with an emphasis on the rights and responsibilities of employers and individual employees. Includes at will employment, fair labor standards and pay, discrimination, work conditions, and disability and illness. Collective bargaining is not included.

HDDR 6344 - Organizational Change Management
Credits: 3
Provides a model for organizational change and change management. Students learn the sources of conflict and disruption that accompany traumatic organizational transitions. Includes how the facilitation skills employed in micro-interventions (the facilitation of single teams) must be adapted to meet the facilitation needs of large-scale organizational change projects. Contrasts more traditional problem-solving approaches to change management with those represented by the social constructionist perspective and the use of appreciative inquiry.

HDDR 6346 - Organizational Consulting Skills
Credits: 3
Students apply dispute resolution skills as either external consultants or internal consultants and business partners. The course introduces the basic core elements of organizational consulting, including establishing trust with clients, establishing expectations of the consulting problems, planning a consulting intervention, and managing a consulting intervention.

HDDR 6347 - Systems Design in Dispute Resolution
Credits: 3
Executives in the new millennium are facing an ever-increasing number of organizational disputes in the form of customer complaints, employee grievances, charges of discrimination, contractual disagreements, lawsuits, and unhealthy competition within and between work groups. Organizations often handle these conflicts on a case-by-case basis or with adversarial approaches that can escalate the situation and result in expensive solutions later on. Effective dispute resolution systems offer a constructive approach to managing a wide range of organizational conflicts, and provide an integrative and comprehensive way to minimize conflict and resolve disputes when they arise.

HDDR 6348 - Team-Building Theory and Practice
Credits: 3
Introduces team performance models and explores research regarding the structural and interpersonal factors that impact teams. Students diagnose team performance issues and dysfunctional dynamics through application of a five-step model and address challenges within work teams.

HDDR 6349 - The Role of the Ombudsman in Organizational Conflict
Credits: 3
Organizations implement ombuds programs to address workplace conflict. This course explores ombuds programs as essential components of an integrated dispute resolution system. It covers the history and development of the ombuds profession, theoretical and practical concepts, professional standards of practice, ethics, legal, and regulatory considerations, while acknowledging individual, group, and systemic issues that contribute to conflict. Students learn practical skills and strategies that are unique to the ombuds practice and review conflict management skills. Through lecture, discussion, interactive exercises, role-playing, and case studies, participants gain a functional knowledge of the ombuds practice and profession.

HDDR 6351 - Workplace Conflict
Credits: 3
This course provides an introduction to the sources and causes of conflict within business organizations, and explains some of the implementation issues, such as working with multiple and often polarized senior stakeholders, that must be addressed when implementing mediation and conflict resolution services within business settings. Exercises and case studies are used to help students assess workplace conflicts, and to determine the most effective processes for applying dispute resolution support to business clients.

HDDR 6352 - Selected Organizational Topics
Credits: 3
With variable course content, students will explore topics of interest as related to the organizational concentration of dispute resolution.

HDDR 6353 - Generational Conflict
Credits: 3
An extensive study of the concepts of conflict management directly addressing generationally generated conflict. Pays particular attention to generational theory and systems theory, applying dispute resolution skills and principles to these common problems. Introduces the culture of conflict in the workplace that develops between employees from different generations, as well as the process approaches for managing these difficult moments in order to establish a collaborative environment.

HDDR 6354 - Managing Conflict in Traditional and Social Media
Credits: 3
Examines how the media can create, contribute to, magnify, worsen, and conversely, alleviate conflict within communities and organizations. The decline in traditional media such as newspapers and radio is changing how individuals and organizations receive new information and/or distribute it to internal and external audiences. The recent rise of mass self-communication through new media such as email, blogs, texting, Facebook, Instagram, Twitter, and YouTube has created dangerous risks for conflicts to go viral even before they can be fully understood by community or organization leaders. Explores how new media presents interesting, nontraditional opportunities for conflict resolution. Students engage in structured practice in conflict resolution techniques and message creation under media deadline pressure. Examples of media-driven conflict and misunderstanding are explored along with action planning to mitigate conflict.

HDDR 6361 - Cross-Cultural and Gender Negotiation
Credits: 3
Examines the relationship of identity, gender, culture, and ethnicity to conflict dynamics in the negotiation process, with a focus on increasing students' sensitivity to and awareness of negotiation issues. Compares individual- and collective-oriented cultures, and explores the use of body language and physical spacing in negotiation. Includes

discussions on the use of language, narratives, and metaphors. Also, how the concept of apology and forgiveness is a culture- and gender-dependent issue. Students practice the skills needed to be more effective in resolving conflicts.

HDDR 6364 - International Conflict Management
Credits: 3
Discusses the provocative topic of international relations and dispute resolution. The world is rapidly changing, and these changes are opening the door for the application of negotiation and mediation as well as other dispute resolution mechanisms. Students probe national and international human rights in the coming global and politically realigned world.

HDDR 6367 - Selected Social Service Topics
Credits: 3
With variable course content, students will explore topics of interest as related to the social service concentration of dispute resolution.

HDDR 6370 - Assessment and Interviewing
Credits: 3
This course serves as the foundation for the three-course executive coaching series and certification program in executive coaching. Includes the basics of coaching, including its purpose, applications, and comparison to counseling or mediation. Covers how to make certain that all parties (coachee, coachee's manager, and sponsoring organization) share the same expectations of the coaching process, and how to conduct in-depth assessment interviews with coachees and with other organizational stakeholders. Introduces 360 degree feedback tools, and shows how to integrate 360 degree and interview data into a consolidated assessment report. Also, developing a coaching contract and conducting an initial postcontracting interview.

HDDR 6371 - Transitional and Developmental Coaching
Credits: 3
This is the second course in the executive coaching series. Focuses on coaching leaders who are making transitions into new work settings (transitional coaching), or who are preparing to take on broader organizational roles (developmental coaching). Students learn to identify underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting. Also, assessing leadership style, experience, and communication factors associated with a leader's potential to succeed within high-level job assignments. Involves comparing and contrasting development hurdles leaders must overcome as they prepare for different organizational levels, and identifying the behaviors and learning approaches demonstrated by leaders who perform well.

HDDR 6372 - Performance Coaching
Credits: 3
This is the third course in the executive coaching series, which leads to the Certificate in Executive Coaching. Performance coaching helps managers address significant behavioral problems or leadership style issues that adversely impact their work performance. Introduces research on interpersonal and leadership style issues that play key roles in leadership success or failure, and research related to leadership derailment and failure patterns observed in managers previously assessed as high-potential leaders. Covers the most common performance coaching challenges encountered in performance coaching and ways to address resistance to coaching. Also, the intricacies of client contracting, with a focus on establishing clear and detailed expectations for performance improvement. Students practice conducting performance coaching sessions.

HDDR 6380 - Introduction to Conflict in Health Care Settings
Credits: 3
An overview of three models appropriate for engaging and managing conflict in health care settings: prevent model, resolve model, and contain model. Participants apply their understanding of conflict and consider the constructive and destructive conflict models. Provides engagement through simulated exercises, role-playing, and class discussion. Using these methods for diagnostic thinking, participants learn treatment strategies and tactics appropriate to the circumstances. Focuses on the roles of the patient, provider, and organization, with a special emphasis on the patient.

HDDR 6381 - Engaging in Conflict in the Health Care Workplace
Credits: 3
The health care industry's struggle with provider-administration trust, physician-nurse relations, and patient satisfaction comprises the backdrop of this course. Explores challenging, high-stakes relationships that affect all health care stakeholders. Focuses on the complex and potentially adversarial interactions among patients, providers, and organizations, with an emphasis on provider contributions. Addresses problems such as bullying, burnout, disruptive behavior, nonproductive communication, and resistance to change. Students develop and practice skills drawn from negotiation, mediation, facilitation, and executive coaching to address these and other critical health care conflict issues. Assigned readings are augmented with class exercises and pertinent case studies.

HDDR 6382 - The New Role of the Health Care Leader: Managing Change, Culture, and Conflict
Credits: 3
Focuses on the importance of managing culture change in the health care industry. Using case studies, readings, assessments, and skills practice, students build on previous courses and focus on increasing self-awareness, identifying ways to successfully interact with others, dealing with resistance to change, and adapting one's managerial style to the situation and individual. Participants learn how human resources offices can facilitate change and align culture. The ability to lead in health care organizations is a developed skill that requires self-awareness and training. Considers the patient as well as the providers, but focuses largely on the organizational challenges of the changing health care landscape. Specific role-plays and exercises designed from a human resources perspective allow participants to learn to adapt the organizational culture and dynamic to address the health care workplace.

HDDR 6390 - Executive and Leadership Coaching: Essentials
Credits: 3
Introduction to the essential competencies, processes, skills, and framework of an effective coach. Students assess their strengths and identify their growth areas related to executive and leadership coaching. Students set personal learning objectives for their course work in alignment with the standards of coaching as outlined by the International Coach Federation (ICF).

HDDR 6391 - Executive and Leadership Coaching: Theory and Practice
Credits: 3
Introduction to the theoretical underpinnings of coaching and their influence on the evolution of coaching (psychology, adult learning theory, systems theory, communication, and social psychology). Students learn how various disciplines have informed coaching processes and applications to groups, including executives and teams. Reinforces the Core Competencies and the Code of Ethics set forth by the International Coach Federation (ICF).

HDDR 6392 - Executive Leadership and Coaching: Performance
Credits: 3
Explores research on interpersonal and leadership styles that effect leadership success and failure and research on "leadership derailment," which is the failure of a manager who at one time demonstrated high potential. Focuses on the impact of coaching practices on coaching outcomes and reinforces the Core Competencies and the Code of Ethics set forth by the International Coach Federation (ICF).

Fine Arts Courses

FNAR 6100 - Independent Study
Credits: 1
Directed study.

FNAR 6110 - Special Topics in Fine Arts
Credits: 1
Focuses on a special topic in the fine arts through lectures, seminar discussion, and writing assignments.

FNAR 6115 - Classic Works and Texts in the Fine Arts
Credits: 1
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 6200 - Independent Study
Credits: 2
Directed study.

FNAR 6300 - Independent Study
Credits: 3
Directed study.

FNAR 6301 - Action! Dramatic Screenwriting
Credits: 3
Hands-on writing course for beginners and for those already writing screenplays or plays. Focuses on basic requirements for dramatic writing (film, theatre, and solo performance): action, dialogue, and narrative. Includes a series of in-class exercises and writing assignments on how to create a new work or rewrite a work in progress. Scenes from classic plays are studied and emulated. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 6305 - From Sunrise to Psycho: Form and Meaning in the Cinema
Credits: 3
Examines the evolution of cinematic methods of expression, from the end of the silent era, through the transition to sound and the subsequent development of the movie industry, to 1960. Students screen and closely examine sequences from 14 masterpieces of world cinema, beginning with F.W. Murnau's great silent film "Sunrise" (1927) and concluding with Jean-Luc Godard's "A Bout de Souffle (Breathless)" and Alfred Hitchcock's "Psycho" (1960). Selected readings and screenings of short sequences from other relevant films explore the economic, social, and cultural context for these major artistic achievements. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions.

FNAR 6306 - Reading to Write: Learning From the Masters
Credits: 3
Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Warren, Munro, or the latest best-seller, writers of fiction and nonfiction benefit from the study of others' storytelling. Through literary analysis and application of techniques studied, writers enhance their creative projects. This course is a combination of close reading and creative writing. The course may be applied to the following curricular field concentration: creative writing or humanities.

FNAR 6307 - Chemistry and Technology in Art: From Antiquity to the Industrial Revolution
Credits: 3
Students become acquainted with the major developments in science and technology through the ages and learn how these developments influenced materials and techniques used in art. Includes discussions on various artists' materials such as dyes and pigments, clays, metals and alloys, glasses, and coatings and adhesives. The major art forms that employ these materials include painting, dyeing of textiles, manuscript illumination, glass and metalwork, and ceramics. Original sources from antiquity, the Middle Ages, the Renaissance, and more modern periods are used to learn how various materials were prepared and applied in art. This course may be applied to the following curricular field concentrations: communication, media, and technology; arts and cultural traditions.

FNAR 6308 - Creating Truths
Credits: 3
Narratives explore the margins of humanity, and they are a means of expressing, celebrating, and instructing others. Students explore factual and fictional stories and how they work, how people read and appropriate what they read,

and how narratives are important to everyday life. Conducted in a workshop setting, the course focuses on the analysis and creation of stories, with in-seminar writing exercises. Interchanges between two genres (short fiction and creative nonfiction) assist in the crafting of stories in either or both genres. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 6309 - Art of the Renaissance in Italy
Credits: 3
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. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6313 - Approaching Contemporary Art, Facing the Millennium: 1980-2010
Credits: 3
This course encompasses the 30 years of contemporary art straddling the turn of the century, 1980-2010. The art combines materials, methods, concepts, and subjects that challenge traditional boundaries and defy easy definition. Students witness ever-growing, new ideas developed by adventurous, mostly young artists worldwide. Contemporary art is the art of today produced by artists living in the 21st century. It is a window on contemporary society that helps people understand the world and themselves. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6315 - Creating the Memoir
Credits: 3
The memoir, a subgenre of creative nonfiction, explores the methodologies for writing about the self. Through analysis of existing memoirs, suggested strategies for such writing, and a hands-on workshop setting, this seminar enables students to tell their stories. May be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities. Repeatable for credit.

FNAR 6316 - History, Humanity, and Humor: Physical Comedy and Beyond
Credits: 3
Explores the roots of comedy and asks why comedy has historically made people laugh. After researching comedies in historical dramatic literature, masks of the commedia dell' arte, comic scenarios, and comedic problem-solving, students recreate classical physical comedy and investigate their own personal clown. Examines the ways man's humanity is revealed through humor and the similarities between centuries-old humor, physical comedy, and that of popular culture today. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 6317 - The Art of the Baroque
Credits: 3
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 6322 - Modern Movements in European and American Painting
Credits: 3
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. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; American studies.

FNAR 6323 - Modern European Paintings in France
Credits: 3
(held off-campus) This course takes students on an art history tour to France. The tour explores modern French painting and the significant contributions of realism, impressionism, postimpressionism, 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 6333 - Approaching Contemporary Art: Post-World War II, 1950-1980
Credits: 3
Presents art from the end of World War II to the close of the 20th century and sets the stage for students to explore new art. Students become familiar with artists, their signature styles, and their effect on the course of art history. Students also develop confidence looking at new art, enhancing their own aesthetic judgment, and enriching their lives culturally. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies; American studies.

FNAR 6336 - Renaissance and Baroque Art in Italy
Credits: 3
(held off-campus) 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 c. 1300-1700. 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. 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. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

FNAR 6387 - Inspiring Creative Minds Through Original Art
Credits: 3
Most encounters with works of art are limited to learning objective information about them - when, where, why, and by whom they were created. Seldom are visitors invited to spend thoughtful time with the works and explore their complexities, and rarely are they encouraged to discover personal connections and construct their own meanings. This course invites students to consider works of art in a variety of contexts, to learn through them, and to be inspired to think and respond creatively to them. May be applied to the following curricular field concentration: arts and cultural traditions.

FNAR 6390 - Evocation, Narratives, and Nature: Understanding 18th-19th Century Romanticism
Credits: 3
Examines late 18th to early 19th century paintings by European and American artists who embraced the ideals of Romanticism. Presents select works by philosophers, critics, poets, and composers to help students develop a broader understanding of the intellectual and cultural climate of the time period. May be applied to the following curricular field concentrations: arts and culture; humanities.

FNAR 6394 - Creating Poetry
Credits: 3
In this workshop, students read and interpret a wide variety of poems, craft poetry using different poetic forms, and critique and evaluate their classmates' poems. Repeatable for credit. This course may be applied to the following curricular field concentrations: creative writing; arts and cultural traditions; humanities.

FNAR 6396 - Time Past, Time Present: Storytelling with a Backdrop of History
Credits: 3
All writing reflects a backdrop of history, and storytelling in fiction and nonfiction becomes richer, more dramatic, and closer to the "truth" when a writer researches, explores, and incorporates historical context. By mining the past

for stories waiting to be told, writers spark their creativity and enhance the richness of their creations. When writers attempt to capture the significance of historical events, often the more dramatic approach is the most personal - a momentous event through the eyes of a single individual just living daily life in interesting times and struggling with personal challenges and demons. Whether an author uses fiction or nonfiction to capture that experience, dramatic storytelling can be the best way to explore time past, time present. The course combines creative writing with literary analysis and historical research to reflect the benefits of close reading, learning from the masters, exploring the "presentness" of the past, and enhancing the creative process. May be applied to the following curricular field concentrations: creative writing; humanities; arts and cultural traditions.

FNAR 7320 - Creative Nonfiction: Shaping Experience into Narrative
Credits: 3
Explores what it means to "create truth"—to shape real experiences and events into stories. Strives to acquire unique stylistic approaches for constructing individual bodies of work. Goals are twofold: seek to understand the rhetorical and ethical importance of constituting identities and/or experiences in nonfiction, and work to identify and hone the fundamental techniques of nonfiction writing. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7321 - Creative Nonfiction: From Long-Form Article to Flash Lyric Hybrid and Everything In-Between
Credits: 3
Explores the wide variety of forms available to nonfiction writers in order to construct nonfiction pieces. Goals are twofold: map the broad spectrum of formal approaches to nonfiction writing and work to identify and hone the stylistic techniques that best complement each form. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7322 - Applying Research to Creative Nonfiction
Credits: 3
Explores various methods for conducting research and applying the research findings to the process of writing creative nonfiction. Students construct nonfiction pieces based on selected research topics and receive feedback on their work. Students consult research-based nonfiction course texts by Teju Cole, Alexandria Marzano-Lesnevich, B.J. Hollars, and Kathryn Nuemberger. May be applied towards the following curricular field concentrations: creative writing, art and cultural traditions, humanities.

FNAR 7323 - Creative Writing for Publication
Credits: 3
Explains the process of writing for publication, including how to prepare and submit work to journals and magazines; how to write personal and project statements for fellowship, grant, and residency applications; how to compile and format CVs; how to select and polish a creative sample of work; how to query agents; how to construct book proposals; how to pitch articles for editors; and more. May be applied towards the following curricular field concentrations: creative writing, art and cultural traditions, humanities.

FNAR 7350 - Special Topics in Fine Arts
Credits: 3
Covers special topics in the status of the fine arts.

FNAR 7360 - Creating the Short Story
Credits: 3
Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: creative writing; arts and cultural traditions; humanities. (This course may be repeated for credit.)

FNAR 7361 - Creating Compelling Narrative
Credits: 3
Writers of thrillers, literary novels, and memoirs face a common challenge: compelling readers to continue reading. Powerful narrative results from an intriguing combination of what happens, who is involved, and why the characters act as they do. Students explore how narrative techniques like conflict, suspense, character motivation, plot complications, and resolution combine to engage readers, whether used in prominent ways as in a mystery or with more subtlety as in literary fiction. Through examination of classic fiction and current best sellers, students analyze effective storytelling and create compelling narratives, scene by scene. May be applied for the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7365 - Creating the Novel
Credits: 3
The craft of writing a novel is explored through workshops that focus on writing exercises and the analysis of novels relative to structure, characterization, theme, and the development of plotline. Students write the beginning 45-60 pages of a novel, with the primary intention of writing toward the completion of a novel. Significant reading and writing are essential to successful achievement in this seminar. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7366 - Creating the Stage Play
Credits: 3
Focuses on analyzing and writing one-act plays and explores a variety of stage play types, including tragedy, comedic tragedy, comedy, and one-person monologue. Seriously examines drama of all types other than the musical. Special attention is given to character, story lines, theatricality, and theme. Conducted as a workshop that includes in-seminar and out-of-seminar writing exercises, with colleague critiques geared toward the goal of developing a tightly organized one-act play. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7367 - The Writer's Voice
Credits: 3
A writer's voice is the "sound" a writer makes when telling a story, the writer's creation of characters who speak for themselves, and the distinctive dialogue of individuals. A writer's voice begins with silence, grows into sound, expands to tone, and resonates throughout narrative and style. It reflects the core identity of the writer and demonstrates an author's facility with language and storytelling. Through close reading and extensive writing, students create fiction or nonfiction concentrating on the cluster of writing features that result in unique literary voices. May be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

FNAR 7368 - Science on the Stage
Credits: 3
Science and theatre (or, more generally art) are often seen as two disparate and incompatible products of the human mind, even though both depict and study - and are inspired by - the wonders and majesty of nature, other surroundings, and the universe. To see science as merely analytical and art as merely creative is to rather simplistically stereotype the scientist ("unemotional" etc.) and the artist ("unserious" etc.). The course demonstrates the ways stage works have made various scientific discoveries accessible, entertaining, and inspiring. Includes lectures, student projects, and discussion of theatre-worthy scientists and scientific or pseudoscientific ideas/acts ranging from great and dignified to despicable. Students analyze plays and play excerpts (texts or video). This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 7373 - Lone Star Art Stars: Contemporary Texas Artists
Credits: 3
Presents contemporary art by Texas artists, beginning with the Lone Star regionalists in the 1930s and continuing with artists of the 21st century. Students explore regional art (this area has the third-largest artist population in the U.S.) in local galleries, museums, art spaces, and private collections. They become familiar with Texas artists, their signature styles, and their continuing maturity. Looking at new art, students enhance their aesthetic judgment and gain confidence in their own personal collecting. The course seeks to expand students' awareness of how the North

Texas environment impacts artists and collectors. May be applied to the following curricular field concentrations: American studies; arts and cultural traditions; humanities.

FNAR 7374 - Mythic Image in Pop Music and Technology
Credits: 3
An in-depth analysis of myth, pop music, and contemporary music technology that includes an examination of the evolution of pop music to its current status in which it mimics and sometimes replaces the traditional functions of the culturally informing myth. Focuses on technology from 1877 to the present, addresses issues of myth's presence and viability in a modern world, and investigates the means by which pop icons such as Lady Gaga, Rush, and Ice-T affect local and global communities of listeners. May be applied to the following curricular field concentrations: arts and cultural traditions; communication, media, and technology; global studies; humanities.

FNAR 7375 - Religion and Theatre
Credits: 3
Born in homage to divinity, theatre in the Western world has told the stories and reflected the beliefs, practices, questions, and conflicts within and among individuals, institutions, and societies for five recorded millennia. From the Osiris Passion Plays in ancient Egypt to "Angels in America" on Broadway, this course surveys great plays and the societies they reflected. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

FNAR 7377 - Representing the Real: Form and Meaning in Documentary Film
Credits: 3
Examines the documentary film tradition as it has developed from the silent period to the present. Features American films as diverse in their approach as "Nanook of the North" (1922), "Salesman" (1969), "Harlan County, USA" (1976), and "The Thin Blue Line" (1988), as well as important documentary film from France, Spain, Germany, and Japan, etc. May be applied to the following curricular field areas: humanities; arts and cultural traditions; communications, media, and technology.

FNAR 7381 - Writers on Writing: 21st-Century Storytelling
Credits: 3
Explores guidance from writers, editors, and agents about the benefits of how blending powerful storytelling and quality writing signifies that "literary/commercial" may offer a new category for authors in the twenty-first century. Students analyze literary bestsellers since 2000 to glean support for their fiction, creative nonfiction, or memoir class projects. This course may be applied to the following curricular field concentrations: arts and cultural traditions; creative writing; humanities.

FNAR 7383 - The Art and Culture of Spain
Credits: 3
Reviews the history of Spain, the sociopolitical and economic struggles that led to the Spanish Civil War, the subsequent 36-year authoritarian government of Francisco Franco (1892-1975), Spain's modern connections to centuries-old values and customs, and Spain's associations with ideologies outside of the country. Examines critic Julius Meier-Graefe, author Camilo José Cela, and modern painter El Greco. Focuses on what constitutes the Spanish identity and what defines modernity in the context of Spanish culture and art. Examines two painters who are relatively unknown outside of Spanish art historical circles: Ignacio Zuloaga (1870-1945) from the Basque Country and Santiago Rusiñol (1861-1931) from Catalonia. Students explore art and architecture from across centuries and use their own aesthetic awareness and critical skills in expressing their opinions based primarily on the visual (versus art historical) and affective aspects of objects and space. May be applied to the following curricular field concentrations: arts and cultural traditions; global studies; humanities.

Humanities Courses

HUMN 6049 - Graduate Full-Time Status
Credits: 0
Allows full-time status for graduate students without credit.

HUMN 6100 - Independent Study
Credits: 1
Directed study.

HUMN 6200 - Independent Study
Credits: 2
A directed study proposed by the student, under the guidance of a faculty member.

HUMN 6300 - Independent Study
Credits: 3
Directed study.

HUMN 6303 - Thesis
Credits: 3
Directed study toward thesis.

HUMN 6304 - Technology, Humanity and Concepts of Identity
Credits: 3
Explores how the use of Internet technology affects an individual's concept of identity at both personal and societal levels. Using presentations, current events, cases, and online articles, students study topics such as the digital person, digital surveillance and personal freedom, and issues of privacy in a wired world. May be applied to the following curricular field concentrations: humanities; communication, media, and technology.

HUMN 6308 - Women's Lives and Literature
Credits: 3
Examines American and British classic texts in the women's literary tradition, with a focus on how they reflect ideals and conflicts in their portrayal of women's lives from childhood to old age. Introduces selected modes of literary theory as a context for reading women's literature. Authors include Alcott, Morrison, Austen, Bronte, and Eliot. This course fulfills the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; gender studies; arts and cultural traditions; American studies; human rights and social justice.

HUMN 6316 - The Human Experience: An Introduction to Graduate Liberal Studies
Credits: 3
Introductory course for the M.L.S. program that is required of all degree-seeking M.L.S. students. Examines issues of human existence using interdisciplinary perspectives, primary readings, large-group presentations, and discussion groups. Students learn the various disciplines of human thought and problems, and they contribute to the overall knowledge of the many ways in which humans try to understand themselves and the world around them. Also, what it means to be human, including a consideration of the nature of products of human activity and the world in which humans find themselves. Includes a close look at the human condition and human creations such as social institutions, art, literature, and science.

HUMN 6317 - Literature and Identity, 1530-1680
Credits: 3
A study of the interplay of religion, politics, and culture in the works of major English writers, from Shakespeare to Milton. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions.

HUMN 6319 - Ethics and Literature
Credits: 3
Examines literary works that evoke questions about individual responsibility, free will, the nature of evil, and the resolution of conflicting moral claims. This course may be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

HUMN 6321 - International Humanitarian Aid
Credits: 3
Examines modern-day international responses to the emergency needs of people affected by major natural disasters and by inter- and intra-state conflicts that have occurred since the end of the Cold War. May be applied to the following curricular field concentrations: global studies (non-Western); American studies; human rights and social justice; humanities.

HUMN 6323 - Creativity and Dreams
Credits: 3
Do dreams contain important insights, and even messages, about living more creatively both for ourselves and for others? Can dreaming play an important role not only in the regulation of sleep but in the generation of great visions for our own and humanity's future? This course explores these questions and offers methods for applying dream interpretation to the strengthening of one's own creative aspirations and powers. This course may be applied to the following curricular field concentration: humanities.

HUMN 6326 - Indigenous Peoples' Rights in a Global Economy
Credits: 3
Provides a critical overview of present-day issues facing indigenous peoples and how they have been categorized in relation to ethnic groups, colonization, and the international system of states. Examines the current debates within the United Nations about indigenous peoples and human rights, and looks at the law and economics of colonization and emerging issues of international trade and globalization. The course also explores the relationship between jurisprudence and tribal customs in literature, history, and anthropology. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities; gender studies.

HUMN 6330 - Wit and Humor in African-American Literature
Credits: 3
The goals of this course are to reach a better understanding of the aesthetics, cultural and historical experiences, and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper, and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings and/or performances. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; American studies.

HUMN 6336 - Paradigms of Humanity in Science Fiction
Credits: 3
Examines works in the genre of science fiction using a variety of novels, films, and short stories to question what it means to be human in relation to the alien other and the alien machine. May be applied to fulfill the writing intensive requirement for the M.L.S. program or toward the following curricular field concentration: humanities.

HUMN 6338 - The Fire of Transformation: Exploring the Mystical Life
Credits: 3
Explores how certain individuals throughout the world and during different periods of history came to have powerful and transformative spiritual experiences. Students carefully examine the ways in which different religious traditions understand mysticism. They investigate a variety of spiritual techniques designed to catalyze, deepen, and stabilize these alternate levels of consciousness. Students delve into philosophical and social-scientific analyses of the dynamics of mystical states of awareness, and they probe the metaphysical, ethical, and psychological implications of mysticism in the modern world. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 6340 - Psychoanalysis and Religious Belief
Credits: 3
An exploration of the origins and development of individuals' 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 human beings'

quest for mental, emotional, and spiritual well-being. The course focuses on psychoanalytic thought, both Freudian and Jungian depth psychology. May be applied towards the following curricular field concentration: Humanities.

HUMN 6341 - The Ethical Implications of Children's Literature
Credits: 3
The course examines a wide range of children's literature, both historical and current, with an emphasis on building an adult understanding of the moral and cultural themes in these works. Issues of colonialism, race, ethnicity, gender, and class are confronted. Students become acquainted with different approaches to children's literature by reviewing a variety of literary criticism. This course may be applied to the following curricular field concentrations: humanities; gender studies.

HUMN 6350 - The Art of African-American Storytelling
Credits: 3
Explains the traditional roots of African-American storytelling from Africa through the diaspora and examines the survival, uses, and importance of verbal arts in the African-American culture. The course also explores the cultural clashes between African-American descendants whose experiences are disparate: one group dominated by respect for the oral tradition and the other dominated by reliance on authorized written texts. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; human rights and social justice; gender studies.

HUMN 6351 - Interpretation and Performance of African-American Poetry
Credits: 3
Extends the student's knowledge and awareness of African-American literary, aesthetic, and folk traditions through an examination of early- to contemporary-period poetry that reveals historical, political, and sociological influences. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; human rights and social justice; gender studies.

HUMN 6352 - Interpretation of Folklore in African-American Fiction
Credits: 3
This course examines selected African-American novelists whose works are strongly influenced by the legacy of the African oral tradition. Students utilize selected readings to engage in lively discourse and demonstrate basic performance skills. This course may be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies.

HUMN 6354 - Remembering the 1960s: Culture and Change
Credits: 3
Examines eyewitness accounts, participants' recollections, and fictional and film representations from one of the nation's most controversial decades to discover how mass media influenced cultural perceptions and how later commentators on this era have constructed nostalgic or demonized versions (e.g., it was the decade that America came unraveled or it was the dawning of the Age of Aquarius) as ammunition in continuing contests over values. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; arts and cultural traditions; global studies; American studies; human rights and social justice.

HUMN 6356 - Oral Interpretation of Literature
Credits: 3
Explores how to give professional presentations in a public-speaking venue, with a focus on talks about written content such as literature and poetry. The spoken art form that originated in the ancient oral tradition is reappearing more significantly in today's world. May be applied to the following curricular field concentrations: communication, media, and technology; humanities.

HUMN 6358 - Trances and Dances: Investigations Into Indigenous Religious Life
Credits: 3
Introduces students to the religious beliefs and practices of several non-Western (or pre-Western) indigenous cultures such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through

readings, videos, lectures, classroom discussions, and in-class activities, students examine such phenomena as spirit possession, sacrifice, masks, shamanism, out-of-body experiences, spiritual healing, visions, and pilgrimages. Students delve into the psychological and social functions of trance, exorcism, and magic and explore the problems and possibilities of cross-cultural religious contact. They also seek out the hidden meanings of myths and dreams. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); American studies.

HUMN 6370 - The Literate Mind At Work
Credits: 3
Students enhance their reading, research, analysis, and written argument skills. Activities include the analysis of literature as a record of human experiences, the refinement of writing skills through personal responses, argumentation, and presentation of research. In group and individual projects, students explore the literature of the Southwest and classic short stories as literary responses to clashes of cultures, social and human justice, and challenges to morality and values. This writing-intensive course clarifies basic research techniques, styles of documentation, and academic integrity. May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: American studies; human rights and social justice; gender studies; humanities.

HUMN 6374 - Writing and the Search for Self
Credits: 3
What are the defining moments of students' lives, and how do students incorporate the insights gained from these critical experiences into the stories they tell about themselves? Examining memoirs and autobiographies, and offering practical advice on keeping a journal and overcoming writer's block, this course is for students interested in developing a strong individual voice, one that can address issues of personal concern with the authority that comes from experience. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6376 - Our Stories, Ourselves
Credits: 3
How people see themselves and how others see them are not just a matter of looking in the mirror. For better or for worse, self-image is embedded in the stories people tell about themselves, both internally and in their dealings with others. Students use journal writing as a means of bringing their life stories into focus and as a tool for change, growth, and understanding, with the goal of living a more effective and happier life. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; creative writing.

HUMN 6395 - News in the Digital Age: From Traditional Media to Citizen Media
Credits: 3
Examines the impact of digital technology on news and the free flow of information in a democratic society. Reviews the evolution of American journalism from its founding to its current-day forms. Also, the standards and practices of journalism for traditional media (print, radio, and television) and new media (online reporting, blogging, video and/or audio podcasts, live streaming, and Web-feed formats such as RSS feeds). Students discover how the different technological methods of news distribution affect who does the coverage, what is covered, who is reached, and why these are important. May be applied to the following curricular field concentrations: communication, media, and technology; humanities; American studies.

HUMN 6396 - Literature and the Culture of Disability
Credits: 3
Explores issues of disability from literary, cultural, and philosophical perspectives. Students study current debates surrounding disability studies within a variety of contexts. This course fulfills the writing intensive requirement or may be applied to the following curricular field concentration: humanities.

HUMN 6397 - Troubled Youth in America
Credits: 3
Examines, from an array of perspectives (history, literature, film, sociology, music, media, etc.), the transcultural and historical categories of youth, adolescence, and young adulthood. Students focus on issues of historical change,

family systems, gender roles, sexuality, rebellion, and generational conflict. May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies.

HUMN 7300 - Dissertation Research and Writing
Credits: 3
Directed study for dissertation research, writing, and revision.

HUMN 7301 - Greek Mythology and Literature
Credits: 3
Examines the myths and legends of Ancient Greece through ancient poetry and plays. It is through myth that ancient societies examined their most complex questions about the relationships between gods and men, the nature of mortality, war and peace, glory and ignominy, and suffering and happiness. Ancient myths changed over time, manipulated by each generation and by innovative artists, to address new questions and to answer old questions in new ways. Students read the most important literary sources for Greek myth and discuss the roles of these works in ancient Greek cultures and their legacies across time. May be applied to the following curricular field concentration: humanities.

HUMN 7303 - The Cultural Politics of Pop, Rock, and Rap
Credits: 3
The prehistory and history of rock and roll serves as the context in which American and transnational histories are explored. Topics include the black diaspora, minstrelsy, the Great Migration, the Black Atlantic, youth culture, the sexual revolution, student uprisings, the civil rights movement, consumerism, and rock as oppositional in culture. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; American studies; global studies; human rights and social justice; gender studies.

HUMN 7311 - Capstone: Liberal Studies
Credits: 3
The capstone course is required of all M.L.S. students not undertaking a thesis. Conducted as an independent directed study, it is the last course of a student's program for the M.L.S. degree. Students earning a concentration must pursue a capstone project related to the curricular field area of their concentration. One month in advance of their last term, students must choose a faculty member with whom to work and - in consultation with that faculty member - propose to the M.L.S. director and Simmons School dean their topic and/or project. Students have a choice among the following capstone options to satisfactorily complete their degree program and to prepare for further graduate work: the portfolio project, the graduate project, an internship and/or service experience, or a creative project.

HUMN 7312 - Islam in State and Society
Credits: 3
The emergence of "political Islam" as a movement to reform dominantly Muslim societies and to transform those societies' relationships to non-Muslim nations has had a growing impact on American impressions of Islam and on U.S. foreign policy toward Muslim countries. Topics include the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies, the historical rise of Islamic states and societies, the classical Islamic legal reasoning that justifies and shapes those states and societies, and the emergence of contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. Students explore issues that surround Muslim minorities in non-Muslim states and societies as well as the rights of non-Muslims in dominantly Muslim states and societies. Important to this exploration is an understanding of human rights, gender, democracy, and economic structures in contemporary Islamic thought. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); gender studies; human rights and social justice.

HUMN 7315 - Religions of Asia
Credits: 3
Since the first encounters of Europeans with India, China, and Southeast Asia, Westerners have been challenged by the philosophies, religions, and worldviews of Asia. Over the centuries, those ideas have often transmuted into new

ways of thinking about the meaning of being human and new understandings of the world. This course surveys Hinduism, Buddhism, and Chinese religions. Students are offered the opportunity to understand more fully the worldviews of traditional Asian societies, the ways in which their religions have met the spiritual and social needs of their adherents, and the present growth and relevance of those religions outside Asia. Through lectures and readings, students journey through these worldviews, learn the stories and rituals in which they are expressed, and discover the ways in which they function in individual lives and the societies as a whole. Includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders. May be applied to the following curricular field concentrations: global studies (non-Western); humanities; human rights and social justice.

HUMN 7330 - Law and Literature
Credits: 3
Examines literary works that have been selected for their artistic merit as well as their subject matter, including universal jurisprudential and philosophical problems such as the conflict of natural law with the development of positive law, revenge and penal theory, justice and injustice, ethical conduct and corruption, individual and public perception of the legal process, and the significance of narrative. May be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

HUMN 7331 - Getting Organized: Personhood in the Age of Corporate Enterprise
Credits: 3
Examines historical, sociological, and artistic responses to capitalism and the organizational structures that developed within it. Explores capitalism as it emerged in the 19th century and disrupted ideas of personhood, citizenship, and social belonging. Discusses the forms of individual, social, and workplace reorganization that emerged as a consequence of capitalism. Exposes students to the relations between economic and technological change within the workplace and beyond. May be used to meet the writing intensive requirement or may be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

HUMN 7336 - Creativity: Historical and Personal
Credits: 3
Students analyze aspects of two periods of history (i.e., the modern era and a specific historical age that varies by term), which are bound together in unique ways by creativity, in order to explore methods for advancing their own personal creativity. Materials for consideration are highly interdisciplinary. This course may be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: humanities; creative writing; arts and cultural traditions.

HUMN 7340 - Transformational Narratives
Credits: 3
Examines the rhetorical and theoretical elements of composition while exploring a variety of true, contemporary narratives in order to learn how they are constructed, to consider how they influence and affect readers, and to evaluate their effectiveness at enacting personal or communal forms of transformation. Students construct their own creative narratives that may include traditional scholarly research and analysis depending on their areas of interest.

HUMN 7350 - Special Topics in Humanities
Credits: 3
Covers special topics in the status of the humanities.

HUMN 7351 - War and Literature: Soldiers' Tales
Credits: 3
Explores how warfare has been represented in fiction and nonfiction, with a special emphasis on recent and contemporary wars. This course may be applied as a writing intensive course or to the following curricular field concentrations: humanities; American studies; global studies.

HUMN 7356 - Darwin in His Time and Ours
Credits: 3
Charles Darwin was not merely a great naturalist; he was also a compelling writer. After closely reading parts of Darwin's key works, students explore the scientific and philosophical currents that surrounded Darwin when he formulated his theory of evolution by means of natural selection. Also, reaction to his theory within the scientific community and the Victorian general public, the (sometimes questionable) application of his ideas to fields like economics and sociology, his impact on popular art and literature, and the revival of his ideas in the modern synthesis that has energized and unified biology in the last several decades. This course may fulfill the writing intensive requirement or be applied to the following curricular field concentration: humanities.

HUMN 7357 - Intercultural Communication
Credits: 3
An overview of how differing worldviews, values, attitudes, and behaviors can affect the professional communication process as well as individual and organizational success. Students gain the skills (practical knowledge) and understanding (theoretical knowledge) needed to succeed in an increasingly international environment. Through a series of readings, reading responses, activities, class discussion, and formal papers, students experiment with and apply different concepts related to the intercultural communication process. This course may be applied to the following curricular field concentration: communication, media, and technology.

HUMN 7359 - Just Between Sisters: Relationships of Mixed-Race Women and Girls
Credits: 3
A focus on intersectional and relational questions of first-generation African/African diasporic (black) and European (white) mixed-race women and girls through the use of novels, memoirs, and film. The intersectional questions refer to Kimberlé Crenshaw's concept of intersectionality: the ways in which race and gender interact to shape the multiple dimensions of black women's lives. Crenshaw argues that the intersection of racism and sexism operate in black women's lives in ways that a single-dimensional analysis fails to reveal. The course builds on Crenshaw's concept to explore the various ways race, gender, class, and sexuality intersect in shaping the identity of mixed-race women and girls and their relationships with other women and girls. This course may be applied to the following curricular field concentrations: American studies; gender studies; human rights and social justice; humanities.

HUMN 7361 - Spiritual and Mystical Paths of Today: A Multifaith Exploration
Credits: 3
Explores spiritual and mystical writings from different religious traditions, seeking resources that may shed light on the contemporary quest for meaning and for ways of healing a wounded Earth. Examines the lives and writings of notable figures since the last century and reflects on the contents and features of their spiritual praxis and vision and how these relate to personal and global healing. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 7362 - The Art of Persuasive Writing: From Cicero to Churchill to Tweets
Credits: 3
Examines the power of the written word to persuade in speeches, essays, newspaper columns, and new media. Students trace and discuss the development of commentaries that have had an impact on public culture. Includes classic compositions from Roman and Greek orators, the Founding Fathers, Winston Churchill, H.L. Mencken, Martin Luther King, broadcasters Edward R. Murrow and Andy Rooney, contemporary columnists such as Maureen Dowd and Peggy Noonan, and critic/essayists such as Christopher Hitchens and David Foster Wallace, as well as recent White House speechwriters such as Karen Hughes and Jon Favreau. Students explore the structure of effective exhortations, the importance of "voice" in a memorable argument, the use of facts versus emotion, the use of humor to disarm, the value of metaphors, and the elements involved in effectively closing an argument. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; communication, media, and technology.

HUMN 7376 - Latin American Literature and Culture: Revolution, Feminine Writing, Dictatorship, and Immigration
Credits: 3
Literature has been used as a revolutionary tool by cultures on every continent, and it has often been a catalyst for

social change and political action. This course examines the relationships between writing and politics and art and politics: How does one understand what a revolution is, specifically in the context of Latin America? How has revolution been fictionalized in Latin America? What roles have the arts played in the emergence of the imaginary in the Caribbean and Latin America? How were national consolidation and social heterogeneity reconciled in the literary discourses? Students explore poetry, novels, essays, and short stories from Colombia, Cuba, Guatemala, the Dominican Republic, Mexico, Brazil, and Argentina to understand how different authors articulate their perspective about cultural, social, and political dynamics prevalent in their particular contexts. May be applied to the following curricular field concentrations: humanities; global studies; human rights and social justice; gender studies; American studies.

HUMN 7379 - Plants of the Gods: Religion and Psychedelics
Credits: 3
Examines the religious use of entheogens (psychedelic substances such as peyote, psilocybin mushrooms, and ayahuasca) throughout history to catalyze powerful visionary and mystical experiences and commune with sacred beings. Explores the sometimes forceful rejection within Western culture of these natural substances and their man-made psychedelic (e.g., mescaline, DMT, and LSD) and investigates the scientific study of these substances from the 1950s through the early 1970s and then from the 1990s into the 21st century. May be applied to the following curricular field concentrations: humanities; global studies (non-Western).

HUMN 7380 - Waking Up: The Philosophy of Yoga and the Practice of Meditation
Credits: 3
Explores the philosophical and psychological foundation assumptions of the rich (and often controversial) Hindu traditions of yoga and tantra. Emphasizes theory, experience, and practice as it relates to yogic and tantric vision, energy centers, breathing techniques, modes of meditation, and gods and goddesses. Promotes understanding of the nature of selfhood and consciousness, the sacralization of sexuality and daily life, and the goal of full awakening to one's divine nature. May be applied to the following curricular field concentrations: humanities; global studies; arts and cultural traditions; gender studies.

HUMN 7381 - Organizational Communications
Credits: 3
Provides an in-depth exploration of the theory and research underlying the discipline of organizational communication. Particular emphasis is given to the communicative approaches and processes that exist within many past and present organizational environments. The approaches and processes include classical management theory, human relations and human resources approaches, organizational systems, organizational culture, ethics and critical theory, organizational socialization, decision-making, conflict management, organizational change, leadership, emotion in the workplace, organizational diversity, and technology in the workplace. Students explore relevant communication theory, research, and practice through lecture, discussion, and application. May be applied to the following curricular field concentrations: communications; media and technology; organizational dynamics; humanities.

HUMN 7382 - Cultures of Displacement: The Writing of Race, Migration, and Diaspora
Credits: 3
Investigates race and ethnicity within the histories of migrations, diaspora, colonialism, postcolonialism, globalization, and gentrification. Includes historical, literary, sociological, and other disciplinary perspectives. Focuses on individual and collective identity as self-selected and imposed, fixed and flexible, located and displaced, and local and global. Provides a knowledgebase for framing and discussing political and popular culture issues. This course fulfills the writing intensive requirement or may be applied to the following curricular field areas: humanities; gender studies; human rights and social justice; American studies; global studies.

HUMN 7385 - Transforming Our Educational DNA
Credits: 3
Examines the historical, political, and organizational structure and culture of U.S. schools from the early 20th century to the present. Explores the forces that have shaped the current educational environment, and investigates the reflective and relational lives of teachers, students, and educational leaders. As part of the work of transforming their educational DNA, students engage in self-discovery to gain clarity about themselves as learners and teachers.

Includes how to create an educational system that engages all learners and meets the challenges of the 21st century. May be applied to the following curricular field concentrations: humanities; organizational dynamics; global studies; American studies; and communication, media, and technology.

HUMN 7386 - Social Science Research Design for Liberal Studies
Credits: 3
Explores research methodologies that are used to design qualitative, quantitative, or mixed-methods research studies.

HUMN 7387 - Liberal Studies Research-Based Writing
Credits: 3
Students apply research strategies to topics concerning the American Southwest and hone their facilities with written argument in preparation for writing a dissertation. Individual projects developed in an appropriate research framework illustrate capability with identifying doctoral-level viable topics, evaluating primary and secondary sources, and demonstrating advanced critical thinking. Layer upon layer of settlement and cultural development of Native American, Spanish, and Anglo peoples offer fertile research opportunities for exploring conflict, conquest, and societal evolution in the Southwest as example areas for research.

HUMN 7388 - Seminar in Critical Methods and Cultural Theory
Credits: 3
Offers opportunities to explore a variety of critical approaches to scholarly writing across the disciplines and to develop the skills to self-consciously apply at least one of those approaches to a chosen project.

HUMN 7391 - To Be Human: Perspectives on Common Historical Experience
Credits: 3
Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Provides interdisciplinary and comparative perspectives on the continuing development of cognitive and behavioral tendencies as well as the forms of sociocultural organization that have defined the nature of humanness at different stages of evolutionary history.

HUMN 7392 - To Be Human: The Transformation of the Psyche
Credits: 3
Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Examines the soul from the viewpoint of ancient wisdom. Explores, in contemporary terms, the process of applying insight and energy from the unconscious psyche to the human yearning for a sense of hope, meaning, and wholeness. Includes readings, presentations, and discussions that consider the soul from the perspectives of philosophy, religion, and psychology.

HUMN 7393 - To Be Human: The Art of Creativity and Expression
Credits: 3
Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Explores human creativity and artistic expression through engaged learning experiences that challenge the advanced student to examine art through diverse perspectives and contexts, including the original contexts in which the art was created. Students visit galleries to interact directly with original objects of art that represent a variety of cultures, beliefs, and creative expression.

HUMN 7394 - To Be Human: East Meets West - Intelligence, History, Culture, and Society
Credits: 3
Foundational course for the D.L.S. program that is required of all degree-seeking D.L.S. students. Provides a foundation for understanding culture as a key concept in the humanities and an important lens through which individuals, societies, and their behavior and artifacts can be understood.

HUMN 7395 - To Be Human: The Struggle for Human Rights
Credits: 3
Foundational course for the D.L.S. program that is required of all degree seeking D.L.S. students. A study of human rights from a multidisciplinary perspective that provides a cultural, intellectual, and moral framework to understand

the world. Uses selections from leading historical and contemporary theorists on various aspects of human rights for the context and commentary needed to comprehend challenging rights concepts. Includes an overview of the global history and evolution of human rights, an intellectual map of the origins of human rights, a comparative global context of human rights, and the ongoing assaults on rights, with a focus on the struggle for human rights in the United States.

HUMN 7396 - To Be Human: Science and Society
Credits: 3
Foundational D.L.S. course that is required of all degree-seeking D.L.S. students. Examines the behaviors humans use to observe, explore, and analyze themselves and their surroundings as a factor in the survival and prosperity of the species. Traces the development of science from a collection of observations and lessons learned, through progress in the fields of reasoning and logic, to the birth of the scientific method. Connections are made between the historical, political, and cultural events that characterize a given period and the development of knowledge and science. Combines history, philosophy, and science and examines the numerous and complex interactions between science and all aspects of human experience, including well-being and suffering.

HUMN 7397 - Under the Influence: Discourses of Intoxication, Addiction, and Recovery
Credits: 3
Examines the emergent field of addiction studies through historical, literary, sociological, psychological, biological, cultural, and media approaches. Focuses on the ways in which mind-altering substances have been understood over the expanse of transatlantic and global histories. Students study cultural and personal encounters with various substances (e.g., alcohol, cocaine, opium, designer drugs, and pharmaceuticals) and examine the history of stimulants and intoxicants entangled with issues of colonization, class formation, gender identity, subjectivity, immigration, religion, consumerism, and social conformity. Also, cultural resistances to intoxicants and the emergence of therapeutic recovery cultures in the context of contemporary human rights discourse. May be applied to the following curricular field concentrations: human rights and social justice; gender studies; American studies; global studies; humanities.

HUMN 7399 - The Literature of Atrocity: Literary Representations of the Struggle for Human Rights
Credits: 3
Investigates literary representations of some of modern history's more horrific events such as slavery in 19th-century America, the Holocaust, colonialism in Africa, Latin American dictatorships, the Vietnam War as soldiers experienced it, Cambodia's Khmer Rouge, Mugabe's Zimbabwe, and the lingering effects of South African apartheid. Examines novels in their own right as distinctive literary creations, but also considers how they deepen human understanding of the historical events they portray and how they can contribute to the ongoing struggle for human understanding and social justice. May be applied to the following curricular field concentrations: human rights and social justice, gender studies, American studies, humanities, and global studies.

Science and Culture Courses

SCCL 6100 - Independent Study
Credits: 1
Directed study.

SCCL 6200 - Independent Study
Credits: 2
Directed study.

SCCL 6300 - Independent Study
Credits: 3
Directed study.

SCCL 6303 - Bioethics and Public Policy
Credits: 3
A study of the ethical dilemmas caused by rapidly changing medical technology. Issues include in vitro fertilization,

reproductive medicine, stem cell research, genetic screening and manipulation, abortion, fetal tissue experimentation, use of human subjects in research, organ transplants, euthanasia, end-of-life care, and public policy issues related to the allocation of medical resources. May be applied to the following curricular field concentrations: environmental sustainability; global studies; humanities; gender studies; organizational dynamics; communication, media and technology.

SCCL 6312 - Energy and Economy
Credits: 3
Examines the role of energy and economics in the development of a sustainable worldview. Surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. Also, how energy systems are woven into economic systems and how industrial capitalism began and evolved. Discusses the fundamental concepts behind sustainability (physical, philosophical, and political), with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. May be applied to the following curricular field concentrations: global studies; environmental sustainability; American studies.

SCCL 6397 - Earth Matters: An Introduction to Global Environmental Quality
Credits: 3
A focus on the environment and how people interact with it. This course explores 1) environmental quality indicators for air, water, land, and climate (while introducing the pros and cons of environmental issues); 2) anthropogenic activities, impacts, and societal drivers; and 3) various measures for environmental performance and sustainability. Includes a student research project on a country or region. Students learn through readings, research, case studies, presentations, class and group discussions, guest lecturers, and/or videos. This course may be applied to the following curricular field concentrations: environmental sustainability; global studies.

SCCL 7302 - Culture and the Environment: Humans in the Natural World
Credits: 3
Uses the philosophy and science of ecology as a guide to examine the evolving relationship between the environment and human culture. Explores the definition of "nature" and whether human beings are in some way separate from the natural world, with a focus on free will, human consciousness, and humanity's responsibilities in the biosphere. May be applied to the following curricular field concentrations: environmental sustainability; humanities; global studies; American studies.

SCCL 7303 - Climate Change and Society
Credits: 3
Explores the science of climate change, human activities and greenhouse gas emissions, the history of carbon and climate, carbon pollution and its worldwide effects, and possible ways to adapt to and/or mitigate the effects of climate change. Focuses on global activities and climate change strategies such as the United Nations Framework Convention on Climate Change and the Peoples' Sustainability treaties. May be applied to the following curricular field concentrations: environmental sustainability; global studies; human rights and social justice; humanities; organizational dynamics; American studies.

SCCL 7304 - The Human Ecology of Food: Sustenance and Sustainability
Credits: 3
Analyzes the complexities of modern food production and consumption from ecological, biogeographical, historical, cultural, and sociopolitical perspectives. Reviews the diverse viewpoints regarding the issue of feeding a growing human population in an increasingly urbanized modern world. May be applied to the following curricular field concentrations: humanities, environmental sustainability, human rights and social justice, and global studies.

SCCL 7330 - Science, Technology, and Society
Credits: 3
Examines modern science's distinctive modes of inquiry, the nature of technology and the emergence of a technological order, and the character of the relationship between modern science and modern technology. Students consider the interrelationship between scientific modes of inquiry, the manner in which society is imagined, and the impact of technology on ways of life and culture. Examines the science and technology of power and light in the

19th and early 20th centuries, the interaction between modern technology and biotechnology in the 20th and early 21st centuries, and movements such as transhumanism, the possibilities of artificial intelligence, and the implications of developments in robotics. May be applied to the following curricular concentrations: humanities; organizational dynamics; communication, media and technology.

SCCL 7350 - Special Topics in Science and Culture
Credits: 3
Covers special topics in the status of science and culture.

SCCL 7351 - Macrocosmos Microcosmos: Big Bang Theory and Beyond
Credits: 3
Focuses on big physics concepts, including the Big Bang, time travel, the Higgs boson, and Schrodinger's cat. In a non-mathematical framework, students explore modern physics ideas that influence aspects of the world around them. Students consider questions, such as the origin of the universe; the nature of space, time and matter; the role of un/certainty and evidence shaping world views; ethical responsibilities of scientists to society in light of new technology; and specific impacts of the ideas in the humanities and arts. Lectures, reading, films, and discussions combine to make the cosmos more accessible and inspiring. This course may be applied to the following curricular field concentrations: environmental sustainability; humanities; global studies; American studies; gender studies; arts and cultural traditions.

Social Science Courses

SOSC 6100 - Independent Study
Credits: 1
Directed study.

SOSC 6200 - Independent Study
Credits: 2
Directed study.

SOSC 6300 - Independent Study
Credits: 3
Directed study.

SOSC 6301 - Terrorism, Torture, and International Law
Credits: 3
Analyzes the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. Examines the origins and development of terror and torture in literature; the legal status of rights under U.S. domestic law and international law; and the tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Looks at regulating terrorism and torture in international law in the future. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); gender studies; human rights and social justice; American studies.

SOSC 6309 - The Struggle for Human Rights
Credits: 3
Examines certain violations of human rights within their historical context. Attention is given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies; American studies.

SOSC 6314 - Living Through the American Revolution
Credits: 3
This course explores the social history of the American Revolution and its meaning for the many different people who experienced it. Focusing on one stage in the historical process of becoming American, the course shows how

these people took part in a set of large-scale transforming events that changed the course of history and themselves. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6332 - Ideas Shaping the American Character I: 1607-1876
Credits: 3
Explores the political, economic, religious, social, and intellectual ideas that have shaped the American character from the colonial era through the Civil War through the biographies and writings of key Americans. Issues given critical analysis include colonial culture, Puritan and Enlightenment thought, church/state relations, the Constitution and federalism, Marshall and Taney Supreme Court decisions, gender and racial equality, Lincoln's evolving views of slavery, and Grant's Reconstruction policies. The course may be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies; gender studies. Scholarships are available for K-12 teachers wishing to further their knowledge and enhance their roles as educators via interdisciplinary graduate coursework.

SOSC 6333 - Ideas Shaping the American Character II: 1877-Present
Credits: 3
Explores the ideas--political, economic, religious, social, intellectual, and artistic--of key Americans whose writings and actions helped shape the American character from 1877 to 2000. Issues given critical analysis include westward expansion; Darwinism and pragmatism; the impact of industrialization on business, labor, and society; capitalism and socialism; populist and progressive reform movements; war and peace; prosperity and depression; and the struggle for human rights. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies; and gender studies.

SOSC 6342 - America's Defining Moment: The American Civil War and Reconstruction
Credits: 3
The modern South has yet to shake the tragedy of the War Between the States. Students examine the origins of this struggle and the reasons it continues to fascinate Americans. Also, the battles, the reasons for the North's victory, and the effect on today's South. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 6344 - Contemporary Economics
Credits: 3
Examines the theoretical basis of capitalism and its variations as a means of organizing and allocating resources as well as "the market" in the context of efficiency, fairness, and moral justifications. This course may be applied to the following curricular field concentrations: global studies; humanities; American studies.

SOSC 6353 - Women in U.S. History
Credits: 3
Surveys the history of women in the U.S. from the Colonial era to the present. Includes the diverse historical experiences of Native American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists, and other women. Examines the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity, with a focus on the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual, and political change during the course of U.S. history. This course may be applied to the following curricular field concentrations: humanities; gender studies; human rights and social justice; American studies.

SOSC 6355 - America Enraged: From Integration to Watergate, 1954-1974
Credits: 3
The 20-year era spanning 1954-1974 witnessed social turbulence unseen in the earlier part of the century. In this era, Americans for the first time took to the streets by the thousands, sometimes by the tens of thousands, to resolve disputes once left to the established governmental processes. This course may be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies; gender studies.

SOSC 6367 - Comparative Revolutions: A Historical Perspective
Credits: 3
What is the nature of modern political revolutions? What are the conditions that tend to produce a revolutionary explosion? What are the characteristics of revolutionary leaders? Why do people follow them? By considering these and other related questions, this course provides interdisciplinary perspectives on a topic of special interest in this age of monumental upheaval and rapid societal change. While highlighting the unique or distinctive characteristics of particular revolutions, it utilizes comparative analysis to underscore the common denominators of the modern revolutionary experience. May be applied to the following curricular field concentrations: global studies; humanities; human rights and social justice.

SOSC 6376 - Cultural and Intellectual History of Modern Europe: Renaissance to Enlightenment
Credits: 3
Analyzes predominant themes in the literature, philosophy, art, and music of European civilization, from the Italian Renaissance through the French Enlightenment. Emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. Part one of a two-part series, but the two courses need not be taken sequentially. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6377 - Cultural and Intellectual History of Modern Europe: Romanticism to the Present
Credits: 3
Explores major trends in the development of European literature, philosophy, art, and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. Part two of a two-part series; part one is not a prerequisite. May be applied to the following curricular field concentrations: humanities; arts and cultural traditions; global studies.

SOSC 6378 - Mobilization and Movements in Nondemocracies
Credits: 3
Examines the reasons and ways by which people engage in collective action in regimes that are not democratic and are typically characterized by the absence of open public institutions. Students study the many forms of mobilization and the power of mass action, explore how various movements interact with the state and the state's responses, and consider the types of popular change that may result in the state and in civil society. May be applied to the following curricular field concentrations: global studies (non-Western); human rights and social justice; gender studies; humanities.

SOSC 6382 - Women in American History, 1865 to the Present
Credits: 3
Surveys the history of American women from 1865 to the present and introduces the major themes, questions, and problems organizing this period of U.S. women's history. Explores the diverse experiences of women in the past, including those of Native American women, African-American women, Asian-American women, Latinas, female workers of many kinds, female immigrants, girls, mothers, reformers, suffragists, and feminists. Examines changes and continuity in women's sense of self and identity, their private and public experiences, and their power and status in American society. Attention is given to the ways in which gender – as a conceptual category and a system of power relations – shapes and has been shaped by social, cultural, intellectual, and political life. Also, how gender came to be configured and experienced in relation to other forms of social differences, most notably race, ethnicity, class, sexual orientation, and age. This course may be applied to the following curricular field concentrations: humanities; American studies; gender studies; human rights and social justice; global studies.

SOSC 6392 - The Objectives and Principles of Islamic Law
Credits: 3
Utilizes legal, social, and historical perspectives to give students a comprehensive understanding of Islamic law in its various manifestations. Compares interpretative frameworks and methodologies and explores how the science of deriving law has evolved in contemporary contexts. Understanding how Islamic law operates provides students greater insight into the religion of Islam as a whole, the development of Islamic civilizations, and broader legal considerations when studying the Muslim world today. May be applied towards the following curricular field

concentrations: human rights and social justice; humanities; global studies (non-Western); American studies; gender studies.

SOSC 6395 - The Great Debates of the American Civil Rights Movement
Credits: 3
Examines the historical, political, and sociological results achieved by the American Civil Rights movement of 1942 to 1968 through a communication lens known as argumentation study. Emphasizes the particular role of Southern Methodist advocates such as James Meredith and James Farmer Jr. The Methodist social gospel of Matthew 25 is an important central pedagogy to the course. Includes a week-long Civil Rights pilgrimage over spring break to show how social change is achieved through individual advocacy. May be applied towards the following curricular field concentrations: human rights and social justice; humanities; American studies; gender studies.

SOSC 6397 - The Civil Rights Movement: An Unfinished Revolution
Credits: 3
Examines the historical, sociological, philosophical, and political implications of the American civil rights movement. Explores effects of the movement on elements from both the social sciences and humanities (such as film, media, music, and critical theory) in order to introduce the chronological timeline of the civil rights movement and to engage in critical analyses of difference, democracy, and social change. Students have the option to participate in the Dennis Simon SMU Civil Rights Pilgrimage over Spring Break. May be applied to the following curricular field concentrations: human rights and social justice; humanities; American studies; gender studies.

SOSC 7305 - Special Topics in Human Rights
Credits: 3
The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. Examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human rights as entities within global political thought and practice. Students are encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. Discusses special topics in the status of human rights in the world today, from torture to terrorism and from slavery to genocide. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; global studies.

SOSC 7324 - The Impact of the Arab Spring on Israel and the Middle East
Credits: 3
Analyzes the impact of the Arab Spring on the Islamic legal system, the Muslim religion and social order, Israel, the West, and international law. Students explore numerous areas of Islamic and Israeli law, international law, culture, crimes and punishments, economic developments, fundamentalism, and moderation. Focuses on human rights in the Islamic legal tradition and in all countries of the Middle East and North Africa in light of international human rights standards and examines the Arab Spring in light of historical and present Islamic thought. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities; gender studies.

SOSC 7330 - Modernity and Crises of Identity: The Reorientation of Western Culture 1872-1917
Credits: 3
Examines the fifty years prior to World War I in which modern civilization reached a great turning point, when the pervasive problems of the preceding century abruptly coalesced, bringing fundamental alterations to virtually every facet of the human experience. Explores responses to the unforeseen disruptions of established worldviews by innovative painters, poets, musicians, dramatists, philosophers, and scientists who challenged prevailing assumptions and experimented with radically new modes of thought and taste. Explains how the contemporary world is best understood in the context of late 19th and early 20th century cultural innovations whose dynamics reveal much about "our humanness." May be applied to the following curricular concentrations: humanities, global studies.

SOSC 7331 - Warfare in the Modern World
Credits: 3
Explores the nature, origins, and evolution of modern total war, starting with developments in late medieval and Renaissance Europe and running through the democratic and industrial revolutions of the late 18th and early 19th centuries, the American civil war, and the two world wars of the 20th century. Emphasizes issues of military doctrine and theory; organization and command; tactics and strategy; political and socio-economic factors; and the scientific, technological, and psychological dimensions of recent armed conflict and its impact on cultural patterns. Treats modern total war as an evolving phenomenon shaped by a complex set of interrelated trends unfolding during an extended period of more than half a millennium. May be applied to the following curricular concentrations: humanities; global studies; organizational dynamics; communication, media and technology.

SOSC 7334 - Bollywood/Hollywood: Cinema in India and the West
Credits: 3
Examines both the construction of national identity through Indian cinema and Western depictions of India in American/European cinema. These films provide a comparative structure for understanding imaginings of India in Hollywood and Bollywood. Bollywood/Hollywood is divided into two parts. Part I focuses on Indian films and their role in imagining an Indian nation. Part II, Exoticizing the East, focuses on Western depictions of India. Adopts a historical perspective beginning with some of the earliest talkie films in the 1930s and ending with contemporary cinema. May be applied to the following curricular concentrations: humanities; global studies (non-Western); gender studies; arts and cultural traditions; communication, media and technology.

SOSC 7335 - Wrestling With God: The Triumph and Tragedy of Zionism in Israel
Credits: 3
Explores Israeli politics, society, institutions, and political practice from the distinctive perspective of the development of Israeli national identity and sub-group identities. Traces the construction of Israeli identity starting from the early times of Zionism and explores direct connection between Zionist constituting ideologies, the nature of Israel's institutions and society, and the split soul of Israeli identity. Examines the main political junctions in the Israeli-Palestinian conflict and connects them to their reincarnations in contemporary times to include analysis and study of the politics, the popular culture, and the daily life of Israelis and Palestinians living in Israel/Palestine. May be applied to the following curricular field concentrations: human rights and social justice; global studies (non-Western); humanities.

SOSC 7336 - Mexican History Through Film
Credits: 3
Examines the intersection of history and cinema as a powerful pedagogical tool. The careful analysis of films will be addressed from two perspectives: first, the historical context and degree of accuracy of each film's content, and also as a primary source and consequent product of its conception era. May be applied to the following curricular field concentrations: arts and cultural traditions; humanities; communication, media, and technology; American studies; global studies.

SOSC 7340 - The Human Condition in Africa
Credits: 3
Investigates the relationship between and the consequences of colonialism and violence in Africa. Explores the human condition in Africa related to national resistance, globalization, (neo)colonialism, violence, underdevelopment, human rights violations, and migrations from Africa to the West. Identifies the challenges to human rights that African people face at personal and individual levels. May be used to fulfill the following curricular field concentrations: human rights and social justice; global non-Western; humanities.

SOSC 7341 - The African Diaspora in France
Credits: 3
Discusses some of the most passionate debates on assimilation, difference, and multiculturalism that have emerged in France in recent years, with a special emphasis on the 2005 riots in France. Explores the degree to which the African diaspora in France comprises French citizens versus colonial subjects. Readings in sociology, history, and political philosophy shed light on the nature of human rights in France and examines a form of sovereignty that is

based on the "state of exception" and biopolitics. May be used to fulfill the following curricular field concentrations: human rights and social justice; global (non-Western); humanities.

SOSC 7350 - Special Topics in Social Science
Credits: 3
Covers special topics in the status of social science.

SOSC 7353 - The World in the Twenty-First Century
Credits: 3
Examines the potential long-term impacts of several contemporary trends, including (1) the nature of and responses to climate change; (2) the decline of traditional forms of civil society, accelerating demographic sorting, and the rise of social media; (3) implications of "big data" and new surveillance technologies on privacy rights and personal identity; (4) increased use of artificial intelligence and robotics at work and home; and (5) the transformation of culture in the digital age and its effect on wo/man's "search for meaning." May be applied to the following curricular field concentrations: humanities, global studies, American studies.

SOSC 7354 - The Intellectual History of Capitalism
Credits: 3
Explores capitalism as the defining economic system of the modern era and reviews its intellectual history. Topics include the origins of classical liberalism vis-a-vis Adam Smith and his predecessors, the French debate on limited government and virtuous materialism, capitalism's critics (Karl Marx or Leo XIII), capitalism's skeptics (Thorstein Veblen and J.A. Hobson or Joseph Schumpeter), the Austrian school and its dual legacy, the neoliberalism of F.A. Hayek, and the economic democracy of Karl Polanyi. This course may be applied to the following curricular field concentrations: humanities; global studies; American studies.

SOSC 7358 - Refugees and Displaced People: Victims of War, Genocide, and Ethnic Conflict
Credits: 3
An estimated 43.7 million people are currently displaced worldwide. Of the total, 15.4 million are refugees; 10.55 million refugees are under the care of the Office of the United Nations High Commissioner for Refugees, and 4.82 million are registered with the United Nations as Palestinian refugees. Some 27.5 million people are displaced internally by conflict, and 837,500 are asylum-seekers. This course focuses on the causes of the massive displacement of ordinary people; the actions of those responsible for aiding them; the modern history of forced displacement; and the legal, charitable, and political structures that deal with the problem. It examines the various governments, international organizations, and private religious and secular charities that provide help to the displaced. Students gain an understanding of this little-known humanitarian crisis and the people involved. May be applied to the following curricular field concentrations: humanities; human rights and social justice; global studies (non-Western); gender studies.

SOSC 7359 - International Human Rights Courts Post-Nuremberg
Credits: 3
Examines the fairness, effectiveness, and overall merit of the various international court and tribunal models used in internal, regional, and global conflicts since World War II. Also looks at the ways different tribunals and courts function, the interaction among the current international tribunals and courts, and the applicable law in each (including due process rights and litigation). May be used to fulfill the writing intensive requirement or may be applied to the following curricular field concentrations: human rights and social justice; global studies; gender studies; humanities.

SOSC 7363 - The Historian's Craft and the Novelist's Art: Race in Early America
Credits: 3
Explores the achievements of historical-fiction writers versus working historians in dealing with race in Colonial and Revolutionary America. Explores whether and how novels, which are an inherently Western literary form, can express the concerns of people whose cultural roots lie outside the framework of Western culture. May be applied to the following curricular field areas: humanities; arts and cultural traditions; American studies; creative writing.

SOSC 7364 - Communication to Reduce Human Injustice: Genocide
Credits: 3
Explores the communication practices that contribute to the prevalence of genocide worldwide and how communication can play a role in solving this and other problems of severe human injustice. May be applied to the following curricular field concentrations: humanities; human rights and social justice; gender studies; organizational dynamics; communication, media, and technology; global studies.

SOSC 7366 - Contemporary Jihad in A Globalizing World: Isis, Al-Qaeda, and the Taliban
Credits: 3
Examines the Taliban, al-Qaeda, and ISIS and their rising threat to the world. After the 9/11 World Trade Center attacks of 2001, the U.S. and its allies embarked on a war on terror whose objective was to destroy al-Qaeda and Osama bin-Laden's terrorist base in Afghanistan; to crush Afghanistan's Taliban regime; and to remove Saddam Hussein as leader of Iraq, a country proclaimed by President George W. Bush to be a member of "the axis of evil." The ultimate intention of the U.S. was to foster democratic governments that could serve as models for the undemocratic and military regimes in the Middle East. When the recent Arab Spring led to a power vacuum in several Middle Eastern countries, critics blamed the lack of a unified global response and a failure of American leadership for the birth of ISIS. ISIS has become the most powerful jihadi militant group the contemporary world has ever seen, and has declared its intention to establish itself as the leader of a worldwide terrorist Islamic movement and to restore the Islamic Caliphate that was first established in the year 632 in the Arabian Peninsula. This course may be applied to the following curricular field concentrations: American studies; global studies (non-Western); human rights and social justice; gender studies; humanities.

SOSC 7367 - Global and Transnational Feminism: The Struggle for Global Justice
Credits: 3
Explores the meaning of feminism from diverse cultural, political, and economic perspectives and circumstances. Students examine how feminism takes on new forms of resistance in global contexts. May be applied to the following curricular field concentrations: human rights and social justice, gender studies, American studies, and global studies (non-Western).

SOSC 7368 - Education, Equality, and Human Rights
Credits: 3
Examines the intersection of race, gender, and class in U.S. education. Topics include the racial and gender stratification of the educational system and various issues of access and equity. Students study race-based epistemological, methodological, and pedagogical approaches to an understanding of everyday inequalities in P-20 education. May be applied to the following curricular field concentrations: human rights and social justice; American studies; gender studies; humanities; global studies.

SOSC 7369 - India Today: Religion, Environment, and Culture
Credits: 3
Addresses some of the most pressing social, political, and environmental concerns of India, using an interdisciplinary approach and focusing on history, gender, and cinema. May be applied to the following curricular field concentrations: global studies (non-Western); humanities; gender studies; environmental sustainability; human rights and social justice.

SOSC 7370 - Religion and Politics in 20th-Century India
Credits: 3
Examines the factors that gave rise in India to religious riots and sectarian conflicts in the 20th century, the partition of India in 1947, the communal riots in Bombay during 1992-1993, and the 2002 pogroms against Muslims in Gujarat. Topics include British colonial attitudes toward religious differences, the histories of Hindu and Muslim political parties, the use of religion in film before and after independence, the partition of the subcontinent into India and Pakistan, gender and religious politics, and the revival of Hindu nationalism in postcolonial India. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); human rights and social justice; gender studies.

SOSC 7371 - The Languages of Advertising
Credits: 3
Examines the structure and mechanisms of contemporary consumer culture through the history of print advertising. Using student-based presentations and theoretical readings, students analyze the way in which advertising produces a manipulative world that privileges certain readings over others in order to attract potential spectator-buyers. May be applied to the following curricular field concentrations: humanities; communication, media, and technology; gender studies; and American studies.

SOSC 7372 - Advertising Unplugged: Messages, Myths, and Manipulation
Credits: 3
Examines and deconstructs advertising's messages and myths from diverse and theoretical perspectives encouraging students to think differently about advertising's manipulative effect not only on the individual psyche but also on society as a whole. Students learn to decode the hidden meanings behind advertisements to expose advertising's provocative, calculating nature and its inherent powers of persuasion that promise to deliver on the fantasy. May be applied to the following curricular field concentrations: communications, media, and technology; organizational dynamics; American studies; gender studies; humanities; and arts and cultural traditions.

SOSC 7375 - The Ethics of Human Rights in Islamic Legal Theory
Credits: 3
Examines the principles surrounding the ethics of human rights in Islam legal theory and the ways the discourse of change in the law and context affects the ethics. Explores the principles governing human rights theories in the classical Islamic legal reasoning, the justifications for the various scholarly views, and the historical conditions that shaped them. Reviews the emergence of contemporary Muslim discussions about epistemological, methodological, and philosophical underpinnings that drive Muslim scholastic thinking on this issue and examines the reasons for the break of the modern condition from the scholastic tradition, followed by attempts to reformulate a new theory of human rights. Important to this exploration is an understanding of how violations in the preservation of human rights, gender justice, democracy, and economic structures by extremists represent a gulf between the theoretical ethical framework of Islam and its practice. May be applied to the following curricular field concentrations: human rights and social justice; gender studies; global studies (non-Western); American studies; humanities.

SOSC 7376 - Islamic Law: Premodernity to Modernity
Credits: 3
Explores the spectrum of Islamic law, with an analysis of the genealogy of the Sharia from the rise of the caliphate and the postformative period of Islamic law in the 7th century (premodernity), through the rise of the Islamic colleges and schools of law in the formative period (throughout the Middle Ages), to the transformations and destruction of the Sharia system resulting from the advent of colonial modernity. The reformist and extremist attempts at revival are examined as well. May be applied to the following curricular field concentrations: humanities; global studies (non-Western); human rights and social justice; gender studies; and American studies.

SOSC 7377 - Slavery and the American Republic
Credits: 3
Explores hemisphere-spanning slavery involving Africans and Native Americans; the rise of slavery as a major part of the Colonial order; and the many ways the unresolved problem of slavery underpinned, permeated, and nearly destroyed the American Republic. May be applied to the following curricular field concentrations: humanities, American studies, global studies, human rights and social justice, and gender studies.

SOSC 7378 - Religion and Politics: Intersections in the U.S. and the Muslim World
Credits: 3
Examines the interrelationship between religion and politics, with a focus on religion and politics in the U.S. Explores a wide range of issues, including the effects of religion and American political culture on one another; the origination and consequent development of church-state separation and its effect on religious communities; the ways religion motivates political action and shapes public opinion; and the role religion has played in political debates about race, ethnicity, gender, LGBTQ issues, climate change, and education. Covers the rise of radical Islamism as a religious response to global political dynamics and the history of religion-state relations in the Islamic tradition, as

well as responses by moderate Muslims to radical Islamism. May be applied to one of the following curricular field concentrations: humanities, American studies, and global studies.

SOSC 7379 - Ethics and Human Rights
Credits: 3
Portrays the intersection of ethics and human rights as a balance point for the creation and continuation of just and healthy relationships. Specifically, the five types of relationships are explored: relationships with self, community, other, place, and career. Special emphasis is placed on the cultural perspectives of historically oppressed groups across the globe. Irrespective of the students' vocational paths, this course challenges them to recognize their inherited ethical biases in order to become more personally aware, contextually sensitive, and socially critical in the pursuit of human rights. May be applied to the following curricular field concentrations: humanities, human rights and social justice, global studies, gender studies, and organizational dynamics.

SOSC 7380 - The Islamic Civilization
Credits: 3
A survey of Islamic civilization. Through the mediums of film, fiction, prose, poetry, and a field trip, students discover the diverse, complex, and profound aspects of Islam and the civilization it produced for over a thousand years. Each medium serves as a lens to aid the students in discovering the Islamic civilization while simultaneously functioning as a tool to eliminate the blind spots inherent in the use of a single medium for knowledge. May be applied to the following curricular field concentrations: global studies (non-Western); human rights and social justice; gender studies; American studies; arts and cultural traditions; humanities.

SOSC 7381 - The Black Struggle for Freedom
Credits: 3
Examines the African-American experience in the United States from slavery to the hip-hop generation. Prominent themes include: slavery, the Civil War and the beginning of Reconstruction, African-American urbanization experiences, the development of the modern civil rights movement, the thought and leadership of Ida B. Wells and W.E.B. Du Bois, and the Black Lives Matter movement. This course may be applied to the following curricular field concentrations: human rights and social justice, humanities, American studies, gender studies, and global studies.

SOSC 7382 - Modern Islamic Movements
Credits: 3
Explores modern Islamic movements in light of dilemmas experienced by Muslims around the world today. Each of these movements have different goals and underpinnings. Examines the reasons for these movements, their popularity, and their unique hierarchical structures. May be applied to the following curricular field concentrations: human rights and social justice, global studies (non-Western), American studies, humanities.

SOSC 7383 - Islam and the American Civil Rights Movement
Credits: 3
Examines Islam and important Muslim figures that helped shape the Civil Rights Movement. Includes discussion about orthodox Islam, the Nation of Islam, Malcolm X, H. Rap Brown, and other Muslims who played an important role in crafting both the theory and practice of black activism. Explores the current role of Islam and Muslims in the discussion of black empowerment. May be applied to the following curricular field concentrations: human rights and social justice; humanities; American studies.

SOSC 7384 - Engaging Difference: An Interdisciplinary Critique of American Diversity and Inclusion
Credits: 3
Explores how American society has engaged those who are socially different from the majority (race, class, gender, etc.). Using the lens of public policy, historical social practice, and the social construction of implicit bias, students examine the experiences of marginalized populations within American democracy while also existentially considering the human condition from the perspective of their own social locations and identities within the larger context. May be applied towards the following curricular field concentrations: human rights and social justice; gender studies; American studies; humanities.

SOSC 7385 - Poverty and Wealth in America: An Interdisciplinary Critique of Economic Justice
Credits: 3
Examines theories of capitalism with alternative economic systems, public policy, and scholarship and a pedagogy that engages both the interdisciplinary facets and intersectionality of race, gender, and class. Explores the critical theories that seek to better explain legislative policy and social norms. May be applied to the following curricular field concentrations: humanities; human rights and social justice; American studies.

SOSC 7390 - Critical Thinking: Immigration, Race and Human Rights
Credits: 3
Explores present-day human rights issues that U.S. immigrants encounter. Students examine (1) the law and history of immigration and race in the U.S.; (2) the laws, regulations, practices, and policies governing the ability of non-U.S. citizens to enter and remain in the U.S. either temporarily (as non-immigrants) or permanently (as immigrants); (3) recent U.S. congressional debates concerning International Human Rights' conventions and treaties; (4) issues created by the divisiveness of the 2020 presidential election; and (5) what it means to be an American, historically and presently, and what it will mean for U.S. immigrants in years to come. May be applied to the following curricular field concentrations: human rights and social justice, humanities, American studies.

Teaching and Learning

www.smu.edu/teacher

Professor Lin Lin Lipsmeyer, **Department Chair**
Clinical Assistant Professor Johnitha Watkins Johnson, **Assistant Department Chair**

Professors: Stephanie Al Otaiba, Jill Allor, Stephanie Knight, Lin Lin Lipsmeyer, Anthony Petrosino, Candace Walkington, Paige Ware, Jiunyu Wu
Associate Professors: Flavio Acevedo, Corey Brady, Magdalena Pando
Assistant Professors: Prajakt Pande, Kelsey Schenck, Quentin Sedlacek, Jeanna Wieselmann
Clinical Professor: Anthony Cuevas
Clinical Associate Professors: Diane Gifford, Francesca Go, Johnitha W. Johnson, Amy Richardson
Clinical Assistant Professor: Karla del Rosal
Research Associate Professor: Kyle Roberts

Department Information

The Department of Teaching and Learning represents SMU's commitment to the professional development of educators through innovative and research-based undergraduate and graduate programs.

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

To facilitate achievement of its objectives, the department integrates the traditional classroom setting with online learning to enhance the classroom experience and extend learning through the innovative application of technology. In addition to traditional face-to-face courses, the he Department of Teaching and Learning offers hybrid and fully online courses emphasizing quality classroom experiences that promote collaboration.

The Bachelor of Science in Educational Studies degree assists students in obtaining credentials for teaching in elementary, secondary or all-level (EC through grade 12) settings. At the graduate level, a student may pursue an M.Ed., an M.Ed. with Educator Preparation, a Master of Bilingual Education, or a Master of Science in Learning Sciences. For the M.Ed., students may choose one or more of the following tracks: STEM, Diagnostician, Special Education, Reading, mathematics, Bilingual Education, English as a Second Language, Urban Education, and Learning Therapy. The Simmons School also 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.

Note: Completion of any coursework in the Department of Teaching and Learning will not result in certification. Applicants are advised to visit the Texas Education Agency website at www.tea.state.tx.us ("Educator Certification" link) for more information on Texas teacher certification requirements.

Doctor of Philosophy in Education. The Ph.D. in education is a school-wide degree. For more information on this degree, students should refer to the description of the Ph.D. program in this catalog or online at www.smu.edu/EducationPhD.

Bilingual Education, M.B.E.

www.smu.edu/MBE

The Master of Bilingual Education program offers a broad interdisciplinary curriculum that prepares specialists in the field of bilingual education. Designed for teachers, the 36 credit-hour program offers evening classes during the academic year and 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 3.00 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 3.00 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, or prior coursework was not delivered in English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. A TOEFL or IELTS waiver may be granted if the student applicant 1) has lived and worked full-time in the US or another country where English is the official language for at least 3 of the past 5 years or 2) holds an undergraduate or graduate degree from a college or university where English is the official language of instruction.
3. As evidence of financial support, international students (who are not receiving scholarships) must provide a Certification of Finance Form/Letter of Financial Backing that testifies 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 $40 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Letters of recommendation and written essays may be required for admission to particular programs of study. For specific admission requirements visit the Department of Teaching and Learning website at www.smu.edu/teacher.

Degree Requirements

Core Requirements (6 Credit Hours)

- EDU 6304 - Interpreting Educational Research
- EDU 6315 - Diverse Learners

Bilingual Courses (12 Credit Hours)

- EDU 6312 - Language Use in the Classroom
- EDU 6319 - Foundations of Bilingual and ESL Education
- EDU 6321 - Bilingual/Biliteracy: Critical Issues and Practices
- EDU 6390 - Content Instruction and Assessment for Multilingual Learners

Specialization Methods (18 Credit Hours)

Choose 6 courses (totaling 18 credit hours) from the following specialization areas:

Early Literacy

- EDU 6323 - Literacy Assessment
- EDU 6364 - Early Literacy Acquisition I
- EDU 6367 - Early Literacy Acquisition II
- EDU 6368 - Evaluating and Teaching Writing

Late Literacy

- EDU 6323 - Literacy Assessment
- EDU 6363 - Late Literacy Acquisition

- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6368 - Evaluating and Teaching Writing

Mathematics

- EDU 6379 - Numerical Reasoning: Numbers and Operations
- EDU 6380 - Methods for Teaching Algebraic Reasoning
- EDU 6381 - Methods for Teaching Geometric Reasoning

STEM

- EDU 6349 - The Science of Learning in STEM Education
- EDU 6350 - Designing and Making in STEM Education
- EDU 6351 - Community-Centered STEM Integration
- EDU 6383 - Coding for Teachers

Reading Specialist

- EDU 6311 - Literacy Leadership and Consultation

- EDU 6319 - Foundations of Bilingual and ESL Education
  or
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders

- EDU 6323 - Literacy Assessment
- EDU 6363 - Late Literacy Acquisition
- EDU 6364 - Early Literacy Acquisition I
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6367 - Early Literacy Acquisition II
- EDU 6368 - Evaluating and Teaching Writing
- EDU 6389 - Special Topics

Educational Diagnostician

- EDU 6323 - Literacy Assessment
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders
- EDU 6356 - Foundations of Special Education
- EDU 6359 - Collaboration with Families and Colleagues
- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6370 - Diagnostic Assessment I
- EDU 6371 - Diagnostic Assessment II
- EDU 6372 - Practicum: Diagnostician
- EDU 6373 - Bilingual/ESL Assessment
- EDU 6389 - Special Topics

SPED

- EDU 6346 - Instructional Interventions for Students with Learning Differences
- EDU 6356 - Foundations of Special Education
- EDU 6357 - Assessment for Special Educators
- EDU 6360 - Behavioral Interventions in the Classroom

Urban Education

- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6362 - Race, Power, and Politics: The History of Urban Education
- EDU 6369 - Culturally Responsive Teaching

- EDU 6390 - Content Instruction and Assessment for Multilingual Learners
- EDU 6395 - Community Partnerships in Urban Education
- EDU 6396 - Empowering Student Voice: Unlocking Students' Potential For Learning

Total: 36 Credit Hours

Education, M.Ed.

Program Description

www.smu.edu/MEd

The M.Ed. program is designed to broaden both the academic preparation and the classroom skills of practicing teachers at all levels, kindergarten through grade 12. The program offers maximum flexibility including an option to specialize in one of nine content or student-audience areas.

All students must complete two core courses (6 credits) that focus on research and diversity and ten courses (30 credits) selected from specialization modules and electives that expand or complement the core.

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, or prior coursework was not delivered in English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. A TOEFL or IELTS waiver may be granted if the student applicant 1) has lived and worked full-time in the US or another country where English is the official language for at least 3 of the past 5 years or 2) holds an undergraduate or graduate degree from a college or university where English is the official language of instruction.
3. As evidence of financial support, international students (who are not receiving scholarships) must provide a Certification of Finance Form/Letter of Financial Backing that testifies 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 $40 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Letters of recommendation and written essays may be required for admission to particular programs of study. For specific admission requirements, visit the Department of Teaching and Learning website at www.smu.edu/teacher.

Degree Requirements

Requirements for the Degree

Core Courses (6 Credit Hours)

- EDU 6304 - Interpreting Educational Research
- EDU 6315 - Diverse Learners

Specialization Modules (30 Credit Hours)

Choose 10 courses from any of the following specialization modules:

Early Literacy

- EDU 6323 - Literacy Assessment
- EDU 6364 - Early Literacy Acquisition I
- EDU 6367 - Early Literacy Acquisition II
- EDU 6368 - Evaluating and Teaching Writing

Late Literacy

- EDU 6323 - Literacy Assessment
- EDU 6363 - Late Literacy Acquisition
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6368 - Evaluating and Teaching Writing

Mathematics

- EDU 6379 - Numerical Reasoning: Numbers and Operations
- EDU 6380 - Methods for Teaching Algebraic Reasoning
- EDU 6381 - Methods for Teaching Geometric Reasoning

STEM

- EDU 6349 - The Science of Learning in STEM Education
- EDU 6350 - Designing and Making in STEM Education
- EDU 6351 - Community-Centered STEM Integration
- EDU 6383 - Coding for Teachers

Reading Specialist

- EDU 6311 - Literacy Leadership and Consultation

- EDU 6319 - Foundations of Bilingual and ESL Education
  or
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders

- EDU 6323 - Literacy Assessment
- EDU 6363 - Late Literacy Acquisition
- EDU 6364 - Early Literacy Acquisition I
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6367 - Early Literacy Acquisition II
- EDU 6368 - Evaluating and Teaching Writing
- EDU 6389 - Special Topics

Educational Diagnostician

- EDU 6323 - Literacy Assessment
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders
- EDU 6356 - Foundations of Special Education
- EDU 6359 - Collaboration with Families and Colleagues
- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6370 - Diagnostic Assessment I
- EDU 6371 - Diagnostic Assessment II
- EDU 6372 - Practicum: Diagnostician
- EDU 6373 - Bilingual/ESL Assessment
- EDU 6389 - Special Topics

SPED

- EDU 6346 - Instructional Interventions for Students with Learning Differences
- EDU 6356 - Foundations of Special Education
- EDU 6357 - Assessment for Special Educators
- EDU 6360 - Behavioral Interventions in the Classroom

Urban Education

- EDU 6360 - Behavioral Interventions in the Classroom
- EDU 6362 - Race, Power, and Politics: The History of Urban Education
- EDU 6369 - Culturally Responsive Teaching
- EDU 6390 - Content Instruction and Assessment for Multilingual Learners
- EDU 6395 - Community Partnerships in Urban Education
- EDU 6396 - Empowering Student Voice: Unlocking Students' Potential For Learning

Bilingual and ESL Education

- EDU 6312 - Language Use in the Classroom
- EDU 6319 - Foundations of Bilingual and ESL Education
- EDU 6321 - Bilingual/Biliteracy: Critical Issues and Practices
- EDU 6369 - Culturally Responsive Teaching
- EDU 6390 - Content Instruction and Assessment for Multilingual Learners

Gifted and Talented

- EDU 6325 - Educating Talented/Gifted
- EDU 6388 - Curriculum Development for the Talented and Gifted
- EDU 6397 - Growth and Development of the Gifted

Total: 36 Credit Hours

Education, M.Ed., (Educator Preparation)

General Information

www.smu.edu/MEd
www.smu.edu/MasterEdCert

The M.Ed. in educator preparation allows individuals with baccalaureate degrees to earn a master's degree while completing teacher certification requirements in early childhood through grade six, middle school or high school. Core courses expand participants' understandings of the psychological, social and cultural contexts of education. Individuals are admitted to the program as part of a cohort group; a new cohort begins each summer. Students must complete 36 hours of graduate study.

In Texas, individuals are certified to teach by the State Board for Educator Certification by passing two examinations: one that focuses on content/pedagogy and one that focuses on pedagogy and professional responsibilities. Together, the content exam and PPR exam are called the Texas Examinations of Educator Standards. For early childhood through grade six certification, the content test is the EC–6 Core Subjects Examination along with the Science of Teaching Reading; for certification in grades four through eight, the test is the 4–8 Core Subjects Examination and the Science of Teaching Reading.

Students seeking certification in EC through grade six or grades four through eight must take a minimum of 24 credit hours (six hours in each of English, math, science and social studies), all with a grade no lower than C (2.000 out of 4.000) according to the State Board for Educator Certification. All candidates for high school (grades seven through 12) certification must complete at least 24 credit hours in the subject they want to teach with at least half of those credits in upper-division courses. In all certification areas, there can be no final grade lower than a C (2.000) in any content course.

Once an individual has completed certification coursework, completed clinical student teaching or an internship, and passed the appropriate examinations, she or he submits fingerprints, passes a criminal background check and is awarded a standard teaching certificate by SBEC. General information about teacher certification in Texas is available from the State Board for Educator Certification (SBEC).

Admission Requirements

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

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by an SMU-recognized evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
2. For applicants from countries where the predominant language is not English, or prior coursework was not delivered in English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. Students pursuing a Masters of Education with Educator Preparation must have a minimum TOEFL (IBT) score of 92 with a minimum score of 26 on the speaking portion of the TOEFL exam. **International students pursuing the Master of Education with Educator Preparation** must have a minimum TOEFL (IBT) score of 92 with a minimum score of 26 for speaking, 22 for listening, 22 for reading, and 21 for writing. A TOEFL or IELTS waiver may be granted on the basis of 1) the student applicant has lived and worked full time in the US or another country where English is the official language for at least 3 of the past 5 years; or 2) the applicant holds an undergraduate and/or prior graduate degree from a college or university where English is the official language of instruction.
3. As evidence of financial support, international students (who are not receiving scholarships) must provide a Certification of Finance Form/Letter of Financial Backing that testifies 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 $40 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Letters of recommendation and written essays may be required for admission to particular programs of study. Visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

Requirements

Content Courses (27 Credit Hours)

EC-Grade 6 and Grades 4-8 Core or ELAR

- EDU 6302 - Design and Assessment of Learning
- EDU 6303 - Learning Environment and Professionalism
- EDU 6326 - Content Area Studies
- EDU 6327 - Learning to Read and Write
- EDU 6329 - Teaching Mathematics in Elementary School
- EDU 6336 - Reading and Writing to Learn
- EDU 6349 - The Science of Learning in STEM Education
- EDU 6356 - Foundations of Special Education
- EDU 6390 - Content Instruction and Assessment for Multilingual Learners

Grades EC-12 or 7-12

- EDU 6302 - Design and Assessment of Learning
- EDU 6303 - Learning Environment and Professionalism
- EDU 6315 - Diverse Learners
- EDU 6324 - Content Methods (or content specific coursework)

- EDU 6356 - Foundations of Special Education
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6390 - Content Instruction and Assessment for Multilingual Learners
- Plus 2 graduate EDU elective courses related to the student's content area or area of interest.

Field Experience Courses - All Grade Levels (3 Credit Hours)

- EDU 6121 - Field Experience I
- EDU 6122 - Field Experience II
- EDU 6123 - Field Experience III

Student Teaching or Internship Courses - All Grade Levels (6 Credit Hours)

- EDU 6306 - Student Teaching
  and
- EDU 6307 - Student Teaching
  or
- EDU 6376 - Internship I
  and
- EDU 6377 - Internship II

Total: 36 Credit Hours

Learning Sciences, M.S. (Online)

Program Description

The 30-credit online Master of Science in learning sciences program integrates cognitive science, data science, instructional design, embodied cognition, technology-enhanced immersive learning, and research-based problem solving in a curriculum that emphasizes both pedagogical and research skills. Specializations are available in student technology design and learning analytics.

All courses are offered in a flexible online delivery mode, and students may elect to participate in an optional on-campus immersion experience. Students may begin the program in either the fall semester or the spring semester and expect to complete it in as few as two years.

Admission Requirements

Applicants must provide/demonstrate the following:

1. Bachelor's degree from an accredited institution in the United States or proof of equivalent training at a university outside the United States. Official transcript(s) showing degree confirmed must be received prior to matriculation. Unofficial transcript(s) may be used during the application process. Transcripts from countries outside the United States must be accompanied by an official transcript evaluation from a recognized SMU evaluation agency.
2. Minimum undergraduate GPA of 3.0. Applicants whose GPA falls below 3.0 must request an exemption to the GPA requirement by submitting a letter explaining why an exception should be made, such as long-term experience, expertise in a related specialized field, or Graduate Record Examination (GRE) score. The GRE is not required for students who meet the minimum GPA.
3. Essay response to a writing prompt (submitted as a part of the online application)
4. Two letters of recommendation
5. Current resume

Curriculum

Core courses totaling 15 credits with an additional 15 credits from one or both of the two specializations.

Core Courses (15 Credit Hours)

- EDU 6316 - Introduction to the Learning Sciences
- EDU 6318 - Theories and Trends in the Learning Sciences

- EDU 6620 - Research Methodologies in the Learning Sciences
- EDU 63XX - Applied Learning Sciences Capstone Project

Specialization Modules (15 Credit Hours)

Choose one of the specializations below or a combination of 15 credit-hours from both specializations.

Learning Analytics Specialization

- EDU 63XX - Introduction to Learning Analytics
- EDU XXXX - Data Modeling and the Learning Sciences (3 credit hours)
- EDU 63XX - Data, Education and Society
- EDU 63XX - Advanced Methods in Learning Analytics
- EDU 63XX - Elective Course, Student Choice from other specialization

Learning and Technology Design Specialization

- EDU 63XX - Immersive Learning Design
- EDU 63XX - Embodied Learning Design
- EDU 63XX - Video Games and Virtual Environments for Learning
- EDU 63XX - Understanding, Representing and Analyzing Human Experiences
- EDU 63XX - Elective Course, Student Choice from other specialization

Total: 30 Credit Hours

Music Education, M.M.

www.smu.edu/Meadows/AreasOfStudy/Music

Program Description

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

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

Admission and Degree Requirements

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

Music Educators Summer Workshop. Both noncredit and credit workshops are available. Students who elect to earn graduate credit may be able to apply that credit to either SMU's Master of Music in Music Education program or SMU's M.Ed. program. More information is found at www.smu.edu/Meadows/AreasOfStudy/Music.

Contact Information:
Music Educators Summer Workshop
PO Box 750356
Dallas TX 75725-0356
214-768-3765

The Science of Teaching Reading Certificate (Online)

www.smu.edu/reading

Program Description

The fully online, 12-credit-hour Science of Teaching Reading program provides educators and other stakeholders with the knowledge and evidence-base to effectively teach reading and writing to children and adults. These courses, for non-degree seeking students, prepare individuals to use scientific theory, assessment, instruction, and interventions to impact learning and advance literacy skills. Students elect to pursue the Early-Literacy Focus or the Late Literacy Focus.

Admission Requirements

Before enrolling in the Science of Teaching Reading Certificate program, all students must provide the following:

1. An official sealed transcript of academic work that reflects a baccalaureate degree with a minimum of 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 justification for admission.
2. For applicants from countries where the predominant language is not English, or prior coursework was not delivered in English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 92 on the Internet-based test. The IELTS minimum score is 6.5. A TOEFL or IELTS waiver may be granted if the student applicant 1) has lived and worked full-time in the US or another country where English is the official language for at least 3 of the past 5 years, or 2) holds an undergraduate or graduate degree from a college or university where English is the official language of instruction.
3. As evidence of financial support, international students (who are not receiving a scholarship) must provide a Certification of Finance Form/Letter of Financial Backing that testifies 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 $40 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. A criminal history background check must be submitted with the application.

Certificate Requirements

Select either the 12-credit Early-Literacy focus or the 12-credit Late-Literacy focus

Early-Literacy Focus (12 Credit Hours, all online)

- EDU 6323 - Literacy Assessment *(Practicum)*
- EDU 6364 - Early Literacy Acquisition I
- EDU 6367 - Early Literacy Acquisition II *(EDU 6364 is a prerequisite)*
- EDU 6368 - Evaluating and Teaching Writing

Late-Literacy Focus (12 Credit Hours, all online)

- EDU 6323 - Literacy Assessment *(Practicum)*
- EDU 6363 - Late Literacy Acquisition
- EDU 6366 - Reading and Writing in the Content Areas
- EDU 6368 - Evaluating and Teaching Writing

Total: 12 Credit Hours

Learning Therapy Preparation

www.smu.edu/LearningTherapy

Program Description

The Learning Therapy Preparation curriculum is designed for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Participants are trained in the structures of written English, multisensory teaching methods and sequential procedures for teaching written-language skills and learning strategies. Learning Therapy Preparation requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. All of the courses (totaling 22 credit hours) are designed to teach the knowledge and skills prescribed by the National Academic Language Therapy Association and the International Multisensory Structured Language Education Council, which accredits courses that prepare individuals in the use of multisensory structured language education programs.

Students who would like to complete the M.Ed. degree program while engaged in learning therapy preparation should apply to the Master of Education program and apply the 22 credit-hour specialization in Learning Therapy to the MEd program requirements. Although students preparing for careers in learning therapy primarily come from elementary and secondary education, nursing, psychology, speech-language pathology, diagnostics, and counseling, a wide variety of other educational and professional fields may be appropriate backgrounds for the profession.

Admission Requirements

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

1. A formal application with the $40 nonrefundable application fee.
2. An official transcript from the school that awarded the applicant's baccalaureate degree; the transcript must show both degree status (such as bachelor's degrees completed) and an overall GPA of 3.000 or better.
3. A personal statement of goals that reflects an interest in learning and motivation for becoming an academic language therapist.
4. A written summary of work experience.
5. Admission requirements are periodically updated. Please visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

Program Requirements

Students must successfully complete introductory coursework (22 credit hours) as well as a minimum of 120 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board.

First-year Introductory Courses

- EDU 6101 - Clinical Therapy Practicum I
- EDU 6102 - Clinical Therapy Practicum II
- EDU 6231 - Introductory Course C: Early Language Development
- EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders
- EDU 6331 - Introductory Course B: Cognitive and Linguistic Structures of Written Language

Total: 10 Credit Hours

Second-year Advanced Courses

- EDU 6103 - Clinical Therapy Practicum III
- EDU 6104 - Clinical Therapy Practicum IV
- EDU 6332 - Advanced Cognitive and Linguistic Structures of Written Language Part I
- EDU 6333 - Advanced Cognitive and Linguistic Structures of Written Language Part II
- EDU 6233 - Advanced Cognitive and Linguistic Structures of Written Language Part III

Total: 10 Credit Hours

Elective Courses
Two from the following:

- EDU 6105 - Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond
- EDU 6109 - Work Smart
- EDU 6110 - Automaticity and Rate
- EDU 6115 - Early Language Development: Phonological Awareness
- EDU 6116 - Procedures and Measures for Assessing Students for Dyslexia
- EDU 6118 - Characteristics of Dyslexia
- EDU 6134 - Survey of Learning Strategies

Total: 2 Credit Hours
Total: 22 Credit Hours

Post-Baccalaureate Educator Preparation

www.smu.edu/TeacherPrep

Program Description

Through the Department of Teaching and Learning, post baccalaureate students may enroll in courses that lead to teaching certification at the elementary and secondary levels. SMU offers courses in all three grade ranges: early childhood through grade six, grade four through grade eight, and grade seven through grade 12. With appropriate music or language credentials, students also have the opportunity to pursue teaching certification in all-level music, theatre arts, and world languages.

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

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

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

For all post baccalaureate educator preparation questions, students should contact the Department of Teaching and Learning at teacher@smu.edu or 214-768-2346.

Admission Requirements

Before enrolling in the Post-Baccalaureate Educator Preparation courses, all students must provide the following:

1. A formal application with the $40.00 nonrefundable application fee.
2. An official transcript showing a bachelor's degree awarded with an overall GPA of 3.000. Transcripts from countries outside the United States must be accompanied by official evaluations by an SMU-recognized evaluation agency.

a. Students applying for teacher preparation in EC through grade six and grade four-grade eight must have 12-15 hours of core content comprised of six credit hours in each of the following, with no grade lower than a *C* (2.000): math, English, science and social studies with a GPA of 3.000.
b. Students applying for grade seven-grade 12 must have 12-15 credit hours, with 12 hours of advanced courses in an approved teaching field with a GPA of 3.000.

3. A letter of reference from an employer or professor.
4. For international students applying from countries where English is not the native language, the TOEFL English language proficiency test must be taken. A minimum score of 92 must be earned on the IBT version of the exam with a minimum score of 26 on the speaking portion of the exam. **International students pursuing the Post-Baccalaureate Educator Preparation program** must have a minimum TOEFL (IBT) score of 92 with a minimum score of 26 for speaking, 22 for listening, 22 for reading, and 21 for writing. Additionally, if you have graduated from a university or college in the United States, you do not need to take the IELTS or TOEFL for admission; this requirement will be waived.
5. A written essay.

Admission requirements are periodically updated. Please visit the Teaching and Learning website at www.smu.edu/teacher for specific admission requirements.

Teach for America (TFA) Educator Preparation: Alternative Certification Program

www.smu.edu/simmons/Academics/Teacher-Education/Teacher-Preparation/Teach-For-America

TFA Corps Members admitted to Simmons' TFA Educator Preparation Program complete four 3-credit graduate EDU courses while serving in Dallas-Fort Worth metroplex schools in pursuit of Alternative Teacher Certification.

Education Courses

EDU 5100 - Special Topics
Credits: 1
Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5121 - Field Experience I
Credits: 1
Provides students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5122 - Field Experience II
Credits: 1
With a focus on special populations, this course places students in school settings where they observe the teaching techniques used to help children with exceptional needs.

EDU 5123 - Field Experience III
Credits: 1
Provides students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5124 - Field Experience I: Secondary
Credits: 1
This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5125 - Field Experience II: Secondary
Credits: 1
Places students in elementary school settings where they observe the teaching techniques used to help children with exceptional or special needs.

EDU 5126 - Field Experience III: Secondary
Credits: 1
This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5157 - Practicum for Teaching Early Reading and Writing
Credits: 1
Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires tutoring experiences in a local school. Corequisite: EDU 5257.

EDU 5200 - Special Topics
Credits: 2
Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5257 - Methods for Teaching Early Reading and Writing
Credits: 2
Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. Corequisite: EDU 5157.

EDU 5300 - Special Topics
Credits: 3
Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5318 - Formative/Summative Assessment
Credits: 3
Explanation and practice of formal and informal assessment strategies, the ways assessment outcomes should inform instruction, and the methods for sharing assessment outcomes with families. All assignments relate to putting assessment skills into practice in the classroom.

EDU 5327 - Integrating Teaching and Learning
Credits: 3
Reviews the nature and design of educational activities: theory, research, practice of unit planning, and lesson planning for active learning that meets the needs of individual students.

EDU 5330 - Integrated Stem Studies
Credits: 3
Provides elementary- and middle-grades teachers with strategies to integrate science, technology, engineering, and mathematics in their classrooms.

EDU 5331 - Content Area Studies For Elementary School
Credits: 3
Explores science, social studies, art, music, drama, and physical education content for students EC-grade six. Also, effective teaching strategies for each content area.

EDU 5348 - Introduction to Diverse Learners
Credits: 3
A study of diversity, multicultural concepts, and inclusion. Also, explores issues, policies, and professional practice relevant to teaching.

EDU 5349 - Learning Environment and Professionalism: EC-12
Credits: 3
This course focuses on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

EDU 5355 - Teaching Mathematics in Elementary School
Credits: 3
Prepares teachers to evaluate, plan, and deliver math lessons that are appropriate for learners from early childhood to 6th grade, as well as how to assess student math knowledge and skills through a student-centered, inquiry approach. Students are introduced to methods for teaching all children developmentally appropriate topics in Number and Operations and Algebra (two of the five NCTM content Standards).

EDU 5357 - Emergent Literacy
Credits: 3
This course examines principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. All literacy classes require field experiences in local schools.

EDU 5358 - Conventional Literacy
Credits: 3
Introduces theories, practices, and materials for teaching reading and/or writing in primary grades. All literacy classes require field experiences in local schools.

EDU 5363 - Student Teaching
Credits: 3
Requires a 15-week assignment in a school that has a diverse student population and participation in 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 5364 - Student Teaching
Credits: 3
Requires a 15-week assignment in a school that has a diverse student population and participation in a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 5367 - Creating Successful Classrooms
Credits: 3
Students will examine current research that promotes student-centered teaching and constructivist practices. Various teaching and learning strategies of teaching in effective classrooms will be the focus of the course.

EDU 5371 - Content Area Methods
Credits: 3
Students refine content knowledge, methods, and strategies specific to their content area and level of certification.

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

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

EDU 5375 - Internship I: High School and Middle School
Credits: 3
This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5376 - Internship II: High School and Middle School
Credits: 3
This course requirement is a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5380 - Methods for Teaching Algebraic Reasoning
Credits: 3
Focuses on methods for teaching middle and high school mathematics, with a content focus on algebraic reasoning. Provides an opportunity to learn about secondary mathematics from a problem-solving perspective, focusing on problem-based learning and technology for teaching algebra. Various classroom routines related to algebra learning in secondary school are covered. This Covers functional relationships and their properties: patterns, variable expressions, definitions and properties of functions and graphs. Discusses various linear, quadratic, and exponential models. Includes algebraic applications of functions in everyday life, modeling, significant historical developments, rates of change, and problem-solving.

EDU 5381 - Methods for Teaching Geometric Reasoning
Credits: 3
Focuses on methods for teaching middle and high school mathematics, with a content focus on geometric reasoning. Provides an opportunity to learn about secondary mathematics from a problem-solving perspective, focusing on problem-based learning and technology for teaching geometry. Various classroom routines related to geometry learning in secondary school are covered. Delves into Euclidean geometry; definitions; similarity; proportional reasoning; constructions; measurement; spatial reasoning; plane isometrics, translations, rotations, and reflections; dilations; significant historical developments; coordinate geometry; vectors and matrices. Introduces the two non-Euclidean geometries: elliptic and hyperbolic. Discusses practical models and available technological tools for effectively teaching students about geometry and measurement.

EDU 5382 - Teaching Mathematics in Elementary School 2
Credits: 3
Prepares teachers to evaluate, plan, and deliver math lessons that are appropriate for learners from early childhood to 6th grade as well as how to assess student math knowledge and skills through a student-centered, inquiry approach. Students are introduced to methods for teaching all children developmentally appropriate topics in Measurement, Geometry, and Data Analysis (three of the five NCTM content Standards).

EDU 5385 - Internship I
Credits: 3
Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5386 - Internship II
Credits: 3
Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6100 - Independent Study
Credits: 1
Students work independently on a personalized system of instruction.

EDU 6101 - Clinical Therapy Practicum I
Credits: 1
Provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance.

EDU 6102 - Clinical Therapy Practicum II
Credits: 1
Provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance.

EDU 6103 - Clinical Therapy Practicum III
Credits: 1
Provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance.

EDU 6104 - Clinical Therapy Practicum IV
Credits: 1
Provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning therapy only)

EDU 6105 - Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond
Credits: 1
This course presents an in-depth outline of steps for early identification of dyslexic students. This identification involves more than administering a battery of tests. A team approach, involving individuals with information regarding the students, is integral to the identification process. Central to the team are knowledgeable classroom teachers. The course also discusses early identification as a key to successful remediation, including current research that shows this can be accomplished for children as young as 5 years of age, before they experience real failure.

EDU 6109 - Work Smart
Credits: 1
This course explores WorkSmart, a strategy for increasing dyslexic students' self-esteem and advocacy competencies. Is it based on the premise that the biggest problem most people with dyslexia face is not the learning difference itself but the way they cope with it.

EDU 6110 - Automaticity and Rate
Credits: 1
This course outlines explicit suggestions for helping students develop proficient decoding (reading) and encoding (spelling) skills to a level of automaticity that does not require conscious thought or effort. It also offers pointers on how students can be taught to understand how different kinds of texts are organized, as well as a repertoire of strategies for understanding these texts.

EDU 6115 - Early Language Development: Phonological Awareness
Credits: 1
This course explores current research that confirms that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even

smaller units called phonemes. Since few preschoolers spontaneously attain phonemic awareness, this course teaches appropriate activities to help build these skills by engaging preschoolers in activities that draw their attention to the existence of phonemes in spoken words.

EDU 6116 - Procedures and Measures for Assessing Students for Dyslexia
Credits: 1
This course serves as a guide for developing a referral, assessment, and placement process for identifying the student with dyslexia. Time will be devoted to analyzing all existing information on the student, including formal test results, in order to make an educational identification of dyslexia. In addition, the course focuses on accommodations, modifications, and teaching strategies that may be used for the dyslexic student in the regular classroom.

EDU 6118 - Characteristics of Dyslexia
Credits: 1
Students will engage in an in-depth study of dyslexia in this course. Students will examine current research related to dyslexia and topics pertaining to reading intervention and accommodations.

EDU 6120 - Special Topics
Credits: 1
Students work on a personalized system of instruction.

EDU 6121 - Field Experience I
Credits: 1
Provides students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 6122 - Field Experience II
Credits: 1
With a focus on special populations, this course places students in school settings where they observe the teaching techniques used to help children with exceptional needs.

EDU 6123 - Field Experience III
Credits: 1
Provides students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 6124 - Field Experience I: Secondary
Credits: 1
Gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 6125 - Field Experience II: Secondary
Credits: 1
Students are placed in secondary school settings where they observe the teaching techniques used to help children with exceptional or special needs.

EDU 6126 - Field Experience III: Secondary
Credits: 1
Students plan and teach lessons in a school setting while shadowing a teacher in preparation for student teaching.

EDU 6129 - Practicum for Teaching Early Reading and Writing
Credits: 1
Provides experience applying evidence-based principles of literacy development and learning in young children,

early childhood through second grade. Requires students to engage in tutoring experiences in a local school. Corequisite: EDU 6229.

EDU 6134 - Survey of Learning Strategies
Credits: 1
This course emphasizes learning styles and processes, as well as organized patterns and cognitive development of the dyslexic student. Survey study skills and learning strategies used in the classroom or in clinical practice are discussed.

EDU 6142 - Late Literacy Development Practicum
Credits: 1
This course gives students opportunities for applying content from EDU 6363 and using materials and strategies discussed in EDU 6363 in their own school settings. Prerequisite: 2.000 GPA or better in EDU 6141. Corequisite: EDU 6363.

EDU 6146 - Applied Research in Special Education Practicum
Credits: 1
Students apply in a classroom setting the content modeled during EDU 6361. Corequisite: EDU 6361.

EDU 6150 - Graduate Research
Credits: 1
Includes supervised completion of an independent research project designed in EDU 6304.

EDU 6160 - Graduate Research
Credits: 1
Includes supervised completion of an independent research project designed in EDU 6304.

EDU 6164 - Early Literacy Acquisition I Practicum
Credits: 1
Provides students with supervised opportunities to apply content and skills from their early literacy courses to classroom and tutoring situations. Corequisite: EDU 6364.

EDU 6167 - Early Literacy Acquisition II Practicum
Credits: 1
Provides students with supervised opportunities to apply content and skills from their early literacy courses to classroom and tutoring situations. Corequisite: EDU 6367.

EDU 6200 - Independent Study
Credits: 2
Students work independently on a personalized system of instruction.

EDU 6225 - Planning and Managing Change
Credits: 2
Topics include the development of planning, management, and communication skills needed by school leaders who help shape the changes in professional practice in order to improve student achievement.

EDU 6229 - Methods for Teaching Early Reading and Writing
Credits: 2
Examines evidence-based principles of literacy development and learning in young children, early childhood through second grade. Focuses on designing, adapting, and evaluating beginning literacy instruction for children. Corequisite: EDU 6129.

EDU 6231 - Introductory Course C: Early Language Development
Credits: 2
Refines techniques and procedures previously introduced, and discusses systems of record keeping and progress reporting.

EDU 6233 - Advanced Cognitive and Linguistic Structures of Written Language Part III
Credits: 2
Students acquire additional sophisticated therapy techniques, including transition and closure, and review record keeping and student progress measurement. Includes discussion of professional dyslexia-related organizations.

EDU 6234 - CAS Instructor Level 3
Credits: 2
Instructional assistant in the course entitled Early Language Development.

EDU 6235 - CAS Instructor Level 6
Credits: 2
Internship in the course entitled Seminar/Practicum Curriculum Issues.

EDU 6280 - Advanced Linguistic Structures of English Part 2
Credits: 2
This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in teaching-level and therapist-level courses, this second therapy-level course presents the most advanced linguistic structures of written English related to reading and spelling. Prerequisite: 2.000 GPA or better in EDU 6346. Reserved for the M.Ed. with a concentration in reading and writing. For Dallas cohort only.

EDU 6300 - Independent Study
Credits: 3
Students work independently on a personalized system of instruction.

EDU 6302 - Design and Assessment of Learning
Credits: 3
Review of research and practice in learning theory, instructional design, and assessment strategies. Students are required to investigate studies supporting best practice in the classroom. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6303 - Learning Environment and Professionalism
Credits: 3
Investigation of student needs that teachers must meet as well as different aspects of professionalism expected of classroom teachers. Students are required to analyze studies supporting best practice in classroom management and professional development. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6304 - Interpreting Educational Research
Credits: 3
Required core course for the M.Ed. degree. The primary focus is on the interpretation of educational research studies in elementary and secondary school settings. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in certification preparation (plus a 2.000 or better GPA in EDU 6305 or EDU 6329), M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6363), Master in Bilingual Education, or M.Ed. with an unspecified track. M.B.E. students and students who are not in one of the designated tracks for the M.Ed. degree should take this course within their first two terms.

EDU 6305 - Differentiated Instruction
Credits: 3
Introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for

assessment and using data to plan and implement differentiation by modifying learning processes and student products. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6304), M.Ed. with a concentration in certification preparation, Master in Bilingual Education, or M.Ed. with an unspecified track.

EDU 6306 - Student Teaching
Credits: 3
Requires a 15-week assignment in a school that has a diverse student population and participation in 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 6307 - Student Teaching
Credits: 3
Requires a 15-week assignment in a school that has a diverse student population and participation in a seminar on campus every 2 weeks. Students are assigned an SMU supervisor who observes in the classroom at least four times a term. A portfolio is required.

EDU 6310 - Foundations of Education
Credits: 3
Required core course for the Master of Education degree. The primary focus is on historical and philosophical issues of the past in order for teachers to make sense of the present.

EDU 6311 - Literacy Leadership and Consultation
Credits: 3
Provides knowledge and skills for master reading teachers in their consultative roles in schools. Prerequisite: 2.000 or better GPA in EDU 6323.

EDU 6312 - Language Use in the Classroom
Credits: 3
Addresses the theory and application of systemic functional linguistics to teach language and literacy in content-area classrooms.

EDU 6314 - Positive Psychology and Social and Emotional Learning
Credits: 3
An introduction to the role of Positive Psychology in educational settings, with emphasis on how teachers can impact students through positive classroom culture and attention to social and emotional strengths.

EDU 6315 - Diverse Learners
Credits: 3
Introduces different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups. Provides strategies to make teaching more effective in increasingly diverse schools. Some sections of the course require Spanish proficiency. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in certification preparation (plus a 2.000 or better GPA in EDU 6326 or EDU 6366), M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6305), Master in Bilingual Education, or M.Ed. with an unspecified track.

EDU 6316 - Introduction to the Learning Sciences
Credits: 3
Presents a historical account of how people learn and explores different approaches to theorizing and studying learning and epistemology as represented by developments in educational research. Synthesizes the scientific basis of learning, including: (1) memory and the structure of knowledge; (2) problem solving and reasoning; (3) the early foundations of learning; (4) regulatory processes that govern learning, including metacognition; and (5) how symbolic thinking emerges from the culture and community of the learner. Students analyze equity and ethical issues in the learning sciences, explore learning in formal and informal environments (museums, games, home, etc.),

and discuss methodological issues of doing research in the learning sciences. Prerequisite: Restricted to students in the MS in learning sciences program or those with department permission.

EDU 6317 - Culture and Community in Education
Credits: 3
Examines relationships among schools, families, and communities from various research perspectives. Focuses on the roles of school and community in delivering culturally appropriate instruction and services to students from diverse backgrounds. Some sections of this course require Spanish proficiency.

EDU 6318 - Theories and Trends in the Learning Sciences
Credits: 3
Focuses on recent advances and current trends in cognitive science, learning sciences, education, and immersive learning technologies. Examines a range of theoretical and empirical models, equity and ethical issues, as well as design approaches to learning, focusing on the nature of cognition and the cognitive mechanisms underlying learning. Students engage with the different theoretical approaches to determine if they reveal answers to the following: 1) What are the cognitive and neural mechanisms that support the learning sciences? 2) How does the process of learning change human cognition and the brain, such that new discoveries and technologies can emerge from this change? Prerequisite: Restricted to students in the MS in learning sciences program or those with department permission.

EDU 6319 - Foundations of Bilingual and ESL Education
Credits: 3
Addresses critical theories, ideologies, policies, and practices in the education of multilingual learners in all instructional contexts.

EDU 6320 - Language Teaching Research, Theory, and Practice
Credits: 3
This course introduces the methodology of second language instruction with an emphasis on current research and theory of language acquisition and teaching. ESL program designs are reviewed, and classroom applications and assessments are discussed in the context of specialized ESL classrooms.

EDU 6321 - Bilingual/Biliteracy: Critical Issues and Practices
Credits: 3
This course provides an exploration of the theoretical foundations, methods, and materials for literacy instruction in bilingual instructional settings. Special emphasis is placed on language and literacy for students from diverse cultural and linguistic backgrounds.

EDU 6322 - Educational and Behavioral Psychology
Credits: 3
Required core course for the M.Ed. degree. The primary focus is on psychological issues faced by teachers in the classroom setting. Content deals with instructional and behavioral concepts. Students should complete this course within their first two terms.

EDU 6323 - Literacy Assessment
Credits: 3
Participants study multiple reading assessments and learn to use them.

EDU 6324 - Content Methods
Credits: 3
Study of teaching strategies specific to content areas and levels of certification. Includes the examination of research promoting content instruction. Requires in-depth reading assignments unique to content areas of specialty. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6325 - Educating Talented/Gifted
Credits: 3
This course includes surveys of the history of the field, basic terminology and definitions, major models and theories, and effective program prototypes for gifted students. Students review characteristics of the gifted and talented and overview identification and assessment procedures for gifted students. Attention is given to analyzing the traits of effective teachers and counselors and to developing models for interaction with gifted students.

EDU 6326 - Content Area Studies
Credits: 3
Exploration of science, social studies, art, music, drama, and physical education content for pre-K through grade four students, and effective teaching strategies for each content area. Readings from research journals in the content areas are required, along with the development of research-based instructional strategies. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6327 - Learning to Read and Write
Credits: 3
Introduces research, practices, and materials for teaching reading and writing in prekindergarten through grade one. All literacy courses require field experiences in local schools. Reserved for the M.Ed. with a concentration in certification preparation.

EDU 6329 - Teaching Mathematics in Elementary School
Credits: 3
Prepares teachers to evaluate, plan, and deliver math lessons that are appropriate for learners from early childhood to 6th grade, as well as how to assess student math knowledge and skills through a student-centered, inquiry approach. Students are introduced to methods for teaching all children developmentally appropriate topics in Number and Operations and Algebra (two of the five NCTM content Standards).

EDU 6330 - Introductory Course A: Survey of Dyslexia and Related Learning Disorders
Credits: 3
Introduces language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. Includes a study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Practicum opportunities are included. Reserved for the M.Ed. with a concentration in reading and writing. For Dallas cohort only.

EDU 6331 - Introductory Course B: Cognitive and Linguistic Structures of Written Language
Credits: 3
Focuses on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. Examines the historical development of English and its relevance to language disabilities. Prerequisite: EDU 6330.

EDU 6332 - Advanced Cognitive and Linguistic Structures of Written Language Part I
Credits: 3
An overview of advanced dyslexia instruction and instruction in the more complex aspects of the English written code. Prerequisite: EDU 6331.

EDU 6333 - Advanced Cognitive and Linguistic Structures of Written Language Part II
Credits: 3
A continuation of EDU 6332. Refines previously developed procedures and techniques, and examines phonetic irregularities and semantic and syntactic structures.

EDU 6334 - The Montessori Method: Mathematics
Credits: 3
Introduces Montessori mathematics, which fosters the development of the child's mathematical mind. Math

exercises span numeration, operation, memorization, fractions, money, time, measurement, geometry, and problem-solving.

EDU 6335 - Foundations of the Montessori Method
Credits: 3
Introduces the historical and theoretical foundations of the Montessori method and provides a basic understanding of pedagogical practices grounded in the Montessori method.

EDU 6336 - Reading and Writing to Learn
Credits: 3
Introduces research, practices, and materials for teaching reading and writing in grades two through six. Requires field experiences in local schools.

EDU 6337 - The Montessori Method: Cultural Subjects
Credits: 3
Introduces the Montessori method's cultural subjects: history, geography, geometry, biology, and aesthetic development.

EDU 6338 - The Montessori Method: Early Childhood Skills and Development
Credits: 3
Introduces practical life and sensorial exercises for the Montessori classroom, which provide children opportunities to explore the world through the refinement of classification, problem-solving, and critical thinking skills. Students learn how to effectively apply practical life and sensorial exercises in classroom settings.

EDU 6339 - Bilingual Content Instruction
Credits: 3
Designed for students who will be teaching in bilingual education classrooms or administering bilingual education programs. Participants review current research in reading in the content areas and strengthen their knowledge in critical content vocabulary and the mechanics of spelling and writing in Spanish. Many lectures and discussions are in Spanish, and knowledge of Spanish is required.

EDU 6341 - The Montessori Method: Early Childhood Classroom Management
Credits: 3
Introduces the Montessori method's prepared environment. Students learn how to create the physical and psychological spaces of a prepared environment and to maintain positive classroom interactions through conflict resolution strategies and other approaches.

EDU 6342 - Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course
Credits: 3
Introduces the study of literacy instruction for students with dyslexia and related disorders, with a focus on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. Provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6343 - Literacy Instruction for Students with Dyslexia and Related Disorders: Reading Comprehension
Credits: 3
Provides information about the implementation of research-based vocabulary and reading comprehension instruction for students with dyslexia and related disorders. Prerequisite: 2.000 GPA or better in EDU 6342. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6344 - Literacy Instruction for Students with Dyslexia and Related Disorders: Written Expression
Credits: 3
Provides information about the implementation of research-based written expression instruction for students with

dyslexia and related disorders. Prerequisite: 2.000 GPA or better in EDU 6343. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6345 - Literacy Instruction for Students with Dyslexia and Related Disorders: Advanced Course
Credits: 3
An advanced study of literacy instruction for students with dyslexia and related disorders. Specifically, an in-depth study of the theoretical underpinnings of research-based components of literacy instruction. Provides practical implementation of literacy instruction for tier-three students based on instructional needs. Prerequisite: 2.000 GPA or better in EDU 6344. Reserved for the M.Ed. with a concentration in reading and writing. For Houston cohort only.

EDU 6346 - Instructional Interventions for Students with Learning Differences
Credits: 3
Focuses on practices associated with providing effective instruction and intensive intervention for school-age students who struggle to learn. The study of current practices is framed in the context of special education decisions for classroom-based interventions; the use of data to intensify instruction; and instructional techniques to reach every student.

EDU 6347 - Creativity: Theories, Models, and Applications
Credits: 3
Surveys the concept of creativity. Topics include instruments and techniques for identifying creativity, theories and models of creativity, techniques for creativity enhancement, and futuristics and challenges unique to creative persons. Prerequisite: 2.000 or better GPA in EDU 6325.

EDU 6349 - The Science of Learning in STEM Education
Credits: 3
Provides elementary, middle, and high school teachers with a foundation of how research in the learning sciences can inform instruction in science, technology, engineering, and mathematics.

EDU 6350 - Designing and Making in STEM Education
Credits: 3
Provides teachers with strategies for developing science, technology, engineering, and math learning environments in which their students generate and revise STEM knowledge by creatively designing and making.

EDU 6351 - Community-Centered STEM Integration
Credits: 3
Students complete a Master's Project on STEM education in this practicum-based course. Students work with a community partner and engage in hands-on exercises in order to enhance their knowledge of STEM content for K-12 students.

EDU 6352 - CAS Instructor Level I
Credits: 3
Instructional assistant in the course entitled Survey of Dyslexia and Related Disorders.

EDU 6353 - CAS Instructor Level 2
Credits: 3
Instructional assistant in the course entitled Cognitive and Linguistic Structures of Written Language.

EDU 6354 - CAS Instructor Level 4
Credits: 3
Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part I.

EDU 6355 - CAS Instructor Level 5
Credits: 3
Internship in the course entitled Advanced Cognitive and Linguistic Structures of Written Language, Part II.

EDU 6356 - Foundations of Special Education
Credits: 3
This course focuses on educational policies, laws, and practices associated with education for individuals with disabilities. Topics cover the range of perspectives underlying school-based delivery of educational services.

EDU 6357 - Assessment for Special Educators
Credits: 3
Focuses on current educational measurement and assessment practices associated with educational services for school-age individuals with learning-related disabilities. The study of current practices is framed in the context of special education decisions for classroom-based interventions, diagnostic and placement decisions, and school and program accountability. Participants learn measurement technologies and nomenclature necessary for preparing and interpreting technical documents. Prerequisite or corequisite: EDU 6304.

EDU 6359 - Collaboration with Families and Colleagues
Credits: 3
Explores the knowledge and skills necessary for effective collaboration with school-based personnel supporting the learning and social needs of individuals with disabilities and their families.

EDU 6360 - Behavioral Interventions in the Classroom
Credits: 3
Covers the principles of classroom management, both proactive and reactive, within the context of special education.

EDU 6361 - Applied Research in Special Education
Credits: 3
Focuses on using data to guide individualized and intensive intervention for students receiving special education services due to severe and persistent learning and behavioral difficulties.

EDU 6362 - Race, Power, and Politics: The History of Urban Education
Credits: 3
Investigates the interplay of race, power, and politics in urban schools; examines the impact these factors impose on the urban community; and highlights community resilience.

EDU 6363 - Late Literacy Acquisition
Credits: 3
Examines the evidence-based principles of literacy development and learning in intermediate, middle, and secondary grade reading and writing instruction (grades 3-12). Focuses on the theory, research base, and practitioner application of procedures for designing, implementing, adapting, and evaluating literacy instruction to meet the needs of all learners.

EDU 6364 - Early Literacy Acquisition I
Credits: 3
First of two courses that provides an in-depth examination of early literacy acquisition based on the latest research evidence. Provides teachers with knowledge essential to effectively teach literacy to students with varying needs who are at the kindergarten to second grade developmental levels. Scientific theory about cognitive and literacy development is integrated with a deep understanding of the structure of language and applied to specific methods for teaching early literacy to students in K-2. Requires practicum experiences.

EDU 6366 - Reading and Writing in the Content Areas
Credits: 3
Prepares content area teachers to facilitate their students' ability to gain meaning from text and to use text as a tool for content area learning. Provides practical strategies and techniques for accommodating the academic diversity faced by today's teachers. Teachers complete the term with a deeper understanding of how to integrate reading and writing to enhance student learning of content area knowledge.

EDU 6367 - Early Literacy Acquisition II
Credits: 3
Second of two courses that provides teachers with knowledge essential to teaching literacy to students with varying needs who are at the kindergarten through second grade developmental levels. Requires practicum experiences. Prerequisite: EDU 6364.

EDU 6368 - Evaluating and Teaching Writing
Credits: 3
Focuses on coaching, assessing, teaching, and evaluating writing in a K-12 Response-to-Intervention framework. Students learn to assess writing and language skills, as well as learn to apply specific evidence-based instructional practices and techniques for teaching writing and enhancing students' writing outcomes. Requires practicum experiences.

EDU 6369 - Culturally Responsive Teaching
Credits: 3
Expands teachers' repertoire of effective teaching processes by acquainting them with research, theory, and practical skills for aligning curriculum and instructional practices with students' varied social contexts.

EDU 6370 - Diagnostic Assessment I
Credits: 3
Explores theories of intelligence; specific assessments used to measure intelligence and achievement; how to administer intelligence and achievement assessments; and how to apply skills necessary to professionally interpret evaluation data and analyses of assessment information to create appropriate educational programming. Discusses how to administer, score, and interpret the Woodcock Johnson IV full battery that includes the cognitive, achievement, and oral language tests. Expectations of this course include mastery of administration, scoring, and interpreting the WJ IV battery. Completion of course prepares students to take the TEA Educational Diagnostician exam.

EDU 6371 - Diagnostic Assessment II
Credits: 3
Reviews the theory underlying individual ability tests and develops students' report preparation skills. Explores how to use specific assessments to measure intelligence and achievement, make initial diagnoses, and use evaluation data for instructional planning in relation to student needs. Discusses how to administer, score, and interpret the Wechsler Intelligence Scale for Children and the Wechsler Individual Achievement Test and additional batteries as needed. Expectations of this course include mastery of administration, scoring, and interpreting the Wechsler battery. Completion of the course prepares students to take the TEA Educational Diagnostician exam. Prerequisite: EDU 6370.

EDU 6372 - Practicum: Diagnostician
Credits: 3
Field-based course with a requirement to attend a two-hour introduction to the course. During the practicum, students are paired with a mentor diagnostician (site supervisor) and an SMU faculty member (field supervisor). Students are required to find their own mentor diagnosticians, who must have at least three years of experience as diagnosticians. During the practicum, students are required to document 160 hours of practicum activities, which range from interviewing and observing to shadowing the mentor diagnostician. These activities include attending a variety of ARD meetings and practicing administering, scoring, interpreting, and explaining assessment results. Prerequisites: EDU 6370, EDU 6371, and EDU 6373.

EDU 6373 - Bilingual/ESL Assessment
Credits: 3
Discusses the process of language acquisition and its intersection with cognitive and processing struggles. Explores the theory underlying language learning and reviews the Spanish version of tests and assessments that provide in-depth information about language. Examines the intersection between the various factors that impact English language acquisition and considers implications for assessment such as previous education, immigration, acculturation, poverty, trauma, and structural differences between a child's first and second languages. While continuing to enhance their report-preparation skills, students learn how to a) use specific assessments to measure intelligence and achievement in Spanish, b) measure language and parse out language learning from learning difficulties, c) make initial diagnoses, and d) use evaluation data for instructional planning in relation to student language and learning needs.

EDU 6376 - Internship I
Credits: 3
Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6377 - Internship II
Credits: 3
Requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6378 - Literacy Practicum: Assessment and Intervention
Credits: 3
Students apply evidence-based literacy-development principles of assessment, learning strategies, and instructional techniques in the laboratory of their classrooms or in tutoring situations under the supervision of the professor and independently. Prerequisites: EDU 6364; EDU 6367 or EDU 6363; and EDU 6366.

EDU 6379 - Numerical Reasoning: Numbers and Operations
Credits: 3
Covers number systems and their properties: integers, rational numbers, irrational numbers, and complex numbers; real number line; numerical base systems; significant historical developments; decimal representation; axiomatic systems and introductory group theory; set theory; cardinality; recurrence relations; prime numbers; the fundamental theorem of arithmetic; greatest common divisors; least common multiple; division algorithm; Euclidean algorithm; introductory number theory; modular arithmetic; and problem-solving. Topics include advanced mathematical content that informs elementary, middle, and secondary teaching. Discusses practical models for effectively teaching numerical reasoning, number systems, and operations for EC-12 mathematics. Also, components for developing effective mentoring relationships.

EDU 6380 - Methods for Teaching Algebraic Reasoning
Credits: 3
Focuses on methods for teaching middle and high school mathematics, with a content focus on algebraic reasoning. Provides an opportunity to learn about secondary mathematics from a problem-solving perspective, focusing on problem-based learning and technology for teaching algebra. Various classroom routines related to algebra learning in secondary school are covered. Covers functional relationships and their properties: patterns, variable expressions, definitions and properties of functions and graphs. Discusses various linear, quadratic, and exponential models. Includes algebraic applications of functions in everyday life, modeling, significant historical developments, rates of change, and problem-solving.

EDU 6381 - Methods for Teaching Geometric Reasoning
Credits: 3
Focuses on methods for teaching middle and high school mathematics, with a content focus on geometric reasoning. Provides an opportunity to learn about secondary mathematics from a problem-solving perspective, focusing on problem-based learning and technology for teaching geometry. Various classroom routines related to geometry learning in secondary school are covered. Delves into Euclidean geometry; definitions; similarity; proportional

reasoning; constructions; measurement; spatial reasoning; plane isometrics, translations, rotations, and reflections; dilations; significant historical developments; coordinate geometry; vectors and matrices. Introduces the two non-Euclidean geometries: elliptic and hyperbolic. Discusses practical models and available technological tools for effectively teaching students about geometry and measurement.

EDU 6382 - Teaching Mathematics in Elementary School 2
Credits: 3
Prepares teachers to evaluate, plan, and deliver math lessons that are appropriate for learners from early childhood to 6th grade and to assess students' math knowledge and skills through a student-centered, inquiry approach. Students are introduced to methods for teaching children developmentally appropriate topics in measurement, geometry, and data analysis (three of the five NCTM content standards).

EDU 6383 - Coding for Teachers
Credits: 3
Introduces students to the fundamental coding and technology skills needed to design computational computing assignments for STEM education. Course is taught through a series of hands-on tutorials and programming assignments.

EDU 6384 - Teaching and Learning with Technology
Credits: 3
Includes models of instructional design and development; the fundamentals of technology, hardware, software, and networks; technology-based instructional tools; audio assistive technologies; blogging and other social media; laws and issues related to equity and access; and copyright, fair use, patent, trademarks, and the use of and respect for intellectual property. Students utilize a variety of software applications to create classroom-related projects.

EDU 6386 - Multimedia Design and Development for Educators
Credits: 3
Includes the design, development, and use of interactive media and multimedia in the classroom. Media explored includes audio, video, still images, animated GIFs, photo manipulation, photography, animation, graphics, and stop motion video. Students assume the role of instructional designers in order to create multimedia productions for use in their classrooms.

EDU 6388 - Curriculum Development for the Talented and Gifted
Credits: 3
Builds the foundation for development of differentiated curricula for the gifted. Students study effective teaching strategies, learn how to adapt curriculum for individual differences, study the organization of curriculum and instruction for the gifted (scope and sequence, issues related to integrated and interdisciplinary curriculum, and grouping issues.) Emphasis is placed on the teaching of higher-level cognitive skills within the disciplines.

EDU 6389 - Special Topics
Credits: 3
This course allows students to work independently with an instructor on a targeted topic. The course may be repeated.

EDU 6390 - Content Instruction and Assessment for Multilingual Learners
Credits: 3
Addresses critical practices in the instruction and assessment of multilingual learners in content classrooms.

EDU 6395 - Community Partnerships in Urban Education
Credits: 3
Exposes preservice, in-service, and other educators to culturally rich, urban community-based experiences to enhance cultural competence, ethnocentric teaching practices, and civic responsibility.

EDU 6396 - Empowering Student Voice: Unlocking Students' Potential For Learning
Credits: 3
Uses a framework of diversity and inclusiveness to examine the benefits of "student voice" for engaging urban school students in critical conversations about their conceptions of classroom instruction.

EDU 6397 - Growth and Development of the Gifted
Credits: 3
Examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication with the gifted, and the assessment of affective needs. Students develop strategies for assisting the gifted; also, developing social and interpersonal skills. Reviews issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole.

EDU 6620 - Research Methodologies in the Learning Sciences
Credits: 6
Presents introductory research procedures in the social sciences, including the exploration of theoretical foundations and practical use of basic tools and programs needed for quantitative and qualitative data analysis. Examines how different methodologies complement or compete with each other and showcases how quantitative and qualitative methods are applied in the field of learning sciences with particular emphasis on data about – and therefore issues in – learning environments such as classrooms, online courses, apprenticeships and internships, museum exhibits, after-school programs, and other formal and informal educational contexts. Prerequisite: Restricted to students in the MS in learning sciences program or those with department permission.

EDU 7100 - Independent Study
Credits: 1
Students work independently on a personalized system of instruction.

EDU 7111 - Lab for Quantitative Statistics
Credits: 1
Facilitates the technical aspects of working with statistical software packages and applies concepts from the accompanying statistics lecture course, EDU 7311. Corequisite: EDU 7311.

EDU 7112 - Lab for Intermediate Quantitative Statistics in Education
Credits: 1
Designed to facilitate the technical aspects of working with statistical software packages and to apply concepts in the statistics lecture course, EDU 7312, which is recommended as a corequisite course. Prerequisites: EDU 7111, EDU 7311.

EDU 7119 - Synthesis and Integration of Knowledge and Skills in Education
Credits: 1
Offered each term in years one and two. Designed to integrate learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7300 - Independent Study
Credits: 3
Students work independently on a personalized system of instruction.

EDU 7302 - Quantitative Research Methods I
Credits: 3
Doctoral professional seminar emphasizing research designs in education including experimental, quasi-experimental, single-case, evaluation, survey, and other designs. Although statistical methods are discussed for various designs, the emphasis is on concepts, procedures, and internal and external validity issues. Applications to the review of research and writing of methods sections for grants and dissertations.

EDU 7303 - Mixed Methods: Quantitative and Qualitative Research
Credits: 3
Research designs and statistical methods for studies that combine quantitative analysis with qualitative inquiry. Also, review of literature employing mixed methods and computer methods of analysis.

EDU 7305 - Introduction to Qualitative Research in Education
Credits: 3
Introduces the historical and theoretical foundations of qualitative research and provides a basic understanding of design, application, and analysis using qualitative methods.

EDU 7306 - Historical and Social Foundations of Education
Credits: 3
Examines the historical, social, philosophical, and economic forces that have shaped the contemporary educational landscape, from the common school movement to the market-based reforms of the 21st century.

EDU 7307 - Foundations of Teaching and Learning
Credits: 3
This course addresses several questions. "Who are the significant teaching and learning theorists?" "Is a teaching practice evidence-based?" "What constitutes teaching and learning equity and access?"

EDU 7309 - Special Topics
Credits: 3
This course allows students to work independently with an instructor on a targeted topic.

EDU 7311 - Quantitative Statistics for Education Research
Credits: 3
Introduces statistical techniques for educational research, and promotes the ability to interpret statistical concepts. Techniques covered include analysis of variance, multiple comparisons, nonparametric statistics, simple linear regression, and multiple correlations.

EDU 7312 - Intermediate Quantitative Statistics in Education
Credits: 3
Doctoral seminar that continues EDU 7311. Statistical methods including analysis of variance, basic regression, and other intermediate statistical methods.

EDU 7313 - Advanced Measurement and Assessment I
Credits: 3
Covers advanced topics in educational and psychological assessment, including terminology, concepts, and methods in reliability. Also, validity, fairness, and IRT, as well as interpreting tests of ability, achievement, personality, and behavior.

EDU 7314 - Advanced Multivariate Statistics
Credits: 3
This course is designed to broaden and enrich the student's knowledge and understanding of statistical methodology as it pertains to the study of multivariate techniques used in the behavioral sciences with specific application to education.

EDU 7315 - Designing Learning Environments
Credits: 3
This course focuses on examining causal instruments that impact student achievement and seek explanatory mechanisms that can be affected by implementing, sustaining, scaling, and evaluating evidence-based instructional practices.

EDU 7316 - Organizational Theory
Credits: 3
Familiarizes students with theories of organizational behavior and their application to schools: how they work, how people and groups behave within them, why they change, and why they often fail to change. Major topics include leadership theory, organizational structure, power and politics, and culture.

EDU 7317 - Policy Analysis
Credits: 3
This course focuses on examining education policy at federal, state, and local levels to articulate and evaluate essential factors that enhance or impede implementation of policy directives in complex environments.

EDU 7318 - Program Evaluation
Credits: 3
This course focuses on developing proficiency using research design principles and integrating analytic techniques to examine and evaluate the effectiveness of programs for improving student achievement.

EDU 7319 - Synthesis: Integrating Domains and Areas of Emphasis
Credits: 3
This course is designed to integrate learning experiences and domains across courses, cognates, and internship experiences to allow students to develop facility analyzing multidimensional facets of complex systems.

EDU 7320 - Advanced Measurement and Assessment II
Credits: 3
Emphasizes statistical modeling procedures for estimating measurement reliability and scaling. Prerequisites: EDU 7313, EDU 7311, or equivalent.

EDU 7321 - Quantitative Research Methods II
Credits: 3
A study of methods that make possible the treatment of nonexperimental and/or correlational data for supporting causal inferences, with emphasis on internal, external, construct, and statistical conclusion validity. The course is not a study of statistics. Students use statistical computing software (e.g., R, SAS, SPSS, Mplus) for analyzing quantitative data and estimating statistical models. Also, discussions of equations used, focusing carefully on notation and varying degrees of model complexity. Prerequisites: EDU 7302, EDU 7311 or equivalents.

EDU 7323 - Structural Equation Modeling
Credits: 3
Introduces the basic theory of structural equation modeling, which is a system of regression models with observed and unobserved variables. The course focuses on behavioral and social science applications. Prerequisite: EDU 7320.

EDU 7324 - Advanced Structural Equation Modeling
Credits: 3
Introduces advanced quantitative-method topics related to structural equation modeling (SEM) for behavioral and social science applications.

EDU 8196 - Dissertation Research
Credits: 1
Research design, data collection, analysis, and writing of student doctoral dissertation research work.

EDU 8396 - Dissertation Research
Credits: 3
Research design, data collection, analysis, and writing of student doctoral dissertation research work.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August

Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's, Ed.D., or Ph.D. degrees award several tuition scholarships and teaching or research assistantships each year. For more information, students should contact the appropriate school or department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU Title IV school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

While University-based grants, scholarships, fellowships and assistantships are not available to students in the Simmons School, the Simmons School does offer tuition scholarships and assistantships; students are encouraged to investigate tuition support opportunities with their program advisers. It is worth noting, as well, that the tuition rates for most of the master's degree programs in the Simmons School are substantially lower than regular SMU tuition. More information is available at www.smu.edu/bursar.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete *University Policy Manual* is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Change

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

Official University correspondence may be sent to students' mailing addresses or SMU email addresses on file. It is the responsibility of students to keep all their addresses current and to regularly check communications sent to them since they are responsible for complying with requests, deadlines and other requirements sent to any of their mailing addresses on file or to their SMU email. In the Department of Education Policy and Leadership, students are expected to reply to all SMU emails within 72 hours.

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

The examination schedule for the Master of Science in Sport Management and the Master of Science in Counseling is published at the start of each term. Students should note that an exam may be held on a day and/or at a time different from the regular class time.

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the part of students per week, for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

A full-time load in the fall and spring terms is 9 credit hours for a graduate student. For the summer term (all sessions in the summer term combined) a full-time load is 6 credit hours for a graduate student. On request a graduate student can be certified as full-time for the first or second session of the summer term at 3 credit hours. Individuals who enroll for fewer than these minimum hours are designated as part-time students.

The Master of Science in Sport Management has an abbreviated eight-week term, which necessitates a few exceptions to the School's standard rules; students should refer to the Master of Science in Sport Management for exceptions regarding M.S.S.M. credit hour loads.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or part-time student if the student

- is enrolled officially for at least one course and
- is recognized by their director or academic dean or the dean of the Moody School of Graduate and Advanced Studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

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

Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office regarding minimum enrollment requirements for their situation.

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

Stop Enrollment/Administrative Withdrawal

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

Transfer Courses from Other Institutions

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

With the possible exception of the Master of Science in Sport Management program, the following rules apply to all graduate Simmons programs; students should refer to the M.S.S.M. section of this catalog for that program's exceptions. The student must file with the degree program a Transfer Evaluation accompanied by course syllabi, official transcripts(s), and an Internal Transfer Credit form or Other Credit form. Transfer credit is accepted by the program and approved by the dean in accordance with the following: 1) the course is compatible with the overall curriculum of the program, 2) the course is graduate level (6000 or above), 3) the student earned a grade of *A* or *B* in the course, 4) the course has not been used in attaining a previous degree and 5) the course has been taken within the past six years. Courses taken prior to matriculation must be approved within one year of beginning the program. Transfer credit for study by correspondence or online study is considered on a case-by-case basis.

Once students have matriculated at SMU, they may transfer no more than six hours to SMU from accredited colleges and universities or from other schools at SMU. MLS students may transfer a maximum of 12 credits from other Simmons programs, while other Simmons students may transfer up to 14 hours from other Simmons programs; credit may be denied for educational reasons, including the application of those credits toward a previously earned degree. Students who wish to take courses at another institution after admission to a Simmons graduate program must obtain prior approval; permission may be denied for educational reasons.

Enrollment Policies

Course Scheduling and Enrollment Cycles

When students enter their school of record and into a specific degree program, they are assigned an academic adviser. Students should consult with the adviser for course scheduling, schedule changes, petitions, degree requirements and other such academic concerns. Advisers normally will have established office hours. The school's records office monitors progress and maintains official degree plans for all students in a school. Students should schedule conferences with their academic advisers and the school's records office upon admission to a school and prior to their final term to ensure that they are meeting all University and graduation requirements. In the case of the Simmons School's Master of Science in Health Promotion Management program and the Master of Science in Sport Management program, the Program Specialist in the Department of Applied Physiology and Sport Management will serve as the graduate-student adviser.

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

Some Simmons programs, most particularly those that observe an abbreviated term, offer more than three enrollment periods per year. The Department of Education Policy and Leadership has a unique Continuous Enrollment policy.

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment, with the exception of those students in the M.S. in Health Promotion Management program and the M.S. in Sport Management program; their enrollments are handled by the department's Program Specialist. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Undergraduates Enrolling for Graduate Courses

Accelerated Pathway Programs

The Accelerated Pathway Programs policy applies to undergraduate students who enroll in one of SMU's Accelerated Pathway Programs. Institutional aid may be eligible for covering tuition costs associated with graduate courses as described below.

Students may not enroll for any graduate level coursework to be applied toward their master's degree, prior to the accumulation of 90 credit hours toward their baccalaureate degree. Students must apply and be admitted as a graduate student at least one fall or spring term prior to receiving their master's degree having had their baccalaureate degree conferred prior to that term. Students must enroll and be in good standing as a half-time status graduate student for at least one term prior to receiving their master's degree.

Graduate hours earned as an undergraduate are included in the determination of full-time status for the term. Graduate hours and grades earned as an undergraduate that count towards their baccalaureate degree are included in the undergraduate scholastic totals and the graduate scholastic totals. Graduate hours and grades earned as an undergraduate that do not count towards that baccalaureate degree are excluded from the undergraduate scholastic totals but are included in the graduate scholastic totals. The maximum number of graduate hours (up to 30 hours) that may be taken in the final year of the baccalaureate degree is mandated by SMU's accrediting agency. The number of graduate hours which may be counted toward the baccalaureate degree is determined by the school to which the master's degree belongs. An undergraduate is limited to earning a maximum of 30 graduate hours as an undergraduate student after the completion of 90 credit hours towards their baccalaureate degree. A student must earn a minimum 150 combined hours to be conferred both a baccalaureate and master's degree.

Students considering an Accelerated Pathway Program should consult with the Office of Financial Aid about its effect on federal, state and institutional aid.

Other Graduate Course Enrollment by Undergraduate Students
In addition to the Accelerated Pathway Programs, with the written permission of their academic dean and permission of the dean of the graduate courses, an excelling undergraduate student may enroll for graduate level coursework that will be part of their undergraduate record, count towards the undergraduate degree and be included in the undergraduate scholastic totals. The undergraduate student must have accumulated 90 credit hours toward their baccalaureate degree. Graduate hours enrolled as an undergraduate are included in the determination of full-time status for the term. An undergraduate is limited to earning a maximum of 30 graduate hours as part of their undergraduate record.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed on the Official University Calendar. 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* (Withdrew) through approximately midterm by using the my.SMU Student Dashboard. The specific deadline is listed on the Official University Calendar. **Note**: Some programs in the Simmons School of Education and Human Development, including the M.S. in Sport Management and all Educational Policy and Leadership programs, have unique calendars, admission requirements and add/drop dates.. Students should consult a program's Web page for calendar information. After the deadline date on the Official University Calendar, the student may not drop a class. All schedule changes must be processed by the deadline date specified on the Official University Calendar. **Note**: Schedule changes are not complete for official University record purposes unless finalized in the University Registrar's Office.

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

International Students. Students must consult with the International Student & Scholar Services Office prior to dropping a course. (Contact isss@smu.edu for consultation.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's immigration status could be affected. After the consultation, the International Student & Scholar Services Office will update my.SMU to allow the student to process the drop, if necessary. The consultation is advisory; students are responsible for their enrollment.

Students on Merit or Need-based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. (See www.smu.edu/EnrollmentServices/FinancialAid for information regarding your financial aid counselor.) If dropping a course will cause the student to be enrolled in fewer than the required number of hours to remain a full-time student, the student's financial aid status may be affected. After the consultation, the student may drop a course through the my.SMU Student Dashboard. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of Financial Aid.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a drop and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University Calendar. A *drop* occurs when students remove one or more courses from their schedule and remain 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 students remove all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

Note: Due to the specialized cohort nature of the Master of Science in Sport Management program, continuing progression through the M.S.S.M. course sequence can be seriously affected by withdrawal. M.S.S.M. students should always contact the program director prior to initiating this transaction.

A student who wishes to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from the Moody School of Graduate and Advanced Studies. In the Department of Education Policy and Leadership, nonattendance or notifying the instructor does not constitute an official withdrawal. The Moody School will then submit the form to the Office of the University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received in the University Registrar's Office no later than the last day to enroll for the term. Forms are available at https://www.smu.edu/enrollmentservices/registrar/formslibrary. Space must be available in the class. The following regulations are applicable:

1. Individuals may not audit courses in the Simmons M.S. in Counseling program because the highly experiential nature of the counseling courses requires student participation, which is prohibited to auditing students.
2. Classroom recitation and participation are restricted; availability of course handouts, tests and other materials is restricted; no grade is assigned and no credit is recorded; no laboratory privileges are included.
3. The individual's name does not appear on class rosters or grade rosters.
4. Regular admission and enrollment procedures are not conducted for auditors.
5. The audit fee is nonrefundable.
6. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. Students pay the regular tuition and fees, participate in class activities, and receive the grade of NC upon completion of the coursework. Students must indicate in writing no later than the 12th day of classes (the fourth day of classes in summer sessions; the second day of classes in intersession terms) that they wish to take a course for no credit. Permission of the instructor or department is required for this type of enrollment, and students are listed on class rolls. This enrollment is different from audit enrollments, for which no enrollment or grade is recorded.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release students from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

Due to the intensive nature of the Department of Education Policy and Leadership's programs, students missing class meetings may be in jeopardy of being dropped from their classes and thus the program.

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

Students may also be dropped by a course instructor for extreme inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the University deadline to drop indicated in the official Academic Calendar. Department Chair approval is required. After the deadline, the student must remain enrolled in the course and receive a final grade of *F*.

Students are charged an administrative fee for instructor initiated drops for attendance, tardiness and disruptive behavior.

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

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel,

the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the Office of Student Life to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 10-15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through the my.SMU Student Dashboard.

While there are some variations between the Simmons graduate programs with respect to grading standards, the following information applies to most Simmons programs. Regardless, some exceptions exist:

1. No course with a grade of *C*+ or lower will apply toward the M.S. in counseling program degree. If a grade of *C*+ or lower is earned in a course required for the degree that course must be retaken.
2. Students in the Graduate Liberal Studies and Dispute Resolution programs must maintain a 3.000 GPA. No course with a grade of *C*- or lower will apply toward the GLS degrees, the M.A.D.R., or graduate certificate programs. If a grade of *C* or lower is earned in a course required for the degree or certificate program that course must be retaken.
3. Students who earn a grade below *C*- in any Master of Science in Sport Management course must retake the course. Any M.S.S.M. course completed with a grade below *C*- will not be applied toward fulfillment of the M.S.S.M. degree. Students whose GPAs drop below 3.000 will be placed on academic probation. A cumulative GPA of 3.000 or above is required to fulfill graduation requirements.

4. Students who earn a grade below C- in any Master of Science in Health Promotion Management course must retake the course. Any M.S. HPM course completed with a grade below C- will not be applied toward fulfillment of the M.S. HPM degree. Students whose GPAs drop below 3.000 will be placed on academic probation. A cumulative GPA of 3.000 or above is required to fulfill graduation requirements.
5. Students in the Department of Teaching and Learning must maintain a 3.000 GPA.
6. If a student in the Department of Education Policy and Leadership earns a grade of B- or below in any course, the student is automatically placed on academic probation and required to maintain grades of a B+ or above in all subsequent enrolled program courses for a period of one year. Separate from individual course grades a cumulative GPA of 3.2 is required for continued enrollment within the programs. At the end of each semester, each candidate's progress is assessed and a determination is made as to the candidate's ability to move forward in the program. Students may petition the program's director and faculty committee for exceptions to this policy.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*
X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D, W, X and Missing/Blank

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

The grade of *D* represents performance below average expectations. Students receiving a *D* in a course that is a prerequisite to another course should consult with their advisers about repeating the course so that they will be adequately prepared for work in the following course. Courses passed with a grade of *D, D- or D+* will generally not count toward major or minor requirements.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X's* prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of F.

A final official grade must be recorded for each enrollment. An *F* will be assigned for a missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of F.

Grade of Incomplete

A student may temporarily receive a grade of Incomplete (*I*) if a substantial portion, at least 50 percent, of the course requirements have been completed with passing grades (for the Master of Science in Sport Management program, 90 percent of the course requirements completed with passing grades), but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course.

The Departments of Teaching and Learning and Education Policy and Leadership explain in their student handbooks the detailed procedure for obtaining an Incomplete grade.

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

At the time a grade of *I* is given, the instructor must stipulate 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 normally 12 months, although the Department of Education Policy and Leadership allows 6 months only. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline (and 6-month deadline for EPL), whichever is earlier, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

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

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

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

In the Department of Education Policy and Leadership, students with two (2) incompletes may not register for classes until one (1) or both of the incompletes is resolved satisfactorily. Graduating candidates must clear all Incompletes in courses required for graduation by the deadline in the Official University Calendar.

There are, as well, differences between other Simmons programs concerning the number of Incomplete grades a student may carry at any one time. Students are encouraged to consult their program handbooks when questions arise.

In-Progress Dissertation and Thesis Courses

Grades for dissertation and thesis courses taken in a term prior to the term in which the final dissertation or thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

Grade Changes

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

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

Grades for Repeated Courses

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

Pass/Fail Option

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

Grade Appeals

For the Grade Appeal Policy specific to students in Dedman College of Humanities and Science, Lyle School of Engineering, Meadows School of the Arts, and Simmons School of Education and Human Development, students should refer to The Moody School of Graduate and Advanced Studies Academic Policies section of the catalog.

For the Department of Education Policy and Leadership, any student wishing to appeal a grade on an assignment or test must do so within two working days of receiving the graded test or assignment. The test or assignment will be re-graded in its entirety by the instructor and also evaluated by another instructor from the department if appropriate. Please note that this could raise or lower your grade.

Academic Advising and Satisfactory Progress Policies

Academic Advising

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

For an effective advising relationship, students must be prepared when meeting with the adviser. Students must initiate the advising appointment. The adviser will give assistance to students, but students have the final

responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and their academic performance.

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

With regard to the M.S. in Health Promotion Management and the M.S. in Sport Management programs the Program Specialist in the Department of Applied Physiology and Sport Management shall serve as the students' academic adviser.

Leave of Absence

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

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

The SMU Leave of Absence Policy provides students with a formal process to "stop out" of SMU for either voluntary or involuntary reasons. Typically, a leave of absence is for a temporary departure from the institution; however, *intended permanent withdrawals* from SMU will also be processed under the Leave of Absence Policy. The first step to effect a leave of absence is for students to arrange an appointment to meet with their academic adviser, who will then assist students with the process.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. In most cases, the Simmons School observes the conduct policies delineated in in the Student Life and Housing section of this catalog and online at https://www.smu.edu/StudentAffairs/OfficeoftheDeanofStudents/StudentConduct/HonorCouncil. Some Simmons School programs, however, maintain their own academic and disciplinary policies that differ slightly from the University Code of Conduct; refer to the Simmons programs' websites and handbooks for their respective policies. The Department of Education Policy and Leadership has unique grievance and academic honesty policies that are explained in the department's student handbook, which can be found on the department website.

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

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

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

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

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms without permission from their school of record.

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

Academic Reinstatement. Students who have been on academic suspension once may apply for reinstatement to SMU. If reinstated, students may enroll in classes, and they are considered in good academic standing for purposes of certification. Students who are reinstated remain on academic probation until the conditions of academic probation are satisfied.

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

Academic Petitions and Waivers

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

Transfer Coursework

Policies for transfer coursework are found under Transfer Courses From Other Institutions in the General Policies section of this Catalog.

For the Department of Education Policy and Leadership, applicants may request consideration for transfer of up to six hours of graduate credit. Please be advised that requests for transfer credit will be evaluated on a case-by-case basis. More details about this procedure can be found in the department's student handbook.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with their school's records office no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through the my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU has three degree conferral periods for most programs: fall (December), spring (May) and summer (August). In addition, students who complete their degree requirements during a Jan Term (January), May term or August term will have their degrees conferred at the conclusion of the intersessions. **Note**: Some Simmons graduate programs confer five times per year. Prior to approving a Master of Science in Sport Management student for degree conferral, M.S.S.M. faculty and administration will consider any documented judicial or disciplinary complaints on record and audit the student's academic standing, including satisfactory completion of the required capstone internship course as well as the required noncredit-bearing aspects of the M.S.S.M. program.

Commencement Participation

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

Doctoral candidates may participate in commencement only after all degree requirements are complete.

An All-University December Commencement Convocation is held each year for students completing degree requirements during the fall term. Students who completed degree requirements during the previous summer session may also participate. Students on schedule and enrolled to complete all degree requirements during the following Jan Term (January) intersession may also participate in the December ceremony, although their degrees will be conferred in January.

Students in some of the Simmons programs that offer abbreviated terms may participate in the ceremony closest to their conferral date.

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

To participate in a ceremony, a student must apply online and file with the Moody School of Graduate and Advanced Studies an Application for Candidacy to Graduate or Intent to Participate Form.

Statute of Limitations for Degree Plans

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

Faculty and Staff

Offices of the Academic Deans

Stephanie L. Knight, *Dean, Leon Simmons Endowed Deanship*
Anthony Petrosino*, Associate Dean for Research and Outreach*
Rebecca Hood, *Senior Assistant Dean for Administrative Affairs and Operations*
Kathryn Canterbury, *Assistant Dean for Research and Grants Accounting*
Anthony Cuevas, *Assistant Dean for Learning Technology*
Francesca Go*, Assistant Dean for Assessment and Accreditation*

Administration

Eric Bing, *Director of the Institute for Leadership Impact*
Annie Wright, *Executive Director of the Center on Research and Evaluation*
Toni Harrison-Kelly, *Executive Director of The Budd Center: Involving Communities in Education*
LaChelle Cunningham*, Director of College Access*
Annette Taylor, *Director of External Affairs and Outreach*
Jeff King*, Director of Development*

Simmons Faculty

Kristie Abt, *Clinical Assistant Professor of Applied Physiology and Sport Management*, Ph.D., Pittsburgh
Stephanie Al Otaiba, *Patsy and Ray Caldwell Centennial Chair, Professor of Teaching and Learning*, Ph.D., Vanderbilt
Jill Allor, *University Distinguished Professor of Teaching and Learning*, Ed.D., Vanderbilt
Cindy Anderton, *Clinical Assistant Professor of Counseling*, Ph.D., Southern Illinois (Carbondale)
Flavio Azevedo, *Associate Professor of Teaching and Learning*, Ph.D., California (Berkeley)
Sondra Barringer, *Associate Professor of Education Policy and Leadership*, Ph.D., Arizona
Eric Bing, *Professor of Applied Physiology and Sport Management*, M.D., Harvard
Watt Lesley Black, Jr., *Clinical Professor of Education Policy and Leadership*, Ph.D., North Texas
Corey Brady, *Associate Professor of Teaching and Learning*, Ph.D., Massachusetts Dartmouth
Sarah Brown, *Clinical Assistant Professor of Applied Physiology and Sport Management*, Ph.D., Texas A&M
Roxanne Burleson, *Clinical Associate Professor and Assistant Department Chair of Education Policy and Leadership*, M.S., Texas (Arlington)
Peter Carton Jr., *Clinical Assistant Professor of Applied Physiology and Sport Management,* J.D., Seton Hall
Anthony Cuevas, *Clinical Professor of Teaching and Learning and Assistant Dean*, Ph.D. Florida State
Greta Davis, *Clinical Associate Professor of Counseling*, *Department of Counseling Chair,* Ph.D., North Texas
Scott L. Davis, *Associate Professor of Applied Physiology and Sport Management*, Ph.D., Utah
Mario De La Garza Jr., *Clinical Assistant Professor of Counseling,* Ph.D., North Texas
Karla Del Rosal, *Clinical Assistant Professor of Teaching and Learning,* Ph.D. Colorado
Ashley Mag Gabbert, *Clinical Assistant Professor of Human-Centered Interdisciplinary Studies*, Ph.D., Texas Tech
Leanne Ketterlin Geller, *Texas Instruments Endowed Chair in Education, Professor of Education Policy and Leadership*, Ph.D., Oregon
Nick Gesualdi, *Clinical Associate Professor of Education Policy and Leadership*, Ed.D., Vanderbilt
Francesca Go, *Clinical Associate Professor of Teaching and Learning, Assistant Dean*, Ph.D., North Texas
Tara Godhwani, *Clinical Assistant Professor of Counseling and Counseling Clinic Director,* Ph.D., North Texas
Sydney Hammit, *Clinical Assistant Professor of Applied Physiology and Sport Management*, Ph.D., Arkansas
Michael S. Harris, *Professor of Education Policy and Leadership, Department of Education Policy and Leadership Chair,* Ed.D., Pennsylvania
Thomas L. Hartsell, *Clinical Professor of Counseling*, J.D., Michigan State
Xiaodon Hu, *Associate Professor of Education Policy and Leadership,* Ph.D., Florida
Johnitha Johnson, *Clinical Associate Professor of Teaching and Learning*, Ph.D., Texas A&M
Willis Jones, *Associate Professor of Education Policy and Leadership*, *Department of Applied Physiology and Sport Management Chair* ad interim, Ph.D., Vanderbilt
Akihito Kamata, *Mary Elizabeth Holdsworth Endowed Professor*, *Department of Education Policy and Leadership Chair*, Ph.D., Michigan

Alison Kanny, *Visiting Clinical Assistant Professor of Education Policy and Leadership*, Ph.D., California (Los Angeles)
Stephanie Knight, *Leon Simmons Endowed Deanship and Professor of Teaching and Learning*, Ed.D., Houston
Michael Kuban, *Visiting Lecturer of Applied Physiology and Sport Management*, DBA, Grenoble Ecole de Management (France)
Lin Lin Lipsmeyer, *Professor and Department Chair of Teaching and Learning*, Ed.D., Teachers College, Columbia
Kate Montgomery, *Clinical Assistant Professor and Department of Human-Centered Interdisciplinary Studies Chair*, Ed.D., SMU
Farnoosh Nouri, *Clinical Assistant Professor of Counseling*, Ph.D., North Texas
Prajakt Pande, *Assistant Professor of Teaching and Learning*, Ph.D., Tata Institute, Mumbai
Magdalena Pando, *Associate Professor of Teaching and Learning,* Ph.D., Texas Tech
Alexandra Pavlakis, *Associate Professor of Education Policy and Leadership*, Ph.D., Wisconsin (Madison)
Anthony Petrosino, *Professor of Teaching and Learning,* Ph.D., Vanderbilt
John Potter, *Clinical Professor of Human-Centered Interdisciplinary Studies*, O.D., Indiana
Meredith Richards, *Associate Professor of Education Policy and Leadership*, Ph.D., Texas (Austin)
Amy Richardson, *Clinical Associate Professor of Teaching and Learning*, Ed.D., SMU
Kyle Roberts, *Research Associate Professor of Teaching and Learning,* Ph.D., Texas A&M (College Station)
Laura Robinson-Doyle, *Lecturer of Applied Physiology and Sport Management*, M.S., Texas Woman's University
Edita Ruzgyte, *Clinical Professor of Counseling*, Ph.D., Texas Woman's
Brooke Ryan, *Clinical Assistant Professor of Applied Physiology and Sport Management*, D.P.T., UTSWMC
Kelsey Schenck, *Assistant Professor of Teaching and Learning*, Ph.D., Wisconsin (Madison)
Brandy Schumann, *Clinical Professor of Counseling*, Ph.D., North Texas
Quentin Sedlacek, *Assistant Professor of Teaching and Learning,* Ph.D. Stanford
Misty Solt, *Clinical Professor of Counseling*, Ph.D., North Texas
Ashley Stone, *Clinical Assistant Professor of Education Policy and Leadership*, Ph.D., Texas (Austin)
LaKaavia Taylor, *Clinical Associate Professor of Counseling,* Ph.D., North Texas
Kenneth Troupe, *Visiting Lecturer of Applied Physiology and Sport Management*, M.S., Ohio
Terra Wagner, *Clinical Assistant Professor of Counseling,* Ph.D., North Texas
Sandra Frost Waldron, *Assistant Professor of Education Policy and Leadership*, Ph.D., Michigan State
Denise Walker, *Clinical Assistant Professor of Counseling, Ph.D.,* Texas A&M, Commerce
Candace Walkington, *Annette and Harold Simmons Centennial Chair, Professor of Teaching and Learning*, Ph.D., Texas (Austin)
Paige Ware, *Associate Provost and Professor of Teaching and Learning,* Ph.D., California (Berkeley)
Bradley Warren, *Lecturer of Applied Physiology and Sport Management*, M.S., West Virginia
Jeanna Wieselmann, *Assistant Professor of Teaching and Learning*, Ph.D. Minnesota (Twin Cities)
Jiun-Yu Wu, *Professor of Teaching and Learning,* Ph.D., Texas A&M (College Station)

Simmons Emeritus Faculty

Dale E. Davis, *Professor Emeritus of Teacher Preparation,* Ed.D. North Carolina
Deborah Diffily, *Professor Emeritus of Teaching and Learning*, Ph.D., North Texas
Paul Gordon Hook, *Professor Emeritus of Physical Education*, Ph.D., North Texas
Lynn Romejko Jacobs, *Professor Emeritus of Applied Physiology and Wellness*, Ph.D., Texas Woman's University
Jiang (JoAnn) Lan, *Professor Emeritus of Teaching and Learning*, Ed.D., Northern Illinois
G. Reid Lyon, *Professor Emeritus of Education Policy and Leadership*, Ph.D., New Mexico
Patricia Mathes, *Professor Emeritus of Teaching and Learning*, Ph.D., Vanderbilt
George McMillion, *Professor Emeritus of Physical Education*
William Pulte, *Professor Emeritus of Teaching and Learning,* Ph.D. Texas (Austin)
Bryan Robbins, *Professor Emeritus of Physical Education*
R. Jack Roberts, *Professor Emeritus of Education*
Kenneth L. Springer, *Professor Emeritus of Teaching and Learning*, Ph.D., Cornell
Paul Yovanoff, *Professor Emeritus of Teaching and Learning*, Ph.D., Oregon
Patricia K. Webb, *Professor Emeritus of Teacher Preparation*, Ed.D., North Texas

Academic Calendar

SMU Guildhall

https://s3.smu.edu/des/registrar/pdf/calendars/HART%202024-25.pdf

General Information

History and Mission

The Linda and Mitch Hart eCenter at SMU was founded in 2000 to provide leadership in the development and use of interactive network technologies. The eCenter promotes the creation and dissemination of knowledge about these technologies and their effects on global society through research, education and innovation. The vision for the eCenter stemmed from the recognition that interactive networks have changed the way people work, live, learn and play, and that it was academe's responsibility to assist business and government in anticipating the internetworked society of the future and in helping to shape it. The Hart eCenter reports directly to the president and provost of the University based on the conviction that great opportunities for discovery take place at the intersection of disciplines. Since today's issues cut across multiple disciplines, the eCenter leverages the freedom and flexibility to engage thought leadership across the traditional divisions along which academic and business institutions have usually organized themselves.

The Hart eCenter offers programs leading to an Interactive Technology in Digital Game Development master's degree and a professional certificate in digital game development through SMU Guildhall. Both the master's degree and the graduate professional certificate offer specializations in art creation, level design and software development. In addition, the master's degree offers a specialization in production.

The mission of SMU Guildhall is to educate and train professionals and future leaders for the field of digital game development. SMU Guildhall was founded in 2002 with the belief that the arts and sciences underpinning video games represent the 21st century's form of human thought, discovery and expression. The program was designed and developed in collaboration with industry icons and leading professionals. The resulting graduate curriculum is based on progressive andragogic philosophies that combine theory and practice in a just-in-time learning environment. Guided by a faculty made up primarily of industry veterans, students specialize in one of four areas fundamental to digital game development – art creation, level design, production and software development – and learn how to work in progressively larger teams on games of increasing complexity. Over a two-year period, students take courses, complete individual projects, work on team projects and leave the program with rich portfolios that showcase their talents in their chosen area of expertise. To earn a master's degree, students must also complete a thesis, public defense and exhibition administered by the student's faculty adviser.

The SMU Guildhall opened its doors July 7, 2003, when 32 students comprising cohort 1 started their studies. Since that time, the program has graduated more than 1000 students, and alumni have worked at more than 350 studios around the world.

Facilities and Technology

The Linda and Mitch Hart eCenter, located on the SMU main campus in Dallas, in the Gerald J. Ford Hall for Research and Innovation, has created a dedicated space for SMU Guildhall. Ford Hall, with 50,000 square feet divided between three floors, is an interdisciplinary research hub equipping faculty, students and industry partners with tools and resources to collaborate, solve complex problems, and power new enterprises. SMU Guildhall utilizes faculty and staff offices, labs, and collaboration studios designed to simulate an industry studio environment where teams work together to complete projects. Every student at SMU Guildhall receives a laptop, optimized for game development, supplemented by dedicated computers throughout the building. Ford Hall is also home to the innovative Visualization Lab and high-performance computing (HPC) and data center, providing SMU data analysis for computational research projects.

Graduate Programs

SMU Guildhall offers the following graduate programs:

Major Area	Degree or Diploma
Interactive Technology in Digital Game Development - Art Creation	M.I.T.
Interactive Technology in Digital Game Development - Level Design	M.I.T.

Interactive Technology in Digital Game Development - Production	M.I.T.
Interactive Technology in Digital Game Development - Software Development	M.I.T.
Digital Game Development - Specialization in Art Creation	Certificate
Digital Game Development - Specialization in Level Design	Certificate
Digital Game Development - Specialization in Software Development	Certificate

Admission

SMU Guildhall seeks to admit students with a strong academic background, talent, potential and the passion to become professionals and future leaders in the digital game development industry. Guildhall admission requirements include general admission requirements along with a portfolio submission specific to the applicant's chosen specialization (art creation, level design, production or software development). The general admission standards for the master's degree meet the admission standards for enrollment in a graduate program at SMU.

Admission Requirements

Consideration for admission to the master's degree program includes the following:

1. The official transcript for a baccalaureate degree from a regionally accredited institution of higher learning, with a minimum undergraduate GPA of 3.000 (on a 4.000 scale).
2. A portfolio consisting of examples that showcase the applicant's aptitude and preparation in their intended field or satisfactory completion of an assignment specific to the applicant's chosen area of specialization. Only students who do not have a sufficient portfolio of work must complete the assignment. Additional instructions on the portfolio assignment are available from SMU Guildhall.
    a. Art creation – The portfolio should contain examples that showcase the applicant's strong 2-D art skills, and 3-D art skills are a plus, as well. Portfolio drawings should show creativity and knowledge of perspective, anatomy and use of line/shading. Examples may be created with traditional media or digitally.
    b. Level design – The portfolio should consist of examples that showcase the applicant's talents; e.g., screenshots, videos and annotated maps/playable levels for 2-D or 3-D games, including detailed descriptions of the applicant's work on the project, D&D or RPG campaigns, deconstructions of existing games and mechanics.
    c. Production – The portfolio should consist of examples that showcase the applicant's aptitude, problem-solving skills, communication skills and leadership ability. As a part of the portfolio assignment, applicants must also submit a solution for a producer case study problem assignment found under the admission section on the SMU Guildhall website. During the admission process, the applicant to the production specialization must choose one of the other three specializations as a secondary area of specialization, and the applicant's portfolio must include a portfolio for the secondary area (art creation, level design or software development).
    d. Software development (Programming) – The portfolio should consist of coding examples that showcase the applicant's talents. Code samples in any computer language will be acceptable; however, C++ and/or games are strongly preferred.
3. A video essay describing the applicant's motivation, interests, life experiences and biggest challenge overcome as a creative person as they relate to an interest in pursuing a professional career in digital game development. Applicants should explain why one of the submitted portfolio pieces is a good/interesting/skillful piece of work. The applicant must be shown in the video speaking to the camera for some or all of the essay. An applicant to the production specialization should also describe their understanding of the role of a video game producer, and why they would be well-suited to the role, including examples demonstrating leadership skills used in a team environment.
4. Two references. (We only need contact information; we do not need recommendation letters.)
5. A phone interview may be required.
6. Test score from an internationally recognized English language test, such as the TOEFL or IELTS English proficiency tests, if the applicant is from a country where the predominant language of instruction is not English. A score of at least 550 (80 on the computer test) is required on the TOEFL for admission consideration. A score of 6.5 or higher is required on the IELTS for admission consideration.

Admission requirements for the graduate professional certificate program mirror the requirements for the master's program in the art creation, level design or software development specializations, except for the requirement for a minimum GPA and/or a baccalaureate degree from a regionally accredited institution of higher learning. The graduate professional certificate program is not offered in the production specialization.

Admission with Advanced Standing Program

Students who have already earned a Certificate in Digital Game Development from the Guildhall may apply for admission with advanced standing into the master's degree program if they meet all the academic requirements for admission to the degree program. Requirements for consideration with advanced standing are

1. A four-year baccalaureate or equivalent degree from a regionally accredited college or university.
2. A minimum cumulative GPA of 3.000 out of 4.000 (B average) in undergraduate work.
3. A minimum cumulative GPA of 3.000 out of 4.000 in graduate work at SMU Guildhall.
4. A portfolio consisting of examples that showcase the applicant's aptitude and preparation in their intended field. In addition, satisfactory completion of an assignment, specific to the applicant's chosen area of specialization, may be required.
5. An essay describing the applicant's motivation in obtaining an M.I.T. degree, areas of interest and the ways that they will contribute to the M.I.T. program.
6. A resume.
7. At least two letters of recommendation from Guildhall faculty.

Applicants who do not meet the minimum GPA requirement in their undergraduate work may be considered on the basis of other factors, including the cumulative GPA for work completed at SMU Guildhall, GRE graduate school entry exam scores, strong employment history, publications and other academic experience. In particular, transcripts indicating successful completion of graduate-level courses in other areas of study may be taken into consideration if the applicant's undergraduate GPA is below 3.000.

Students with a Guildhall certificate are considered to have satisfied residency requirements and may therefore complete their master's degree work away from the campus. However, students should expect to be physically present on campus whenever it is deemed important by the student's adviser, including during the initial meeting to approve the student's proposal and the final defense and exhibition. Admission with Advanced Standing does not affect the statute of limitations established when the student began attending Guildhall classes.

The specialized cohort nature of the Guildhall program precludes admission with advanced standing from other graduate programs. Students admitted with advanced standing into the master's degree program take the following courses:

HGME 6170, HGME 6271, HGME 6372 - Master's Thesis I, II, III: Post Certificate and HGME 6179 - Master's Thesis IV - Graduate Exhibition Post Certificate.

International Students

For students requiring a U.S. visa, it is mandatory that the following forms be completed and returned with the application to SMU Guildhall:

- Financial Certification for Study at SMU (form must be completed, notarized and converted into U.S. dollars).
- F-1 Compliance Form.
- Health care information.

Documents sent by email (guildhall@smu.edu) should be in PDF format.

US Mail address: SMU Guildhall, Attn: Admissions, P.O. Box 750309, Dallas, TX, 75275-0309.

Overnight/express/courier delivery address:
SMU Guildhall, Attn: Admissions, 3100 McFarlin Blvd, Suite 306, Dallas, TX, 75205

Additional information is found on the SMU International Center website (www.smu.edu/international).

Special Programs and Services

Career Development

SMU Guildhall provides its students with the resources and professional environment they need to achieve their career goals. While attending the program, students receive class instruction from industry-experienced faculty on the preparation of résumés and cover letters, interview techniques, portfolio creation, online presence, and negotiation.

The Guildhall further enhances a student's career outlook by hosting a career event prior to graduation. Studios are invited to attend and conduct interviews with graduating students. Game developers are invited to provide feedback sessions on the student's online portfolio. Graduating students may also attend guest info sessions hosted by industry-leading studios, as well as conferences with events and networking opportunities.

Programs of Study

SMU Guildhall, through the Linda and Mitch Hart eCenter, offers a Master of Interactive Technology degree in Digital Game Development with specializations in art creation, level design, production and software development. Additionally, a professional certificate in Digital Game Development, with specializations in art creation, level design and software development, is offered.

The curriculum is divided into three distinct components emphasizing course-work, team game production and directed focus study/thesis work. The coursework includes game studies, game design, team game production, specialization-specific courses, and special topics. A minimum of three team game production projects provide students with the experience of working in cross-disciplinary teams of varying sizes to produce playable 2-D and 3-D game demos. The directed focus study courses initiate students in the discipline of independent work in their respective area of specialization, producing content for their individual portfolios. The curriculum for the production specialization allows students to learn the fundamentals, experience production with their cohort teammates, and apply theory and experience to help produce the games of later cohorts. During the master's thesis coursework, students in the master's program, under the direction of their thesis adviser, select a thesis topic, research the chosen area, prepare the thesis document and prepare for the successful defense and exhibition of the chosen topic.

Team Game Production

Team game production is integral to the curriculum. Interdisciplinary teams are formed to produce games based on the specific skills taught in the specializations of art creation, level design, production and software development. Teamwork is a fundamental part of the educational experience as it allows students to work in a creative atmosphere where they make design decisions and realize them in a meaningful way. Each team is organized with students as leads, and each team experiences a product cycle from concept green light to product launch. The outcome of the project is a game that students present in their portfolio.

Directed Focus Study/Master's Thesis

Directed focus study and thesis courses require students to investigate areas of personal interest and demonstrate the knowledge and mastery of their craft by creating individual portfolio pieces in their specialization area. In the production specialization, the directed focus study courses provide students with the practical experience of producing a game.

The master's degree program includes a thesis project requirement in addition to the directed focus study element and attributes to it a significant portion of the total program credit hours to recognize the major effort associated with the completion of the thesis project. Each student in the master's program must successfully complete a final defense and exhibition administered by the student's thesis adviser.

Given the cross-disciplinary nature of the program, and the project and team-based curricular approach, students are admitted in cohorts that pursue the program in a lockstep fashion. One cohort is admitted each academic year, in the fall term. The degree requirements for the master's degree and the professional certificate are detailed below.

Degree and Certificate Requirements

Cohort C34: Begin Fall 2024; Graduate Spring 2026

Interactive Technology, M.I.T.

Students in the Master of Interactive Technology degree program in Digital Game Development - Art Creation, Level Design, Production, or Software Development must complete 46 credit hours, which includes seven credit hours for a thesis project. Students complete the program in five consecutive semesters. Students in the production specialization must choose one of the other three specializations during the admission process and take the first semester in that chosen specialization.

Requirements for the master's degree

Core Courses

- HGME 6100 - Special Topics: Social Sciences
- HGME 6592 - Team Game Production I
- HGME 6593 - Team Game Production II
- HGME 6294 - Team Game Production III
- HGME 6595 - Team Game Production IV

Total: 18 Credit Hours

Specialization

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6332 - Art Creation II (major)
- HGME 6233 - Art Creation III (major)
- HGME 6234 - Art Creation IV (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6175 - Master's Thesis I
- HGME 6276 - Master's Thesis II
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6352 - Level Design II (major)
- HGME 6253 - Level Design III (major)
- HGME 6254 - Level Design IV (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Specialized Level Design (minor)
- HGME 6266 - Directed Focus Study I Level Design
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6175 - Master's Thesis I
- HGME 6276 - Master's Thesis II
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design

Production

- HGME 6311 - Software Development for Games I (major)
  or
- HGME 6331 - Art Creation I (major)
  or

- HGME 6351 - Level Design I (major)

- HGME 6381 - Production Management I (major)
- HGME 6282 - Production Management II (major)

- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
  or
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
  or
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)

- HGME 6284 - Production Communications (minor)
- HGME 6285 - Production Leadership (major)
- HGME 6286 - Directed Focus Study I Production
- HGME 6288 - Directed Focus Study II Production
- HGME 6175 - Master's Thesis I
- HGME 6276 - Master's Thesis II
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6106 - Professional Development
- HGME 6280 - Special Topics Production

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6312 - Software Development for Games II (major)
- HGME 6213 - Software Development for Games III (major)
- HGME 6214 - Software Development for Games IV (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6226 - Directed Focus Study I Software Development
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6175 - Master's Thesis I
- HGME 6276 - Master's Thesis II
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development

Total: 28 Credit Hours

Total: 46 Credit Hours

Semester Breakdown

Semester 1

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)

- HGME 6592 - Team Game Production I

Level Design
- HGME 6351 - Level Design I (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6592 - Team Game Production I

Production
- HGME 6311 - Software Development for Games I (major)
  or
- HGME 6331 - Art Creation I (major)
  or
- HGME 6351 - Level Design I (major)

- HGME 6121 - Math and Physics I (minor)
  or
- HGME 6141 - 2D Art for Games (minor)
  or
- HGME 6161 - Scripting for Level Design I (minor)

- HGME 6122 - Programming for Commercial Game Engines I (minor)
  or
- HGME 6142 - 3D Character Art I (minor)
  or
- HGME 6162 - Art for Level Design I (minor)

- HGME 6592 - Team Game Production I

Software Development
- HGME 6311 - Software Development for Games I (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6592 - Team Game Production I

Semester Total: 10 Credit Hours

Semester 2
Art Creation
- HGME 6332 - Art Creation II (major)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6593 - Team Game Production II

Level Design
- HGME 6352 - Level Design II (major)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Specialized Level Design (minor)
- HGME 6593 - Team Game Production II

Production
- HGME 6381 - Production Management I (major)

- HGME 6284 - Production Communications (minor)
- HGME 6593 - Team Game Production II

Software Development
- HGME 6312 - Software Development for Games II (major)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6593 - Team Game Production II

Semester Total: 10 Credit Hours

Semester 3
Art Creation
- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation
- HGME 6294 - Team Game Production III

Level Design
- HGME 6266 - Directed Focus Study I Level Design
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design
- HGME 6294 - Team Game Production III

Production
- HGME 6286 - Directed Focus Study I Production
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6280 - Special Topics Production
- HGME 6294 - Team Game Production III

Software Development
- HGME 6226 - Directed Focus Study I Software Development
- HGME 6175 - Master's Thesis I
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development
- HGME 6294 - Team Game Production III

Semester Total: 8 Credit Hours

Semester 4
Art Creation
- HGME 6233 - Art Creation III (major)
- HGME 6276 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Level Design
- HGME 6253 - Level Design III (major)
- HGME 6276 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Production

- HGME 6282 - Production Management II (major)
- HGME 6276 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Software Development

- HGME 6213 - Software Development for Games III (major)
- HGME 6276 - Master's Thesis II
- HGME 6595 - Team Game Production IV

Semester Total: 9 Credit Hours

Semester 5

Art Creation

- HGME 6234 - Art Creation IV (major)
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6100 - Special Topics: Social Sciences

Level Design

- HGME 6254 - Level Design IV (major)
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6100 - Special Topics: Social Sciences

Production

- HGME 6288 - Directed Focus Study II Production
- HGME 6285 - Production Leadership (major)
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6100 - Special Topics: Social Sciences

Software Development

- HGME 6214 - Software Development for Games IV (major)
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6377 - Master's Thesis III
- HGME 6178 - Master's Thesis IV - Graduate Exhibition
- HGME 6100 - Special Topics: Social Sciences

Semester Total: 9 Credit Hours

Total: 46 Credit Hours

Digital Game Development, Graduate Certificate

Students in the professional certificate program must complete 39 credit hours in five consecutive semesters and will not be considered full-time in semesters 4 and 5.

Requirements for the Certificate

Core Courses

- HGME 6100 - Special Topics: Social Sciences
- HGME 6592 - Team Game Production I
- HGME 6593 - Team Game Production II
- HGME 6294 - Team Game Production III
- HGME 6595 - Team Game Production IV

Total: 18 Credit Hours

Specializations

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6332 - Art Creation II (major)
- HGME 6233 - Art Creation III (major)
- HGME 6234 - Art Creation IV (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6352 - Level Design II (major)
- HGME 6253 - Level Design III (major)
- HGME 6254 - Level Design IV (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Specialized Level Design (minor)
- HGME 6266 - Directed Focus Study I Level Design
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6312 - Software Development for Games II (major)
- HGME 6213 - Software Development for Games III (major)
- HGME 6214 - Software Development for Games IV (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6226 - Directed Focus Study I Software Development
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development

Total: 21 Credit Hours
Total: 39 Credit Hours

Professional Certificate

Semester 1

Art Creation

- HGME 6331 - Art Creation I (major)
- HGME 6141 - 2D Art for Games (minor)
- HGME 6142 - 3D Character Art I (minor)
- HGME 6592 - Team Game Production I

Level Design

- HGME 6351 - Level Design I (major)
- HGME 6161 - Scripting for Level Design I (minor)
- HGME 6162 - Art for Level Design I (minor)
- HGME 6592 - Team Game Production I

Software Development

- HGME 6311 - Software Development for Games I (major)
- HGME 6121 - Math and Physics I (minor)
- HGME 6122 - Programming for Commercial Game Engines I (minor)
- HGME 6592 - Team Game Production I

Semester Total: 10 Credit Hours

Semester 2

Art Creation

- HGME 6332 - Art Creation II (major)
- HGME 6143 - 2D Art for Games II (minor)
- HGME 6144 - 3D Character Art II (minor)
- HGME 6593 - Team Game Production II

Level Design

- HGME 6352 - Level Design II (major)
- HGME 6163 - Art and Scripting for Level Design II (minor)
- HGME 6164 - Specialized Level Design (minor)
- HGME 6593 - Team Game Production II

Software Development

- HGME 6312 - Software Development for Games II (major)
- HGME 6123 - Math and Physics II (minor)
- HGME 6124 - Programming for Commercial Game Engines II (minor)
- HGME 6593 - Team Game Production II

Semester Total: 10 Credit Hours

Semester 3

Art Creation

- HGME 6246 - Directed Focus Study I Art Creation
- HGME 6106 - Professional Development
- HGME 6230 - Special Topics Art Creation

- HGME 6294 - Team Game Production III

Level Design
- HGME 6266 - Directed Focus Study I Level Design
- HGME 6106 - Professional Development
- HGME 6250 - Special Topics Level Design
- HGME 6294 - Team Game Production III

Software Development
- HGME 6226 - Directed Focus Study I Software Development
- HGME 6106 - Professional Development
- HGME 6210 - Special Topics Software Development
- HGME 6294 - Team Game Production III

Semester Total: 7 Credit Hours

Semester 4

Art Creation
- HGME 6233 - Art Creation III (major)
- HGME 6595 - Team Game Production IV

Level Design
- HGME 6253 - Level Design III (major)
- HGME 6595 - Team Game Production IV

Software Development
- HGME 6213 - Software Development for Games III (major)
- HGME 6595 - Team Game Production IV

Semester Total: 7 Credit Hours

Semester 5

Art Creation
- HGME 6234 - Art Creation IV (major)
- HGME 6248 - Directed Focus Study II Art Creation
- HGME 6100 - Special Topics: Social Sciences

Level Design
- HGME 6254 - Level Design IV (major)
- HGME 6268 - Directed Focus Study II Level Design
- HGME 6100 - Special Topics: Social Sciences

Software Development
- HGME 6214 - Software Development for Games IV (major)
- HGME 6228 - Directed Focus Study II Software Development
- HGME 6100 - Special Topics: Social Sciences

Semester Total: 5 Credit Hours

Total: 39 Credit Hours

Computer Science/Interactive Technology, B.S./M.I.T.

The SMU Guildhall offers a collaborative program with the Lyle School of Engineering. Through this collaborative program, students enrolled in an undergraduate degree program in the Lyle Computer Science and Engineering Department can apply to take the first term of the discipline-specific specialization program at SMU Guildhall during their last fall term of undergraduate work at SMU. Students must meet with their undergraduate adviser for their specific program requirements. Upon the successful completion of their first term at SMU Guildhall, along with the successful completion of all other undergraduate requirements to receive the B.S. in computer science, these students may apply for admission to the Master of Interactive Technology program at SMU Guildhall. If admitted, students may apply the courses completed during their senior year toward the Master of Interactive Technology. Undergraduate students in the collaborative program take the following 5000-level courses during their last fall term of undergraduate coursework and first term of the SMU Guildhall program.

Note: At the time of publication, this curriculum was under review. Please consult your undergraduate adviser and the catalog addendum for any updates.

Major Requirements

Software Development Specialization

- HGME 5121 - Math and Physics I
- HGME 5122 - Programming for Commercial Game Engines I
- HGME 5311 - Software Development for Games I
- HGME 5592 - Team Game Production I

Fine Arts/Interactive Technology, B.F.A./M.I.T.

The SMU Guildhall offers a collaborative program with the Meadows School of the Arts. Through this collaborative program, students enrolled in an undergraduate degree program in the Meadows Art Division can apply to take the first term of the discipline-specific specialization program at SMU Guildhall during their last fall term of undergraduate work at SMU. Students must meet with their undergraduate adviser for their specific program requirements. Upon the successful completion of their first term at SMU Guildhall, along with the successful completion of all other undergraduate requirements to receive the Bachelor of Fine Arts, these students may apply for admission to the Master of Interactive Technology program at SMU Guildhall. If admitted, students may apply the courses completed during their senior year toward the Master of Interactive Technology. Undergraduate students in the collaborative program take the following 5000-level courses during their last fall term of undergraduate coursework and first term of the SMU Guildhall program.

Note: At the time of publication, this curriculum was under review. Please consult your undergraduate adviser and the catalog addendum for any updates.

Major Requirements

Art Creation Specialization

- HGME 5141 - 2D Art for Games
- HGME 5142 - 3D Character Art I
- HGME 5331 - Art Creation I
- HGME 5592 - Team Game Production I

Level Design Specialization

- HGME 5161 - Scripting for Level Design I
- HGME 5162 - Art for Level Design I
- HGME 5351 - Level Design I
- HGME 5592 - Team Game Production I

Course Descriptions

Digital Game Design Courses

HGME courses at the 5000 level are for the B.S. in computer science/Guildhall M.I.T. and the B.F.A./Guildhall M.I.T. programs, and HGME courses at the 6000 level are for the M.I.T. and the professional Certificate in Digital Game Development programs.

HGME 5011 - Software Development I Lab
Credits: 0
This supplemental lab is offered upon availability to support the software development course(s).

HGME 5031 - Art Creation I Lab
Credits: 0
This supplemental lab is offered upon availability to support the art creation course(s).

HGME 5051 - Level Design I Lab
Credits: 0
This supplemental lab is offered upon availability to support the level design course(s).

HGME 5101 - Introduction to Master's Writing
Credits: 1
Introduces students to academic and professional communication, including a variety of writing and speaking tasks, and the observation and practice of rhetorical strategies, discourse conventions, and ethical standards associated with workplace culture. This supplemental course is offered based on faculty availability and enrollment.

HGME 5121 - Math and Physics I
Credits: 1
Provides a foundation in the mathematical concepts and techniques used in real-time 2D and 3D game programming, including applications in game physics, rendering, and gameplay. Covers position and displacement vectors, affine matrix transformations, numerical integration, geometric primitives and queries, collision detection and response, interpolation and easing, and local and world spaces.

HGME 5122 - Programming for Commercial Game Engines I
Credits: 1
Provides an introduction to programming in commercial game engines.

HGME 5141 - 2D Art for Games
Credits: 1
Provides a foundation in digital art, developing the core technical skills for digital drawing, painting, and image manipulation, concept art and 2D environments, characters, and animation in a game engine.

HGME 5142 - 3D Character Art I
Credits: 1
Provides a foundation in digital art, developing the core technical knowledge for creating 3D characters, biped and quadruped character rigs, and 3D game animations. Emphasis is placed on analysis of form and critical perspective along with organic systems such as foliage, fur, and animation.

HGME 5161 - Scripting for Level Design I
Credits: 1
Provides a foundation in game scripting/programming for level design, with an emphasis on structuring logic, using scripting languages to design, produce, and test scripts, and the technical aspects of integrating assets into a digital game engine.

HGME 5162 - Art for Level Design I
Credits: 1
Provides an understanding of the art pipeline for asset production in games, with an emphasis on using 2D and 3D digital art creation tools to produce assets and integrate them into a digital game engine.

HGME 5311 - Software Development for Games I
Credits: 3
Provides a foundation in game programming for 2D game development, including gameplay programming, game engine architecture, data structures, input, AI, and working with graphics and sound assets. Students develop a 2D C++ game engine within this course, along with several 2D games built using that engine.

HGME 5331 - Art Creation I
Credits: 3
Provides a foundation in the tools, techniques, and production methods for creating 3D game art.

HGME 5351 - Level Design I
Credits: 3
Students learn foundational aspects of level design through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing levels using digital game creation tools.

HGME 5592 - Team Game Production I
Credits: 5
Introduces primary theories of game design and explores the foundational frameworks and language of game development in order to create a game using digital tools as part of small project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects.

HGME 6011 - Software Development I Lab
Credits: 0
This supplemental lab is offered upon availability to support the software development course(s).

HGME 6012 - Software Development II Lab
Credits: 0
This supplemental lab is offered upon availability to support the software development course(s).

HGME 6031 - Art Creation I Lab
Credits: 0
This supplemental lab is offered upon availability to support the art creation course(s).

HGME 6032 - Art Creation II Lab
Credits: 0
This supplemental lab is offered upon availability to support the art creation course(s).

HGME 6051 - Level Design I Lab
Credits: 0
This supplemental lab is offered upon availability to support the level design course(s).

HGME 6052 - Level Design II Lab
Credits: 0
This supplemental lab is offered upon availability to support the level design course(s).

HGME 6100 - Special Topics: Social Sciences
Credits: 1
Introduces the study of ethics in its application to game developers. Students seek to integrate the business, technical, and artistic aspects of game development with the broader ethical implications for life and society. Questions of quality of life, virtue, vice, and moral behavior are addressed in the context of practical scenarios and case studies taken from the game industry.

HGME 6101 - Introduction to Master's Writing
Credits: 1
Introduces students to academic and professional communication, including a variety of writing and speaking tasks, and the observation and practice of rhetorical strategies, discourse conventions, and ethical standards associated with workplace culture. This supplemental course is offered based on faculty availability and enrollment.

HGME 6106 - Professional Development
Credits: 1
Students work under the direction of faculty to highlight individual areas of specialization and produce content for individual professional portfolios. Prerequisite: HGME 6593.

HGME 6121 - Math and Physics I
Credits: 1
Provides a foundation in the mathematical concepts and techniques used in real-time 2D and 3D game programming, including applications in game physics, rendering, and gameplay. Covers position and displacement vectors, affine matrix transformations, numerical integration, geometric primitives and queries, collision detection and response, interpolation and easing, and local and world spaces.

HGME 6122 - Programming for Commercial Game Engines I
Credits: 1
Provides an introduction to programming in commercial game engines.

HGME 6123 - Math and Physics II
Credits: 1
Provides additional depth on the theory and practice of mathematics and physics for 3D games and graphics.

HGME 6124 - Programming for Commercial Game Engines II
Credits: 1
Provides further in-depth techniques for programming in commercial game engines.

HGME 6141 - 2D Art for Games
Credits: 1
Provides a foundation in digital art, developing the core technical skills for digital drawing, painting, and image manipulation, concept art and 2D environments, characters, and animation in a game engine.

HGME 6142 - 3D Character Art I
Credits: 1
Provides a foundation in digital art, developing the core technical knowledge for creating 3D characters, biped and quadruped character rigs, and 3D game animations. Emphasis is placed on analysis of form and critical perspective along with organic systems such as foliage, fur, and animation.

HGME 6143 - 2D Art for Games II
Credits: 1
An advanced level course for art students, providing the core technical skills for concept art, texturing, and materials for 3D game assets rendering in game engines. Prerequisite: HGME 6141/HGME 5141.

HGME 6144 - 3D Character Art II
Credits: 1
An advanced level 3D character course providing further exploration of the tools, techniques, and production methods for mastering organic modeling, sculpting, skinning, rigging, and animating for game engines. Prerequisite: HGME 6142/HGME 5142.

HGME 6161 - Scripting for Level Design I
Credits: 1
Provides a foundation in game scripting/programming for level design, with an emphasis on structuring logic, using scripting languages to design, produce, and test scripts, and the technical aspects of integrating assets into a digital game engine.

HGME 6162 - Art for Level Design I
Credits: 1
Provides an understanding of the art pipeline for asset production in games, with an emphasis on using 2D and 3D digital art creation tools to produce assets and integrate them into a digital game engine.

HGME 6163 - Art and Scripting for Level Design II
Credits: 1
Students produce 2D and 3D digital art, as well as design, integrate, and test scripts in a commercial game engine. Prerequisites: HGME 6161 and HGME 6162/HGME 5161 and HGME 5162.

HGME 6164 - Specialized Level Design
Credits: 1
Provides advanced instruction in deconstructing, designing, testing, and constructing levels for specialized game genres, modes, and/or hardware. Prerequisite: HGME 6351.

HGME 6170 - Master's Thesis I Post Certificate
Credits: 1
Students choose their thesis topics and prepare to submit their thesis proposals under the oversight of the faculty adviser. A student must receive a grade of B- or better to enroll in HGME 6271. Students may retake HGME 6170.

HGME 6175 - Master's Thesis I
Credits: 1
Students choose their thesis topics and prepare to submit their thesis proposals under the oversight of the faculty adviser. Students must receive a grade of B- or better to enroll in HGME 6276. Students must follow the appropriate processes to retake HGME 6170.

HGME 6178 - Master's Thesis IV - Graduate Exhibition
Credits: 1
In partial fulfillment of the degree requirements, each student must successfully complete a public defense administered by the student's faculty adviser. Graded credit/no credit. Students may retake HGME 6179 to receive credit. Prerequisite or corequisite: HGME 6377.

HGME 6179 - Master's Thesis IV - Graduate Exhibition Post Certificate/ABT
Credits: 1
In partial fulfillment of the degree requirements, each student must successfully complete a public defense administered by the student's faculty adviser. Graded credit/no credit. Students may retake HGME 6179 to receive credit. Prerequisite: HGME 6377 or HGME 6372; or corequisite HGME 6372.

HGME 6200 - Directed Focus Study I SMU non-Guildhall Students
Credits: 2
Provides a structured environment to develop the required Directed Focus Study while providing guided focus on specialized abilities in the student's field. Students are required to complete an instructor-approved DFS.

HGME 6210 - Special Topics Software Development
Credits: 2
Exposes students in the software development specialization to advanced topics important for their professional development, with a focus on innovation and current game industry development techniques.

HGME 6213 - Software Development for Games III
Credits: 2
Exposes students in the software development specialization to advanced topics in game programming, including technical issues such as concurrency, performance, streaming and memory management, system architecture, 3D graphics, and advanced debugging techniques.

HGME 6214 - Software Development for Games IV
Credits: 2
Exposes students in the software development specialization to further advanced topics important for their professional development, including AI, memory, graphics, and concurrency.

HGME 6226 - Directed Focus Study I Software Development
Credits: 2
Provides a structured environment in which each student plans, estimates, schedules, and delivers an instructor-approved individual programming project. The course provides mentoring and quality control oversight.

HGME 6228 - Directed Focus Study II Software Development
Credits: 2
Provides a structured environment in which each student plans, estimates, schedules, and delivers an instructor-approved individual programming project. The course provides mentoring and quality control oversight in the construction of a mastery-level artifact.

HGME 6230 - Special Topics Art Creation
Credits: 2
This seminar series exposes students in the art creation specialization to complex topics important for their professional development, focusing on innovation in game art creation. Prerequisite: HGME 6332.

HGME 6233 - Art Creation III
Credits: 2
Provides advanced techniques using strategic asset planning and modular construction methodology. Prerequisites: HGME 6332 and HGME 6246.

HGME 6234 - Art Creation IV
Credits: 2
Provides advanced workflows opportunities in the tools, techniques, and production methods for creating 3D game art, and displaying mastery of current technology.

HGME 6246 - Directed Focus Study I Art Creation
Credits: 2
This seminar series exposes students in the art creation specialization to advanced topics critical to their skill advancement, while providing guided focus on specialized abilities in their field. Prerequisite: HGME 6332.

HGME 6248 - Directed Focus Study II Art Creation
Credits: 2
Provides mentoring and quality control oversight in the construction of a mastery-level individual project demonstrating an art creation topic. Prerequisite: HGME 6246.

HGME 6250 - Special Topics Level Design
Credits: 2
Exposes students in the level design specialization to advanced topics important for their professional development. Prerequisite: HGME 6352.

HGME 6253 - Level Design III
Credits: 2
Students continue to learn more advanced level design, using analysis, deconstruction, and experimentation to evaluate best practices and techniques. To demonstrate understanding, students design, prototype, and construct complex game levels using a digital game creation tool. Prerequisite: HGME 6266.

HGME 6254 - Level Design IV
Credits: 2
Exposes students in the level design specialization to advanced topics important for their professional development. Prerequisite: HGME 6253.

HGME 6266 - Directed Focus Study I Level Design
Credits: 2
Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGME 6352.

HGME 6268 - Directed Focus Study II Level Design
Credits: 2
Provides mentoring and quality control oversight in the construction of a mastery-level individual project demonstrating level design skills. Prerequisite: HGME 6266.

HGME 6271 - Master's Thesis II Post Certificate/ABT
Credits: 2
Students must successfully submit their proposals to the adviser and make substantial progress on thesis artifact(s) and supporting documentation. Graded credit/no credit. Prerequisite: HGME 6170 or HGME 6175. Students may retake HGME 6271 to receive credit.

HGME 6276 - Master's Thesis II
Credits: 2
Students must successfully submit their proposals to the adviser and make substantial progress on thesis artifact(s) and supporting documentation. Graded credit/no credit. Students may retake HGME 6271 to receive credit. Prerequisite: HGME 6175.

HGME 6280 - Special Topics Production
Credits: 2
This seminar series exposes students in the production specialization to advanced topics important for their professional development, with a focus on innovation in production. Prerequisite: HGME 6381.

HGME 6282 - Production Management II
Credits: 2
Provides students further foundation and practice in advanced game production, including advanced game development methodologies, testing and quality assurance, techniques and tools for managing large creative teams, and trends and issues in game development. Students participate in lecture/discussion, and individual/small group assignments to learn professional practices. Prerequisite: HGME 6381.

HGME 6284 - Production Communications
Credits: 2
Builds communication skills for leading creative teams on digital game development projects, including written communications and presentation skills. Provides essential leadership skills for organizing, enabling, motivating,

and managing creative people throughout the game production process. Students participate in lecture/discussion, and individual/small group assignments to learn professional practices. Prerequisite: HGME 6592.

HGME 6285 - Production Leadership
Credits: 2
Provides students further leadership practice in advanced game production, tools for managing large creative teams, and game publishing. Students participate in lecture/discussion and individual/small group assignments to learn professional practices. Prerequisite: HGME 6284.

HGME 6286 - Directed Focus Study I Production
Credits: 2
Integrates organizational theories with the application of digital gaming technology development. Prerequisite: HGME 6381.

HGME 6288 - Directed Focus Study II Production
Credits: 2
Provides mentoring for student demonstration of the application of digital gaming technology development. Prerequisite: HGME 6286.

HGME 6294 - Team Game Production III
Credits: 2
Implements the theories of game design and carries out the framework of game development, with an emphasis on pre-production, in order to create a game using digital tools as part of large project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their capstone game projects. Prerequisite: HGME 6593.

HGME 6311 - Software Development for Games I
Credits: 3
Provides a foundation in game programming for 2D game development, including gameplay programming, game engine architecture, data structures, input, AI, and working with graphics and sound assets. Students develop a 2D C++ game engine within this course, along with several 2D games built using that engine.

HGME 6312 - Software Development for Games II
Credits: 3
Provides additional depth in intermediate-level game programming topics, including 3D gameplay and graphics. Students extend their C++ game engines to be 3D-capable, along with building one or more game(s) built using that engine.

HGME 6331 - Art Creation I
Credits: 3
Provides a foundation in the tools, techniques, and production methods for creating 3D game art.

HGME 6332 - Art Creation II
Credits: 3
Provides depth on art creation for 3D games, including the development of intermediate-level skills for creating 3D art, modeling, and texturing for games. This seminar series provides additional depth in the tools, techniques, and production methods for current development cycles in game engines. Prerequisite: HGME 6331/HGME 5331.

HGME 6351 - Level Design I
Credits: 3
Students learn foundational aspects of level design through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing levels using digital game creation tools.

HGME 6352 - Level Design II
Credits: 3
Students build upon the foundation learned in Level Design I, using analysis, deconstruction, and experimentation to identify and understand level design techniques. To demonstrate synthesis, students design, prototype, and construct more complex game levels using a digital game creation tool.

HGME 6372 - Master's Thesis III Post Certificate/ABT
Credits: 3
Students must successfully complete the thesis artifact(s) and submit approved documentation. Graded credit/no credit. Prerequisite: HGME 6271 or HGME 6276. Students may retake HGME 6372 to receive credit.

HGME 6377 - Master's Thesis III
Credits: 3
Students must successfully complete the thesis artifact(s) and submit approved documentation. Graded credit/no credit. Prerequisite: HGME 6276. Students may retake HGME 6372 to receive credit.

HGME 6381 - Production Management I
Credits: 3
Provides a foundation in the theory and practice of project management within the context of game development, including methodologies for planning, organizing, scheduling, and documenting creative, interactive software development projects. Students learn the business of game development and develop skills to define resources, organize teams, and manage change for game development projects. Students participate in lecture/discussion, and individual/small group assignments to learn professional processes. Prerequisite: HGME 6592.

HGME 6592 - Team Game Production I
Credits: 5
Introduces primary theories of game design and explores the foundational frameworks and language of game development in order to create a game using digital tools as part of small project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects.

HGME 6593 - Team Game Production II
Credits: 5
Applies game design theories and introduces more complex frameworks of game development in order to create a game using digital tools as part of large project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, and testing their game projects. Prerequisite: HGME 6592/HGME 5592.

HGME 6595 - Team Game Production IV
Credits: 5
Extends implementation of the theories of game design and carries out the frameworks of game development, with an emphasis on governance, in order to create a game using digital tools as part of mid-sized project teams. Students learn through analysis, game deconstruction, and experimentation, while designing, prototyping, constructing, testing, and publishing their capstone game projects. Prerequisite: HGME 6294.

Hart Digital Game Development Courses

HGAM 4310 - Special Topics
Credits: 3

HGAM 6005 - Internship
Credits: 0
Full-time course which allows student to integrate classroom study with on-the-job experience either in an external or internal environment.

HGAM 6369 - Directed Focus Study for Level Design III
Credits: 3
Students work under the direction of the faculty to develop an individual area of specialization and produce content for their professional portfolio. Prerequisite: HGAM 6368.

Hart Interactive Network Technologies Course

HNET 5390 - Special Topics in Interactive Network Technologies
Credits: 3
Intensive study of a topic in interactive network technologies. Topics will vary from term to term.

Tuition, Fees and Financial Aid

Tuition, Fees and Living Expenses

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.

Prior to enrolling each semester, students are required to review and agree to the Student Rights and Responsibilities that is comprised of three parts: Financial Rights and Responsibilities, Honor Code and Student Code of Conduct, and Appeals and Complaints. The Student Rights and Responsibilities will appear as a task on your dashboard and will be available approximately one month before enrollment opens for the term. A printable PDF version of the statement may be found at the Student Rights and Responsibilities website.

Students must ensure that payment for the full amount of charges is posted to their account by the payment due date. The due dates are also published on the Student Financial Services website.

Billing notifications are sent to the student's SMU email address and to the designated authorized payer(s) email address when a bill is generated. The billing notification will provide instructions on how to view the bill online through SMUpay. If notification is not received two weeks prior to the due date, the student and/or designated authorized payer(s) should contwebsiteact Student Financial Services, Office of Student Accounts.

Payments made in person or mailed must be received by Student Financial Services, Office of Student Accounts, located on the first floor of the Laura Lee Blanton Student Services Building, no later than 4 p.m. Central Time on the payment due date. Payments made online via electronic check or credit card must be posted no later than 11:59 p.m. Central Time on the payment due date. Students and/or those paying on behalf of students who pay online automatically receive an electronic confirmation of payment; students and/or designated authorized payer(s) paying through other methods can also verify receipt of payment online.

Students enrolling after the payment due date must pay at the time of enrollment. Students whose accounts are not cleared by the payment due date will become delinquent and financial holds placed, preventing registration for future terms, obtaining official transcripts or receiving a diploma. Also, after the monthly payment due date has passed, a 1.5 percent past due fee will be assessed on the unpaid student and/or miscellaneous account each month until the balance is paid. The enrollment of students whose accounts remain unpaid after the payment due date may be canceled at the discretion of the University. Students are individually responsible for their financial obligations to the University.

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

Any outstanding debts to the University that include Title IV funds must have an Authorization to Credit Account (ACA) form and/or an Authorization to Credit Account Parent (ACAP) form on file in order to transfer funds to cover current award year debts. Students need to sign the ACA form electronically; both the federal parent PLUS borrower and the student need to sign the ACAP form electronically.

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

A student whose University account is overdue or who in any other manner has an unpaid financial obligation to the University may 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. The University will charge a $50 collection processing fee (identified as "Recovery Select Fee" on the account), in addition to any other past due fees, to the account at the end of the term for unpaid balances. The unpaid account may be sent to a third party, collection company or an attorney, for collection. The student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. If a lawsuit is filed to recover an outstanding balance, student will be responsible for any costs associated with the lawsuit such as attorney fees, court costs or other applicable costs. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee may be calculated at the maximum amount permitted by applicable law but not to exceed 30 percent of the amount outstanding. The delinquent account may be reported to one or more of the national credit bureaus. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

Tuition Refunds for Withdrawal from the University

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees and must be initiated through the Office of Student Success and Retention for undergraduate students; graduate students go through the academic adviser or academic Dean's office.

Reduction of tuition and fees, when applicable, is determined by the effective date of the withdrawal and is based on the schedule listed in the *Financial Information Bulletin* and the Student Finanical Services website.

Financial aid implications of withdrawing from the University

Federal regulations require schools to adjust financial aid when a student officially withdraws from the University before completing 60% of the term. Financial aid is reduced to a pro-rated amount based on the amount of time the student was enrolled in classes in that specific term, thus "earning" financial aid proportionate to the amount of time enrolled. The "unearned" portion of aid will be returned to the funding source. Students completing 60% or more of a term are considered to have earned 100% of their financial aid for that term. This federally mandated calculation is completely independent of university's refund policies for withdrawals and may require a reduction in financial aid even if there is no reduction in tuition charges. The end result could create a substantial student account balance after the withdrawal is processed. For this reason, students are strongly encouraged to contact their financial aid adviser, before initiating a withdrawal, to discuss the financial implications of withdrawing. For additional information on the University's tuition refund policies, see the SMU *Financial Information Bulletin* or the Student Financial Services website. Information on the implications of withdrawing on your financial aid can be found on the Student Financial Services website. Due to the assessment of student accounts by multiple offices, cancellations and withdrawals can take up to 45 days to be processed.

Payment Plan Options

SMU Monthly Payment Plan

SMU offers several payment plan options to assist students and families. Refer to the Student Financial Services website for detailed payment plan information.

Fall and Spring Term payment plans are available in six or five monthly installments. The summer payment plan is three months. Payment plan options are not available for short terms including JanTerm, May Term and August

Term. Payment plans cannot be applied to Miscellaneous account charges and an open balance from a previous term cannot be added to a current payment plan.

SMU Prepayment Plan

The SMU Prepayment Plan (a single payment up front for all terms) allows families to avoid the effects of tuition and fee increases by paying for two, three or four years in one single payment at the current rate of tuition and fees for an undergraduate full-time (12-18 credit hours) student. It covers Fall and Spring terms only. Questions should be addressed to the Mane Desk at 214-768-5555 or manedesk@smu.edu.

Graduate and Professional Student Aid

University grants, scholarships, fellowships and assistantships are awarded by the school or academic department in which the graduate student will enroll. Schools and academic departments offering master's or Ph.D. degrees award tuition scholarships and teaching or research assistantships each year. For more information, students should contact their school or academic department.

State funded loans and grants, private and federal loans, and employment programs may be available by filing the Free Application for Federal Student Aid. The FAFSA can be completed online at www.fafsa.gov. The SMU school code number is 003613.

More information is available online at https://www.smu.edu/enrollmentservices/sfs.

Enrollment and Academic Records

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations. A complete University Policy Manual is available at www.smu.edu/policy. Additional information regarding rules and regulations of the University can be found in this catalog. Graduate students must follow the University-wide requirements that are in effect for the academic year of matriculation to SMU. The applicable graduate program requirements are those in effect during the academic year of matriculation to SMU or those of a subsequent academic year. Students may not follow a catalog for an academic year in effect prior to their matriculation term. Students who are not enrolled for three or more years will return to SMU under the current catalog.

General Policies

Confidentiality of Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that grants students the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in their education records. The act and regulations are very lengthy, and for that reason, SMU has issued its own FERPA-based guidelines that are available at the University Registrar's Office FERPA website www.smu.edu/FERPA. Policy 1.10 of the *University Policy Manual* also discusses this law.

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

The University assigns each student an eight-digit SMU identification number, which is used to verify each student's identity and is provided without additional charges. The student should furnish the SMU ID number on all forms when requested, as this number is the primary means the University has to verify the identity for each student's academic records and transactions related to the records.

Name Changes

Students who have a change in name must provide to the University Registrar's Office their Social Security card, the form issued by the Social Security Administration, or an official court order indicating the name change, along with a valid government-issued photo ID. A valid passport may also be used to complete a name change. Enrollment or records services for the student under a name different from the last enrollment cannot be accomplished without one of the above documents. All transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's Office.

Preferred Name

Students who wish to use a name other than their legal name can add a preferred name to their file in addition to their primary/legal name, or update a preferred name already on file, using the self-service functions in the my.SMU Student Dashboard. The University will make efforts to use the preferred name in communications and in the course of university business. However, there are situations that due to business practices, legal requirements or system limitations the use of a primary/legal name will be used.

SMU has many offices that keep records with student names and many data systems used for specific applications. In addition to updating their preferred name in my.SMU, students may need to notify some offices regarding their use of a preferred name.

A preferred name is a first, middle and/or last name that may be chosen to be used instead of legal first, middle and last name. There is no documentation required to create or change a preferred name. Students are advised that if they

choose to use a preferred name, they should use it consistently and resist changing it frequently. Students also are advised that the use of a preferred last name can lead to confusion with employers and organizations in attempting to match official educational records with applications and it is recommended that students provide both their preferred and legal names on applications.

Here is a partial list of standard name usage:

Display name – my.SMU Student Dashboard	Preferred name, if provided
Instructor Class Roster	Preferred name, if provided
Instructor Grade Roster	Preferred name, if provided
Canvas	Preferred name, if provided
Global Directory of email addresses	Preferred name, if provided
SMU online directory	Preferred name, if provided
SMU ID Card	Preferred name, if provided
Financial Aid related forms and documents	Primary (legal) name
Official Academic Transcript	Primary (legal) name
Diploma	Primary (legal) name or derivative
Degree Verifications	Primary (legal) name
Housing / Residence Life	Preferred first name, Primary (legal) last name
SEVIS Reporting (international students)	Primary (legal) name

Email and Mailing Addresses, Telephone, and Emergency Contact

Each student must provide the University Registrar's Office with both a home and local (mailing) address, both a home and local telephone number and contact information of a designated emergency contact using the self-service functions in the my.SMU Student Dashboard. 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 who enroll in an arranged section course will be asked to provide the University Registrar's Office with an off-campus study address. This is the physical location the student is living while enrolled in this course.

When a student applies for graduation and becomes a candidate, they can provide a diploma address (address to which they would like their diploma mailed) to the University Registrar's Office.

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

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

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

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

Cell Phones

The University requests that students provide mobile/cell telephone numbers, as they are one means of communicating with students during an emergency. Mobile/cell telephone numbers may also be used by University officials conducting routine business.

Ethnicity

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

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

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

Transcript Service

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

Information on transcript order procedures and fees can be found at https://www.smu.edu/EnrollmentServices/registrar/TranscriptRequests.

Note: No incomplete or partial transcripts, including only certain courses or grades, are issued.

Transcripts cannot be released unless the student has satisfied all financial and other obligations to the University. Instructions for requesting a transcript to be mailed or picked up on campus are available at www.smu.edu/registrar ("Transcript Requests" link). Students may request their official transcript through the online my.SMU Student Dashboard. Requests are processed through the National Student Clearinghouse. Telephone and email requests are not accepted. Students or their specified third party can pick up their transcripts at the University Registrar's Office, 101 Blanton Student Services Building.

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form accessible at www.smu.edu/LegalDisclosures/FERPA/Forms.

Note: Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides as follows: *Section I*. No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document. *Section II*. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.

Veterans

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

The University complies with Title 38 United States Code Section 3679(e) which states that any individual who is entitled to educational assistance under chapter 31 (Vocational Rehabilitation and Employment) or chapter 33 (Post 9/11 GI Bill®) benefits will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement (or "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) for said entitlement and ending on the earlier of the

following dates: a) the date on which payment from VA is made to the institution; or b) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. SMU will not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that covered individuals borrow additional funds to meet their financial obligation due to delayed disbursement funding from VA under chapter 31 or 33. However, if the anticipated funding from VA will not cover all tuition and fees, then the student is responsible for paying the difference immediately. Failure to do so may result in late or past due fees. Students who wish to be certified under chapter 31 or 33 must request in writing each semester that they wish to be certified and provide an updated statement of benefits. Additional documents are required to be submitted to the University upon initial request to be certified. For more information, refer to the Registrar's Office website at www.smu.edu/enrollmentservices/veterans.

The VA limits the total number of VA benefit recipients certified in each academic program. Once the limit is reached, the program is no longer eligible for students to enter into these programs and receive benefits from VA. Please refer to the Registrar's Office website for a current list of VA ineligible programs.

Final Examinations

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

Complaint Procedures for Students with Disabilities

The complaint procedures for students with disabilities are available in the Disability Accommodations and Success Strategies office, Loyd Center, Suite 202, and online at https://www.smu.edu/Provost/saes/academic-support/student-academic-success/disability-accommodations.

Credit Hour Loads

The unit of measure for the valuation of courses is the credit hour. Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours of preparation on the part of students per week for approximately 15 weeks a term. Most courses are valued for three credit hours, i.e., three contact hours per week and at least six hours of preparation. For three credit hour courses deployed via different course types, modes of delivery, or calendars, total number of direct contact hours should be equal to or greater than 45 hours with the total of out of class work total equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.

The number of hours for each term is detailed in the program outline in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog. A term (fall or spring) total of nine credit hours of coursework is considered a full load; individuals who enroll for fewer than these minimum hours are considered part-time students. A summer term total of six credit hours of coursework is considered a full load.

A graduate student

- working on the completion of a thesis, dissertation or performance recital requirement on a full-time or part-time basis;
- enrolled in an internship or co-op program;
- enrolled as a third-year theatre major working on the completion of required production projects;
- or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours;

may be certified as a full-time or part-time student if the student

- is enrolled officially for at least one course and
- is recognized by their director or academic dean or the dean of graduate studies as working on the completion of the thesis, dissertation or internship requirement on a full-time or part-time basis.

In other special situations, a student not enrolled for the required number of hours may be certified as a full-time or part-time student if the student is officially enrolled for at least one course and is recognized by the academic dean or director as a full-time or part-time student, and if such recognition is approved by the provost.

Cautionary Note: Federal financial aid agencies and some other agencies require a minimum number of hours of enrollment for full-time status and do not make exceptions for summer, internship, co-op or student-teaching enrollments. Students on financial aid should consult an adviser in the Financial Aid Office regarding minimum enrollment requirements for their situation. Likewise, international students on an F-1 or J-1 visa should consult an adviser in the International Student & Scholar Services Office 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 an official transcript of all college-level work attempted is sent directly to SMU Guildhall immediately following completion of the work. Due to the specialized cohort nature of SMU Guildhall programs, all credit hours must be earned at the Guildhall. Additional information is found in the Hart eCenter Graduate Program Policies and Procedures section of this catalog.

Enrollment Policies

Course Scheduling and Enrollment Cycles

Students in Guildhall programs apply for admission into one of four areas of specialization. Additional information about required specialization courses can be found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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

Students are personally responsible for complying with enrollment procedures and for ensuring the accuracy of their enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete a Petition for Enrollment Policy Exception. Petitions are to be submitted to the appropriate records office within six months of the term in which the discrepancy appeared; contact information for submitting a Petition for Enrollment Policy Exception can be viewed on the University Registrar's Office website at www.smu.edu/EnrollmentServices/Registrar/Enrollment/EnrollmentPolicyException. Petitions submitted later than six months after the discrepancy may not be considered.

Schedule Changes

With the exception of HGME 6276 - Master's Thesis II, HGME 6377 - Master's Thesis III and HGME 6178 - Master's Thesis IV - Graduate Exhibition, students at SMU Guildhall cannot drop individual courses; they must take all of the required courses in their specialization each term to be enrolled.

Withdrawal from the University

Policies on refunds for withdrawal from the University are found in the Financial Information section of this catalog and in the *Financial Information Bulletin*. No refunds are made without an official withdrawal.

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines for each are posted each term on the Official University Calendar at www.smu.edu/registrar. A *drop* occurs when students remove one or more courses from their schedule and remain 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.

With the exception of HGME 6276 - Master's Thesis II, HGME 6377 - Master's Thesis III and HGME 6178 - Master's Thesis IV - Graduate Exhibition, students at SMU Guildhall cannot drop individual courses; they must take all of the required courses in their specialization each term to be enrolled.

If a student removes all courses from their schedule **prior to the first day of the term**, the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript.

Students who wish to withdraw (resign) from the University before the end of a term or session must initiate a Student Petition for Withdrawal form and secure approval from their school's records office. The records office will then submit the form to the Office of the University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the University Registrar's Office. Discontinuance of class attendance or notification to the instructors of intention to withdraw does not constitute an official withdrawal.

The enrollment of students who withdraw on or before the tenth class day of the fall or spring semester as listed on the Official University Calendar will be canceled. Courses and grades are not recorded for canceled enrollments; however, students will owe a portion of their tuition and fees. Additional information is available in the *Financial Information Bulletin*. Students who withdraw after the tenth class day of the fall or spring semester will receive the grade of *W* in each course in which they enrolled.

Medical withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by professionals in the Dr. Bob Smith Health Center, Office of the Dean of Students, or Vice President for Student Affairs. The last day for a medical withdrawal is the last day to withdraw for the term from which the student is withdrawing. Retroactive medical withdrawals cannot be granted.

Enrolled students who are ordered to active duty have options according to their specific circumstances. Students need to contact the Office of the Dean of Students at deanofstudents@smu.edu for information regarding their options. A copy of the student's military orders is required.

Mandatory administrative withdrawals occur when a student is not suspended but current and/or future enrollments are canceled or withdrawn. A student's academic record is annotated with "mandatory administrative withdrawal" and the effective dates for this withdrawal. Mandatory administrative withdrawals allow a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Mandatory administrative withdrawals can be authorized only by the Provost and Vice President for Academic Affairs, Vice President for Student Affairs or Office of the Dean of Students.

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

Audit Enrollment (Course Visitor)

Individuals desiring to audit (visit) a class, including those concurrently enrolled for regular coursework, are required to process an Audit Permit form. Audit Permit forms must be completed, approved and received by the Office of the Director no later than the last day to enroll for the term. SMU Guildhall Audit Permit forms are available from the Office of the Director. Space must be available in the class. The following regulations are applicable:

1. Classroom recitation and participation are restricted; availability of course handouts, tests and other materials is restricted; no grade is assigned and no credit is recorded; no laboratory privileges are included.
2. The individual's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment procedures are not conducted for auditors.
4. The audit fee is nonrefundable.

5. If credit is desired, the course must be enrolled for and repeated, as a regular course, and the regular tuition must be paid.

Class Attendance

Regular class attendance is required. At the beginning of the course, the instructor announces policies regarding the effect of class attendance and tardiness on the student's standing in the course via the course syllabus. These policies may include dropping a student from the course for nonattendance or tardiness as described below.

All reasons for absence or tardiness should be submitted at once to the instructor.

The satisfactory explanation of absence may release students from disciplinary action but does not relieve students from responsibility for the work of the course during their absence. Students who miss an announced test, examination or laboratory period in a regular course of study and have 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 who miss two successive class meetings during the official add-drop period at the beginning of each term are subject to being dropped from the course. To avoid this possibility, students should contact the instructor or the department immediately following such a series of absences.

Students may be dropped by a course instructor or the Director for nonattendance or tardiness with a grade of *W* until the University deadline to drop. Guildhall Academic Adviser approval is required. After the deadline, students must remain enrolled in the course.

Students may also be dropped by a course instructor for extreme inappropriate classroom behavior. The instructor must submit the Administrative Drop Request to drop a student from the course by the University deadline to drop a course indicated in the official Guildhall Academic Calendar. Director approval is required. After the deadline, the student must remain enrolled in the class and receive a final grade of *F*.

Students dropped from an individual course, for nonattendance, tardiness or extreme inappropriate classroom behavior would result in suspension from the program. Students are charged an administrative fee for instructor initiated drops for all previously listed reasons. More information on Academic Suspension can be found in the Academic Advising and Satisfactory Progress Policies section of this catalog.

Excused Absences for University Extracurricular Activities and Religious Holidays

Students who participate in officially sanctioned, scheduled University extracurricular activities or observe a religious holiday should be given an opportunity to make up class examinations or other graded assignments missed as a result of this participation or related travel. The manner in which examinations or other assignments missed because of these activities are to be made up is left to the discretion of each individual faculty member. However, students should not be penalized in any way for these excused absences and should be informed by the instructor at the beginning of the term, preferably in writing, of the instructor's makeup policy. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up this work, and to obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.

This statement of University policy applies for all students. To minimize the difficulties caused for both student-athletes and their instructors by excused absences due to University-sanctioned athletic activities or related travel, the Athletic Department shall 1) make available to all student-athletes and their academic advisers prior to registration a copy of the student's activity and travel schedule for the upcoming term, so as to facilitate the student's enrollment in class sections that will minimize activity and travel conflicts; and 2) require all student-athletes to provide a copy of that term's activity and travel schedule, and a copy of this Statement of University Policy, to each of their instructors at the first class meeting of the term.

Other University colleges and departments whose students will miss classes because of their participation in officially sanctioned, scheduled University extracurricular activities, related travel, or observing of religious holidays are encouraged to adopt similar procedures to minimize the difficulties caused by such absences.

A list of religious holidays for use in requesting excused absences is available on the Official University Calendar. Students must notify the class instructor in writing by the 12th day of the term of any such absences that will occur during that term. Accommodations are to be made without penalty. More information can be found in the *University Policy Manual*, available at www.smu.edu/policy.

Absence Due to Illness

The Dr. Bob Smith Health Center does not provide documentation for granting excused absences from class. If students are absent for illness, they should talk to their professors about how they might catch up with the material missed. If students are seriously ill and require hospitalization or an extended absence, students should talk to their professors and the Office of Student Life to decide how to deal with the interruption in their studies. To facilitate communication with their professors about their absence, students may submit the Absence from Class Form available at www.smu.edu/healthcenter.

Interpretation of Course Numbers

Each SMU course has a four-digit course number. The first number indicates the general level of the course.

1000–1999	First-year
2000–2999	Sophomore
3000–3999	Junior
4000–4999	Senior
5000–5999	Senior or Graduate
6000–9999	Graduate

The second digit specifies the number of credit hours; exceptions are noted below.

Digit	*Credit Hours*
0	0, 0.5 or 10–15
1	1 or 1.5

The third and fourth digits are used to make the course number unique within the department.

Grade Policies

A student's grades are available through the my.SMU Student Dashboard.

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.

Grades	*Description*	*Grade Points per Term Hour*
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, S	Pass, Credit, Satisfactory	*
I	Incomplete	*
NC, U	No Credit Received, Unsatisfactory	*

X	No Grade Received in Registrar's Office	*
W	Withdrew	*

Note: Asterisks denote grades not included in a student's GPA.

Grade of F, D, W, X and Missing/Blank

Any work graded lower than a *C*- is not passing and earns a grade of *F* or *D*.

Failing is graded *F*. If the student's work is incomplete, poor quality and not acceptable, a grade of *F* will be given.

The grade of *D* represents performance below average expectations.

The cumulative nature of the material and the integrity of the cohort system require that students who fail any course (i.e., receive a grade of *F* or *D*) will be suspended or dismissed from the program. Additional information is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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

The grade of *X* is a temporary administrative grade used when an official grade has not been received from the instructor. The grade of *X* will be changed to *F* if a grade is not received within 60 days of the end of the term. Graduation candidates must clear all *X's* prior to the deadline on the Official University Calendar, which may allow less time than 60 days. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of *X* to the grade of *F*.

A missing or blank grade also indicates an official grade has not been received from the instructor. Graduation candidates must receive a grade for all course enrollments prior to the deadline on the Official University Calendar. Failure to do so can result in removal from the degree candidacy list and/or the assignment of a grade of *F*.

Grade of Incomplete

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

Graduation candidates must clear Incompletes prior to the start of the term during which they will graduate. The grade of *I* can be requested and given only at the end of the term.

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

The instructor and student sign the written agreement, and a copy is given to the Office of the Director.

The maximum period of time allowed to clear the Incomplete is until the end of the next term, but this will affect enrollment due to the cohort nature of the program. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the next term, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided.

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

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

In-Progress Thesis Courses

Grades for thesis courses taken in a term prior to the term in which the final thesis is completed and approved may be graded with a P, CR, S, U, or NC at the department's discretion. Grades of I (incomplete) or IP (in progress) are not allowed for these courses.

Grade Point Average

A student's grade point average (cumulative GPA) is computed by multiplying the credit hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated, not rounded, at three decimal places.

For assistance estimating a student's GPA, see the GPA calculator on the SMU website.

Grade Changes

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

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

Grades for Repeated Courses

Students who have withdrawn from a Hart graduate program may repeat courses only if they are readmitted to a subsequent cohort. Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic record (transcript). Both grades will be included in the calculation of the student's cumulative GPA, specialization major, minor and directed focus study courses GPA (if applicable), and in the determination of academic probation, suspension, dismissal, honors and graduation.

Only the repeated course credit hours and not the initial credit hours, count toward the number of credit hours needed for graduation.

Grade Appeals

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

A student, who is not satisfied by the instructor's decision on a request for a grade change, and who maintains that the original grade was capriciously or unfairly determined, may appeal to the Office of the Director. After discussing the matter with the student, and bearing in mind that the final authority in matters of academic judgment in the determination of a grade rests with the course instructor, the Director will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

A student who is not satisfied by the disposition of the appeal may appeal the decision to the provost. The provost will take action as deemed appropriate. In their actions, the provost must respect the principle that the determination of a grade rests with the course instructor.

All grade appeals must be submitted to the Office of the Director by the end of the next regular term.

Academic Advising and Satisfactory Progress Policies

Academic Advising

For an effective advising relationship, students must be prepared when meeting with the academic adviser. Students must initiate the advising. The academic adviser will give assistance to students, but students have the final responsibility for the accuracy of the enrollment, the applicability of courses toward the degree requirements, and their academic performance.

Students are assigned an academic adviser by the Office of the Director.

Leave of Absence

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

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

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

The first step to effect a leave of absence is for students to arrange an appointment to meet with their program director, who will then assist students with the process.

Additional information about re-entry and readmission is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

Academic Progress

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal. Information regarding disciplinary action can be found under Code of Conduct in the Student Affairs section of this catalog. Graduate students must maintain a cumulative GPA of 3.000 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program. If in any term the student falls below this cumulative GPA, the student will be placed on probation for one regular term. If at the end of the term of probation the cumulative GPA is not up to 3.000 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program, the student may be removed from the program at the discretion of the Office of the Director.

Additional information on academic progress, academic probation and academic suspension is found in the Hart eCenter Graduate Programs Policies and Procedures section of this catalog.

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

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

Academic Suspension. Academic suspension is an involuntary separation of the student from SMU. Academic suspension is for at least one regular term. The term of suspension might be for a longer period depending on the

policy of the school of record or the terms of the individual student's suspension. Students suspended from one school are suspended from the University.

The status of academic suspension is recorded on a student's permanent academic record. While on academic suspension, a student is not in good academic standing for certification purposes and is not eligible to enroll at SMU. Students who have served their suspension and who are eligible to return may not enroll for any intersession terms without permission from their school of record.

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

Academic Reinstatement. Students who have been on academic suspension once may apply for reinstatement to SMU. If reinstated, students may enroll in classes, and they are considered in good academic standing for purposes of certification. Students who are reinstated remain on academic probation until the conditions of academic probation are satisfied.

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

Academic Petitions and Waivers

Petitions and/or requests for waivers concerning University requirements, graduation requirements and the evaluation of transfer work should be submitted to the Office of the Director.

Transfer Coursework

Due to the specialized cohort nature of SMU Guildhall programs, all credit hours must be earned at the Guildhall. Additional information is found in the Hart eCenter Graduate Program Policies and Procedures section of this catalog.

Graduation Policies

Apply to Graduate

Students must file an Application for Candidacy to Graduate with the Office of the Director no later than the last day of the first week of the term in which they will complete all degree requirements. Applications are filed through the my.SMU Student Dashboard by the deadline date on the Official University Calendar.

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

SMU Guildhall has three degree conferral periods: fall (December), spring (May) and summer (August).

Before approving a graduate student for degree conferral, Guildhall faculty will consider any documented judicial or disciplinary complaints on record and audit the student's academic standing.

Commencement Participation

An All-University Commencement Convocation is held in May for students enrolled and on schedule to complete degree requirements during the spring term. Students enrolled and on schedule to complete all degree requirements during the following summer session may also participate in the University Commencement Convocation, although their degrees will not be conferred until August. Degrees for post certificate and all but thesis students, who complete their master's degree requirements during the fall term, will be conferred in January. Fall graduates may choose to participate in the following May All-University Commencement Convocation. Students may also participate in departmental or school ceremonies according to the policies of the departments or schools.

To participate in the All-University Commencement Convocation ceremony in May, a student must apply online and file with their school's records office an Application for Candidacy to Graduate or Intent to Participate form.

Hart eCenter Graduate Programs Policies and Procedures

Class Participation

SMU Guildhall programs are highly cross-disciplinary, and they require students from the four specializations of art creation, level design, production and software development to work in teams on several game projects. To ensure the desirable mix of artists, designers, producers and programmers, SMU Guildhall matriculates students in cohorts (student groups) who progress together through the program in a lockstep manner. As a result, the success of the individual student is inextricably connected to the work ethic and commitments of all the students in a given cohort. Therefore, it is the expectation of SMU Guildhall that students participate fully in team projects and be accountable to their team members and cohort peers. Additional information is found under Class Attendance in the Enrollment Policies section of this catalog.

Course Enrollment

The courses for each cohort are provided to the students approximately six weeks prior to the start of the new term. Guildhall students process their own enrollment transactions from these course selections, including add, drop and swap, via the my.SMU Student Dashboard. Students are responsible for complying with enrollment procedures and for the accuracy and completeness of their enrollment.

Academic Performance Standards

SMU Guildhall maintains a selective admissions policy and strict academic standards for continued enrollment. Satisfactory progress toward a degree by a student is defined as successful completion of all required courses for the term. A student admitted to Guildhall programs and allowed to continue enrollment is considered to be making satisfactory progress toward completion of the program provided that the student receives a passing grade (*A* to *C*-) in each course for the term.

A master's student must also receive a grade of *B*- or higher in HGME 6175 - Master's Thesis I in order to remain in the master's program.

The cumulative nature of the material and the integrity of the cohort system require that students who fail any course, i.e., receive a grade of *D* or *F*, will be suspended or dismissed from the program.

A student who fails to maintain a cumulative GPA of 3.000 in the master's degree program or a cumulative GPA of 2.700 in the professional certificate program may be placed on academic probation and would not be considered in good standing.

To graduate from the master's degree program, students must earn a cumulative GPA of 3.000 or higher with no grade less than a C- (1.700) applying toward the degree. To graduate from the professional certificate program, a student must earn a cumulative GPA of 2.700 or higher with no grade less than a C- (1.700) applying toward the certificate.

The academic performance of all Guildhall students is reviewed at the end of each term. Additional information about academic suspension and probation is found in the Academic Advising and Satisfactory Progress Policies section of this catalog.

Team Game Production Grade Policy

To graduate from SMU Guildhall, a student must demonstrate the ability to work successfully in a team environment. The team game production (TGP) courses are designed to build and evaluate team skills. The grades in TGP courses are structured to measure the student's teamwork ability and measure the quantity and quality of work for both the student and the team.

Each student's teamwork will be evaluated at every major project milestone. All students will be required to complete a survey that ranks all team members in six categories: easy to work with, attitude, attendance, work ethic, quality of work and teamwork. The scores are averaged – with the exception of the student's self-evaluation score – to create a team dynamics grade.

The following are the minimum requirements for the team dynamics grade:

- TGP I – No minimum.
- TGP II – If a student's team dynamic score falls below a 3.0 out of a possible 5.0, the student is placed on probation, and they must raise the score to a 3.0 or higher on all subsequent measurements. If a subsequent measurement falls below a 3.0, the student is removed from the team and assigned individual work, with a grade of *C* being the highest possible grade in the course. A student on probation will not be admitted to the next TGP without a successful interview with the course faculty. The probation extends through the end of the current term.
- TGP III, TGP IV– A student whose team dynamic score falls below a 3.0 out of a possible 5.0 fails the course.

The course instructor has the option of revising a team score that has been arrived at in violation of the SMU code of conduct. The complete SMU Student Code of Conduct is available in the online *Student Handbook* at www.smu.edu/studentlife.

Grades for Repeated Courses

Students who earn a grade of *D* or *F* in any course in SMU Guildhall are suspended or dismissed from the program. Suspended students who are reinstated to the program and who therefore must repeat courses will have both the original grade and the repeated grade (and course) on their transcript. Also, both grades will be calculated in the student's cumulative GPA and in the determination of academic probation, suspension, dismissal, honors and graduation.

Only the repeated course credit hours, and not the initial credit hours, count toward the number of credit hours needed for graduation.

Additional information is found in the Grade Policies section of this catalog.

Suspension and Dismissal

Suspension and dismissal are involuntary separations of the student from SMU Guildhall. Suspension is for a set period of time. A student who has been suspended may one time and only one time petition the Office of the Director for reinstatement to the Guildhall. Dismissal is a permanent and involuntary separation of the student from the Guildhall as a result of failure to meet established minimum acceptable standards of academic or disciplinary performance. The dismissed student is not eligible for reinstatement or readmission to SMU Guildhall.

Withdrawal From the Program

The student must contact the Office of the Director in writing to withdraw from SMU Guildhall. Additional information is found under Withdrawal From the University in the Enrollment Policies section of this catalog.

Re-entry and Readmission of Former Students

Students who wish to return to the program after a withdrawal must submit a petition for consideration for re-entry to the Office of the Director. The petition will be reviewed by the Office of the Director for determination of the appropriate term of re-entry.

Students who wish to be reinstated following a suspension, must submit a petition for consideration for reinstatement. This petition should be sent to the Office of the Director, and it should address the circumstances of the suspension and actions taken during the time away from the program. The petition will be reviewed by the Readmissions Committee for a determination of reinstatement, or whether additional information is necessary to determine the outcome of the petition. If reinstatement is approved, the Committee will also determine the appropriate term of re-entry.

Due to the cohort nature of SMU Guildhall programs, students re-entering the program, following a withdrawal or suspension, may only be readmitted to join a later cohort group.

Guildhall GPA and Credit Requirements

Candidates must complete all courses in their program of study and earn all credit hours with a cumulative GPA of 3.000 or higher in the master's degree program, or 2.700 in the certificate program. Due to the specialized cohort

nature of SMU Guildhall programs, all credit hours must be earned at SMU Guildhall. Additionally, by the completion of the second semester of the program, students at SMU Guildhall are required to achieve, and thereafter maintain, a minimum cumulative GPA in their specialization major, minor, and directed focus study courses. This minimum GPA requirement is 3.000 for students in the master's program and a 2.700 for students in the graduate certificate program. Additional information about GPA requirements can be found in the Academic Performance Standards sections of this catalog.

Statute of Limitations for Guildhall Programs

The maximum length of time for degree (and/or certificate) completion, in any and all Guildhall programs, is five academic years from the initial term that a student attends a Guildhall class. For statute of limitations calculation, the academic year begins with the student's first fall term and ends after the spring term; summer is considered to be the following academic year. (Example: students beginning classes in the fall 2024 term have until the end of the spring 2029 term to complete all course and degree requirements for both the certificate and the master's degree.) All course, certificate, and thesis requirements must be completed in this time period. A leave of absence, or suspension, does not affect the statute of limitations. In computing the period, any time during which the candidate was in active U.S. military service shall be excluded. Appeals will be considered for other extenuating circumstances.

Due to the cohort nature of SMU Guildhall, in which students progress together through the program in a lockstep manner, courses may not be offered in every term. It is the re-entering student's responsibility to review course schedules so that they have time to complete all courses within the statute of limitations. Students may contact the Office of the Director with questions regarding course schedules.

Students with a Guildhall certificate, and all but thesis students, are considered to have satisfied residency requirements and may therefore complete their master's degree work away from the campus. However, students should expect to be physically present on campus whenever it is deemed important by the student's adviser, including during the initial meeting to approve the student's proposal and the final defense and exhibition.

Transfer of a Current Guildhall Student from Certificate to Master's Degree Program

Students who are admitted to SMU Guildhall's Professional Certificate in Digital Game Development program may apply to transfer to the master's degree program if they meet all the requirements for admission to the master's degree and have made good progress within the program with a minimum cumulative GPA of 3.000. Graduate courses successfully completed in the certificate series may be applied toward the master's degree as applicable. In addition, students who are admitted into the master's degree will also need to satisfy all of the requirements for the master's degree.

Applications to transfer are due at the end of the second semester of the program and must include the following requirements for the Master of Interactive Technology in Digital Game Development degree:

- A four-year baccalaureate or equivalent degree from a regionally accredited college or university
- A minimum cumulative GPA of 3.000 out of 4.000 (*B* average) in undergraduate work
- A minimum cumulative GPA of 3.000 out of 4.000 in graduate work at SMU Guildhall
- An essay describing the applicant's motivation in obtaining an M.I.T. degree, areas of interest and the ways the student will contribute to the M.I.T. program
- A résumé
- At least two letters of recommendation from Guildhall faculty

For students who do not meet the minimum GPA requirement in their undergraduate work, other factors may be considered, including the cumulative GPA for work completed at SMU Guildhall, GRE graduate school entry exam scores, strong employment history, publications and other academic experience. In particular, transcripts indicating successful completion of graduate-level courses in other areas may be taken into consideration if the applicant's undergraduate GPA is below 3.000.

Transfer Between Specializations

A student must be in good standing to request a transfer between specializations. Specialization transfers are limited by space and academic requirements. Contact your academic advisor for more information.

Intellectual Property

All intellectual property (computer programs, art, design, stories, plots, devices, inventions, productions, etc.) created by the student as part of the academic requirements and using the resources of the program are required to be assigned by the student to Southern Methodist University and will be the sole property of SMU. SMU will grant to each student the right to retain a copy of the intellectual property developed as a Guildhall student for their personal use in support of their scholastic endeavors or professional portfolio.

Honor Code

By becoming members of SMU Guildhall, students are bound to hold intellectual integrity to the highest standard. Any actions committed by a member of the Guildhall's student body in violation of the SMU Honor Code or Code of Ethics degrades the principles underlying the mission of the University and profoundly affects the integrity and reputation of the degrees to be earned, as well as the reputation of the institution. At the core of the SMU Honor Code is the stipulation that the student will not lie, cheat or steal, or tolerate those who do. Not reporting an honor violation is an honor violation. The complete SMU Honor Code is available in the online *Student Handbook* at www.smu.edu/studentlife.

Faculty and Staff

Guildhall Administration

Gary Brubaker, *Director, SMU Guildhall*
Elizabeth Stringer, *Director, Academics, SMU Guildhall*
Rene Archambault, *Deputy Director, Admissions & Marketing, SMU Guildhall*
Corey Clark, *Deputy Director, Research, SMU Guildhall*
Stephen Stringer, *Director, GameLab, SMU Guildhall*

Guildhall Faculty

Gary Brubaker, *Director SMU Guildhall,* M.B.A., SMU
Matthew Butler, *Professor of Practice*, M.S.C.S., Texas (Dallas)
Jeffrey Cavitt, *Professor of Practice*
Corey Clark, *Assistant Professor*, Ph.D., Texas (Arlington)
Squirrel Eiserloh, *Professor of Practice*
Boris Fisher, *Professor of Practice*
Mark Leon*, Professor of Practice*
Joowon MacDowell, *Professor of Practice*, M.I.T., SMU
Myque Ouellette, *Clinical Professor,* M.S., SMU
Michael Porter, *Professor of Practice,* M.F.A., Whitecliffe College of Art & Design
Martin Sawkins, *Professor of Practice*
Christopher "Brandon" Stephens, *Associate Professor of Practice*
Elizabeth Stringer, *Clinical Professor,* Ph.D., Texas (Dallas)
Stephen Stringer, *Professor of Practice,* M.B.A., Utah
Katie Wood Clark, *Associate Professor of Practice*, M.I.T., SMU

Guildhall Adjunct Faculty

Note: Adjunct faculty listings are advisory only. In any given term, a particular adjunct may not be able to teach because of other commitments. This is especially true because many of SMU's adjuncts are professionals and scholars who are in high demand.
Robert Atkins, *Founder/CEO,* BALANCED Media | Technology
Adam Konrad, *Principal Engineer*, Modsy
Mario Rodriguez, *Managing Producer of Live Ops*, Gearbox Software

The Moody School of Graduate and Advanced Studies

Academic Calendar

https://www.smu.edu/-/media/site/enrollmentservices/registrar/calendars/official-university-calendar-2024-25-updated.pdf

General Information

History

On November 12, 2019, SMU announced a landmark $100 million commitment from the Moody Foundation to fund the University's eighth degree-granting school, and SMU's Board of Trustees approved the creation of the Moody School of Graduate and Advanced Studies at their December 6, 2019, general meeting. In creating the Moody School of Graduate and Advanced Studies, the Moody Foundation and SMU were guided by the shared aspirations of dramatically enhancing SMU graduate programs and positioning the University to recruit outstanding graduate students, retain and hire the most distinguished and innovative faculty and researchers, and expand research. The creation of the Moody School was also intended to allow SMU to deepen and forge new partnerships with companies and organizations in the Dallas-Fort Worth area, across Texas and throughout the country and to provide SMU alumni of graduate programs with invaluable experiences and support as they take up positions in companies and institutions in their community and around the globe. Devoted to these goals, the Moody School began formal operations in the 2020-21 academic year.

Ph.D. Programs at SMU

The Doctor of Philosophy Degree at Southern Methodist University

The Doctor of Philosophy degree recognizes a scholar's demonstrated ability to conduct and present advanced, original research that contributes significantly to their field of study. Ph.D. programs at accredited universities vary in their specific requirements. Generally, however, they require completion of a body of course work, designed to provide students with the necessary knowledge and skills to conduct advanced research, along with one or more examinations, usually referred to as "qualifying examinations," designed to confirm the student's competence in the field of study and preparation to undertake Ph.D. research. Successful completion of these requirements results in advancement to candidacy, after which the student must complete their Ph.D. research, write a dissertation describing the results of that research, present the dissertation to a committee of experts in the field, and receive that committee's approval.

SMU's Ph.D. programs are responsible for setting and maintaining curricula that meet the highest standards in their fields. Each Ph.D. program is operated by a specific academic department or academic program and is governed by policies and procedures set by the school in which that department or program resides. The text below describes policies that apply to all Ph.D. programs. Policies and procedures set by each individual school can be found in that school's section of this catalog.

Admissions Requirements for Ph.D. Programs

Applicants must hold a bachelor's degree from a college or university recognized by the accrediting agencies in whose jurisdiction it is located to enroll in one of SMU's Ph.D. programs. Applicants with international degrees equivalent to a U.S. bachelor's will be considered, provided the degree is from a college or university of recognized standing. Graduates of colleges not fully recognized will be treated as special cases and will be required to produce evidence attesting to the quality of their programs. Some Ph.D. programs may require that applicants have received a master's or equivalent international degree in order to enroll. All applicants must have adequate subject preparation in the chosen major field, normally an overall grade point average of 3.000 (on a 4.000 scale), and a satisfactory score on the GRE graduate school admission test. SMU recognizes that international institutions often use different grading systems and evaluates transcripts from institutions outside of the U.S. on a case-by-case basis. Applicants should consult the sections of this catalog that address regulations in their school and program of choice for additional application requirements.

International Applicants

Applicants who do not speak English as their native language are required to supply scores on the TOEFL English language proficiency test or the IELTS English competency test. The minimum TOEFL score for admission to a Ph.D. program is 80, and the minimum IELTS score is 6.5. This requirement is automatically waived for students who have received undergraduate degrees from an English-language institution located in the United States, Canada, United Kingdom, Ireland, Australia, New Zealand, or South Africa and who have been in residence at that institution for at least two years while earning their undergraduate degree. International applicants for whom this requirement is not automatically waived but who believe they have demonstrated English-language proficiency may also request to have the requirement waived. These requests will be considered on a case-by-case basis.

Application Deadlines

Final application deadlines for fall admission vary from Ph.D. program to Ph.D. program. In addition, Ph.D. programs may set separate deadlines for priority review of applications and for consideration for financial aid. Applicants are advised to consult with their prospective programs for information about the deadlines that apply to them.

Applicants who wish to be considered for nomination by their programs for the Moody Ph.D., University Ph.D., or Mustang Fellowships offered by the Moody School of Graduate and Advanced Studies must apply by their program's priority deadline or by February 1, whichever comes earlier.

In special cases, some Ph.D. programs may offer admission in terms other than the fall. Applicants should consult with their prospective programs about deadlines for admission in other terms.

Time Limits

The time required to attain the necessary skills to conduct advanced, original research and then to complete and present that research varies from field to field. It may also depend on a specific student's preparation and the nature of the research project they take on. In all cases, however, pursuing a Ph.D. degree is a significant investment of time generally requiring, at minimum, four years of full-time study. Nevertheless, Ph.D. programs recognize that research in their fields advances rapidly and that scholars need to stay up to date on and to continually practice the skills and techniques of the field. Time limits for degree milestones and completion ensure that graduating students' research and skills are current.

SMU's schools and programs thus set limitations on the time granted to advance to candidacy and on the time granted to complete all degree requirements after advancing to candidacy. Usually, students will complete all examinations required by their programs by the end of the third year and will complete all requirements for the Ph.D. no later than five years after advancing to candidacy. The course of study for the Ph.D. degree is therefore expected to take no more than eight years in total. If a student takes a leave of absence approved by their program and school, the leave may be granted without being counted towards the time limit. Extensions, usually limited to one year, may be granted in special circumstances, for example if a student is pursuing their degree part time. Students should consult with their programs and schools for more information about the time limits that apply to them and about the procedures for applying for extensions.

Coursework and Residency

Credit hour requirements for the Ph.D. are set by schools and programs. Students should consult their school catalogs or Ph.D. program handbooks for this information.

Continuous enrollment is expected for Ph.D. students, unless the student is granted an official leave. All Ph.D. programs follow their school's leave of absence policy for leaves for medical or other personal reasons. Programs may also grant leaves for other purposes, and students should consult with their schools and programs for additional leave options. No leave will be considered official unless approved through the leave of absence process or by the student's program and school. Students who do not enroll during the usual academic year (fall and spring semester) without receiving leave will be required to reapply. Students are also required to be enrolled in the term in which they graduate.

A period of residency at SMU is required for all Ph.D. students. The required length of residency varies by school and program, and students are advised to consult their school and program for their residency requirements.

Assessment of Ph.D. Students

Ph.D. students are evaluated regularly—at least once every academic year—to ensure that they are receiving the appropriate mentorship necessary for success in their program. Evaluations also determine whether students are meeting degree requirements, adhering to appropriate standards for conduct, and fulfilling the responsibilities of their assistantships. Students may be placed on probation, suspended, or dismissed if they are failing to meet standards in any of these areas. In the case of probation or suspension, clear conditions as well as a timeline for clearance of the probation or reinstatement in the program will be established and communicated to the student by their program. In all cases, Ph.D. students must maintain a 3.0 cumulative GPA, and are placed on probation for one regular term if they fall below this level. If, at the end of that term, their cumulative GPA is not up to 3.0, they may be removed from their program at the discretion of their school's dean's office.

Qualifying Examinations and Admission to Candidacy

Admission to a Ph.D. program does not imply admission to candidacy for the doctoral degree. Candidacy for the Ph.D. degree is a distinction that recognizes that students have gained a mature understanding of the literature of their field and have attained the necessary knowledge and skills to identify and investigate a significant research problem in that field. Students should consult their school catalogs and program handbooks for information about the requirements and timeline for advancement to candidacy.

Although additional requirements vary from program to program, all Ph.D. programs require students to pass at least one significant examination, separate from their coursework and administered by the program, before they can be admitted to candidacy. These "qualifying" examinations, usually including at least one examination conducted orally, represent certification by the student's examination committee that the student has demonstrated the ability to

identify an important research problem appropriate for Ph.D.-level research and has communicated a clear and viable research strategy for addressing this problem. Upon completion of the candidacy requirements, the program will notify the Dean of the Moody School of Graduate and Advanced Studies that the student has been admitted to candidacy.

Dissertation Committee Membership

All Ph.D. programs require that the candidate write a dissertation embodying the results of a significant and original investigation. The dissertation is expected to be a mature and competent piece of writing and must make a significant and novel contribution to the student's discipline. In addition, all dissertations must be approved by a committee whose membership has been approved by the student's program and school. The dissertation committee is composed of experts qualified to judge the validity of the student's research and its contribution to the field. In most cases, the majority of the committee will be full-time tenured or tenure-track faculty in the student's program. Students are also often encouraged, and in some cases required by their program, to include an external member unaffiliated with their program on the dissertation committee. Students are advised to consult with their schools and programs for additional regulations with regards to the formation of the dissertation committee.

Responsible Conduct of Research

SMU recognizes that one of the duties of a scholar conducting research is to maintain responsible research practices and to avoid misconduct in all of its forms. The Moody School of Graduate and Advanced Studies, therefore and in accordance with federal regulations, requires that graduate students funded on federal grants complete a full-day seminar offered by the Office of Research and covering the responsible conduct of research, including topics such as authorship and plagiarism; data management and falsification and fabrication of data; and conflicts of interest.

Financial Aid

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

The Moody School of Graduate and Advanced Studies offers Moody Ph.D. Fellowships, University Ph.D. Fellowships, and Mustang Fellowships to Ph.D. students nominated by their program and selected at the time of admission. Moody Ph.D. Fellowships provide tuition waivers, health insurance, and stipends of $30,000 for up to five years for Ph.D. students who demonstrate exceptional promise for academic success at the time of admission to their Ph.D. program. University Ph.D. Fellowships provide funding above the amount typically available to students through their program, and are renewable for a total of five years of support, contingent upon acceptable progress towards the degree. Mustang Fellowships provide tuition waivers, health insurance, and stipends of $30,000 for up to five years for Ph.D. students who are US citizens or permanent residents and identify as diverse in their disciplines. In addition, the Moody School of Graduate and Advanced Studies provides a limited number of travel grants to students in reimbursement for expenses to attend a conference to present an accepted paper or poster.

The Moody School of Graduate and Advanced Studies also offers Moody Dissertation Fellowships and Dean's Dissertation Fellowships to select Ph.D. students in the final, dissertation-writing phase of their program. Moody Dissertation Fellowships provide tuition waivers, health insurance, and stipends of $30,000 for one year, and Dean's Dissertation Fellowships provide tuition waivers, health insurance, and stipends commensurate with the standard stipend in the student's program for up to one year. Students who receive these fellowships commit to work full time on dissertation research and writing during the fellowship period and to defend their dissertations and complete their degrees by the end of the fellowship period. Students must be nominated by their programs to be eligible for a Moody Dissertation Fellowship or a Dean's Dissertation Fellowship. Moody Dissertation Fellowships are reserved for students whose dissertations demonstrate exceptional potential to contribute to their field of study.

Student Health Insurance

The support Ph.D. students receive from their assistantships or fellowships at SMU in most cases includes full coverage of the premiums for the Student Health Insurance Plan. Full-time enrolled Ph.D. students will be automatically eligible for this coverage, if they 1) are fully supported by an SMU fellowship or assistantship which provides the student with compensation of at least $17,500 for the year or $9,000 for the semester, 2) are within five years of their term of matriculation in their Ph.D. program, and 3) are making satisfactory progress in their program.

Coverage will be provided for the full academic year or on a semester-by-semester basis, depending on the nature of the student's assistantship or fellowship. Coverage may also be provided to Ph.D. students who do not meet these criteria, particularly if they are supported by an external fellowship or internship that does not provide health insurance coverage. Ph.D. students who are not automatically eligible may, with the support of their program and school, petition the Moody School of Graduate and Advanced Studies for health insurance coverage. Full-time Ph.D. students who do not receive health insurance coverage may still enroll in the Student Health Insurance Plan and pay the premiums themselves.

Academic Procedures

Course Grade Appeals Process

Graduate students have the right to appeal course grade decisions. This policy is intended to help students in Dedman College, Lyle School, Meadows School and Simmons School graduate programs address specific concerns that their grade has been assigned inaccurately or not based on their academic performance.

If the student feels that they have been the victim of harassment or of discrimination prohibited by law or by university policy, and that this constitutes a substantive basis for the appeal, the appeal shall first be pursued and investigated through the Office of Institutional Access and Equity (IAE). If the student feels that research misconduct has occurred, the appeal shall first be pursued through the Office of Research. If the student feels that the instructor was unprofessional in determining the grade, that concern should be brought to the attention of the department chair before filing an appeal. In such cases, the timelines listed below are paused. Following a resolution of the harassment/discrimination issues, any remaining academic issues will be addressed, at the request of the student, according to the academic appeals procedures described herein.

The student must initiate the appeal process **within 20 class days after the start of the term (Fall, Spring, or Summer) that immediately follows the term in which the disputed grade was assigned**. If the instructor, Chair, and Dean of the School or College or their designee (individual or committee) fail to respond to the student's appeal within the time limits, the Graduate Appeals Committee shall act on the student's appeal. The procedure is terminated if the student and the instructor come to a mutual agreement. If the student does not appeal a decision within the appropriate time limit, the disposition of the appeal made in the previous step shall be final.

A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which the appeal is finally resolved. The original documents shall be forwarded to the Moody School of Graduate and Advanced Studies for filing.

All parties must carefully adhere to the following procedure, observing the deadlines.

Step 1: Informal Consultation
A student who believes that an assigned grade is other than the grade earned must discuss the matter first with the course instructor **within 10 class days after the start of the following term (Fall, Spring, or Summer)**, to determine if the discrepancy is caused by error or misunderstanding.

Step 2: Appeal to Department Chair
If the student feels the matter has not been satisfactorily addressed by the instructor, the student may appeal the decision in writing to the Chair of the department in which the course is offered (or, in cases pertaining to non-departmental courses, to a faculty agent designated by the Dean of the School or College). This written appeal must be made **within 20 class days after the start of the following term**. After discussing the matter with the student, the Chair (or faculty agent) will consult with the course instructor, then will report a decision to the student in writing **within 20 class days of submission of the written appeal**.

Step 3: Appeal to Dean of the School or College or Dean's Designee
A student who does not agree with the departmental decision may appeal the decision to the Dean of the School or College **within 5 class days of receipt of the Chair's decision**. The Dean or Dean's designee will proceed as deemed appropriate. **The Dean or Dean's designee should resolve the grade appeal within 20 class days**, providing a written explanation for any decision made.

Step 4: Appeal to the Graduate Appeals Committee
A student who does not agree with the decision of the Dean of the School or College may appeal that decision within 10 class days of decision notification by filing a written appeal to the Dean of the Moody School of Graduate and Advanced Studies. The Dean of the Moody School will either render an opinion on the appeal or form a committee to review the appeal. If no appeal or request for extension has been made within the 10-class-day period, then the decision of the Dean of the School or College becomes final and is not subject to appeal. This appeal must be accompanied by copies of all correspondence, including the Dean of the School or College's written decision. A request for appeal must include: 1) the graduate student's name, address, email address, and phone number; 2) all

correspondence from the steps of the process outlined above; and 3) the ground(s) upon which the request for appeal is based.

If warranted, the Dean of the Moody School will assemble a committee. The Graduate Appeals Committee should resolve the appeal within 20 class days. The Committee's charge is to determine whether the grade has been assigned inaccurately or not based on the student's academic performance. If a majority of the Committee believes that the grade should be changed because it was based on arbitrary or other reasons not related to academic performance, the Committee shall notify the Dean of the Moody School and make a written recommendation regarding the grade. If the committee recommends that a grade was calculated incorrectly, the grade will be corrected. In their actions, all parties involved must respect the principle that the determination of a grade rests with the course instructor.

The appeals procedure is not complete until all appropriate records are forwarded to the Dean of the Moody School. At this time, the Dean of the Moody School shall notify the Office of the Registrar of any grade change. A copy of the Graduate Appeals Form shall become a part of the student's file. A permanent record of all grade appeals reviewed by the Appeals Committee shall be maintained in the Moody School.

Composition of the Graduate Appeals Committee:
The Dean of the Moody School will convene a meeting of an ad hoc academic Graduate Appeals Committee, composed of:

- Three members of the full-time graduate faculty chosen by the Dean of the Moody School.
    - Two of the three faculty members on the appeals committee shall be from the student's school or college, and
    - One shall be from outside the student's school or college.
- One non-voting graduate student selected from a pool of students identified by the Graduate Student Advisory board. The pool may include members of the Graduate Student Advisory board.
- The Dean of the Moody School of Graduate and Advanced Studies, who does not vote, will chair the committee.

At the student's request or by request of the committee, this appeals committee will also meet with the student. The committee may also meet with other individuals involved.

Student Termination or Suspension Appeals Process

Graduate students have the right to appeal termination or suspension decisions. This is intended to help students in Dedman College, Lyle School, Meadows School and Simmons School graduate programs address specific concerns that program decision that terminate or impede progress toward the degree, such as dismissal from the graduate standing, placement on probationary status, and denial of readmission to the same program (if the student was previously in good standing).

If the student feels that they have been the victim of harassment or of discrimination prohibited by law or by university policy, and that this constitutes a substantive basis for the appeal, the appeal shall first be pursued and investigated through the Office of Institutional Access and Equity (IAE). If the student feels that research misconduct has occurred, the appeal shall first be pursued through the Office of Research. If the student feels that the program was unprofessional in determining the termination, that concern should be brought to the attention of the department chair before filing an appeal. In such cases, the timelines listed below are paused. Following a resolution of the harassment/discrimination issues, any remaining academic issues will be addressed, at the request of the student, according to the academic appeals procedures described herein.

The student must initiate the appeal process **within 20 class days after the start of the term (Fall, Spring, or Summer) that immediately follows the term in which the disputed termination was assigned**. If the instructor, Chair, and Dean of the School or College or their designee (individual or committee) fail to respond to the student's appeal within the time limits, the Graduate Appeals Committee shall act on the student's appeal. The procedure is discontinued if the student and the program come to a mutual agreement. If the student does not appeal a decision within the appropriate time limit, the disposition of the appeal made in the previous step shall be final.

A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which the appeal is finally resolved. The original documents shall be forwarded to the Moody School of Graduate and Advanced Studies for filing.

All parties must carefully adhere to the following procedure, observing the deadlines. International Students going through the appeal process should consult with the ISSS office regarding their immigration status and SEVIS record termination.

Step 1: Appeal to Dean of the School or College or Dean's Designee
If a graduate student decides to formally appeal a program's decision, the student must submit a written request for appeal to the Dean of their College. The only grounds upon which an appeal may be based are: 1. new evidence that becomes available which reasonably may have impacted the fairness or outcomes of the program's decision, or 2. An inappropriate sanction which is grossly disproportionate to the conduct initiating the sanction, considering the relevant aggravating and/or mitigating factors.

Thus, a student who does not agree with the program's decision may appeal the decision to the Dean of the School or College **within 5 class days of receipt of the decision**. The **Dean or Dean's designee will proceed as deemed appropriate. The Dean or Dean's designee should resolve the appeal within 20 class days**, providing a written explanation for any decision made.

Step 2: Appeal to the Graduate Appeals Committee
A student who does not agree with the decision of the Dean of the School or College may appeal that decision **within 10 class days of decision notification** by filing a written appeal to the Dean of the Moody School of Graduate and Advanced Studies. The Dean of the Moody School will either render an opinion on the appeal or form a committee to review the appeal. If no appeal or request for extension has been made within the 10-class-day period, then the decision of the Dean of the School or College becomes final and is not subject to appeal.

This appeal must be accompanied by copies of all correspondence, including the Dean of the School or College's written decision. A request for appeal must include: 1) the graduate student's name, address, email address, and phone number; 2) all correspondence from the steps of the process outlined above; and 3) the ground(s) upon which the request for appeal is based.

If warranted, the Dean of the Moody School will assemble a committee. **The Graduate Appeals Committee should resolve the appeal within 20 class days**. The Committee's charge is to determine whether the termination or suspension has been assigned inaccurately or not based on the student's academic performance. If a majority of the Committee believes that the termination should be changed because it was based on arbitrary or other reasons not related to academic performance, the Committee shall notify the Dean of the Moody School and make a written recommendation. In their actions, all parties involved must respect the principle that the determination of an academic progress rests with the faculty of the program involved.

The appeals procedure is not complete until all appropriate records are forwarded to the Dean of the Moody School. A copy of the Graduate Appeals Form shall become a part of the student's file. A permanent record of termination or suspension appeals reviewed by the Appeals Committee shall be maintained in the Moody School.

Composition of the Graduate Appeals Committee:
The Dean of the Moody School will convene a meeting of an ad hoc academic Graduate Appeals Committee, composed of:

- Three members of the full-time graduate faculty chosen by the Dean of the Moody School.
    - Two of the three faculty members on the appeals committee shall be from the student's school or college, and
    - One shall be from outside the student's school or college.
- One non-voting graduate student selected from a pool of students identified by the Graduate Student Advisory board. The pool may include members of the Graduate Student Advisory board.
- The Dean of the Moody School of Graduate and Advanced Studies, who does not vote, will chair the committee.

At the student's request or by request of the committee, this appeals committee will also meet with the student. The committee may also meet with other individuals involved.

Parental Leave for Fully-Funded Graduate Students

Eligibility:
All PhD, D.Eng. and MFA students who are fully funded through SMU, with tuition and living expense support either from internal funds or from external sources (such as faculty research grants), are covered by these procedures. This includes PhD, D.Eng. and MFA students funded through fellowships, research or teaching assistantships, graduate student instructorships, or other graduate assistantships. Students who receive support directly from an external source (for example, an NSF Graduate Research Fellowship) should check with that source to ensure that they are following and taking advantage of any applicable parental leave policies the organization may have. Students who meet the criteria above are eligible to apply for up to six (6) weeks of paid parental leave due to (1) birth of a child, (2) adoption of a child five years of age or younger, or (3) placement of a foster child five years of age or younger. During this period, the student's current stipend or pay and, if applicable, funding for health insurance and tuition, will be continued without interruption. The student's enrollment status will be continued during this period as well. Parental leave is available to both parents if both are SMU graduate students who meet the eligibility criteria.

Request Process:
Requests for parental leave should be submitted to the Moody School through the online form at least six (6) weeks prior to the expected start date of the leave. However, students are encouraged to submit the leave request as early as possible, to allow ample time for planning and coordination. The Moody School will consult with the graduate program director and/or the faculty adviser as appropriate in reviewing the request. Students are not expected to perform research or teaching responsibilities while on parental leave. This leave does not impact the student's academic obligations or program requirements: students are expected to coordinate with their adviser, instructors and graduate program director in order to fulfill academic obligations and to meet deadlines for their program requirements, or to seek extensions where allowed.

Extension of Leave:
If a student is unable to return after six weeks of parental leave, they may apply for an additional unpaid parental leave of up to six weeks. Requests for the additional unpaid parental leave should be submitted to the Moody School through the same online form at least four (4) weeks before the conclusion of the original paid parental leave. The Moody School will consult with the graduate program director and/or the faculty adviser as appropriate in reviewing the request. During the additional leave, the student's enrollment status will be continued but their stipend or pay will be paused.

Relationship to Other Leave Procedures:
An academic department may have their own parental leave procedures, provided that those procedures are less restrictive than the Moody School procedures. Students should consult with their graduate program director and adviser to determine which procedures apply to them.

Funding:
The original source of the student's funding should continue to fund the student during their leave. In cases where this is not possible, and where funding is not available from the faculty adviser, department, or school/college dean's office, the department may request support from the Moody School to partially or fully fund the student during their leave.

Global and Online

The Public Policy, M.P.P. follows the graduate studies calendar (https://s3.smu.edu/des/registrar/pdf/calendars/RSGS%202024-25.pdf). For information about policies and procedures related to Tuition, Fees, and Financial Aid or Enrollment and Academic Records see the Dedman College of Humanities and Sciences section of this catalog.

Public Policy, M.P.P.

http://publicadministrationdegrees.smu.edu/mmp-d/
Lead Faculty and Academic Coordinator: Eva Chiang

General Information

The online Master of Public Policy (M.P.P) degree is designed to prepare students for successful careers as policy analysts, policy evaluators, and thought leaders in a variety of fields who can use policy tools to lead real change. The MPP curriculum equips students with a strong foundation in policymaking, statistics, critical analysis, and effective policy design and implementation. The online program uses a combination of asynchronous assignments for self-paced, flexible learning and synchronous evening classes held on Zoom, where students can connect with classmates, instructors and guest speakers. There are two required, on-campus immersion experiences.

Students will:

- Build the quantitative and qualitative analytical skills necessary for policy analysis, especially to support decision making
- Design, implement and evaluate public policy and understand potential unintended consequences of policymaking
- Communicate analysis and recommendations effectively to relevant stakeholders
- Identify policy solutions and the political and economic institutions that influence the policy process
- Develop a basic understanding of the economics of the public sector, and
- Develop and refine an approach to ethical leadership.

Admissions Requirements

A prospective student must submit undergraduate transcripts, resume, two letters of recommendation, and personal statement with his/her application. If English is not the applicant's native language, they must submit English language proficiency test scores. Applications are reviewed on a rolling basis.

Degree Requirements

Students must complete 36 credit hours to earn their online Master of Public Policy.

Core courses make up 24 credit hours. The remaining 12 credit hours are fulfilled by electives. Students can earn their degree on a part-time schedule in two years, or six terms, by taking two courses per term. Full-time students can complete their degree faster by taking more than two courses each term.

Core Courses (24 Credit Hours)

- PPA 6301 - Foundations of Public Policy
- PPA 6302 - Research Methods and Design
- PPA 6303 - Statistical Methods for Policymaking
- PPA 6304 - Economics for Public Policy
- PPA 6305 - Policy Implementation and Evaluation
- PPA 6306 - Ethics and Leadership
- PPA 6307 - Finance and Budgeting for Public Policy
- PPA 6101 - Capstone A
- PPA 6102 - Capstone B

Elective Courses (12 Credit Hours)

- PPA 7301 - Urban Development
- PPA 7302 - Emerging Issues in Education Policy
- PPA 7310 - International Trade Policy
- PPA 7320 - Sustainability and Public Policy

**additional electives are under development and not yet available

Immersion Experiences

Students are required to participate in two on-campus immersion experiences during the program. The first immersion takes place at the beginning of the program as part of the PPA 6301 - Foundations of Public Policy course. It involves interactive lectures, workshops and meetings with faculty and public policy professionals. This opportunity is designed to introduce students to the foundations of public policy and set a positive tone for their academic journey. The second immersion occurs during the PPA 6102 - Capstone B course, typically in the final term of the program. Students present their capstone projects to classmates, faculty members and public policy professionals working in a variety of sectors. Both immersion experiences provide students with networking opportunities and a deep understanding of policy analysis and implementation.

Public Policy and Administration Courses

PPA 6101 - Capstone A
Credits: 1.5
Students gain real-world experience in the nuances and challenges of developing public policy solutions. Students use knowledge and skills acquired in the program to analyze a real-world policy question for a client organization. In consultation with a faculty member, and working with a small group of fellow students, students examine a public policy question in an analytically rigorous manner. By interacting with a client organization, students develop an understanding of the policy issue facing the organization and determine the appropriate approach to addressing it so that they can provide a systematic analysis. Students gain an understanding of the many steps and decisions that are needed to produce a policy analysis with real-world problems and organizations. Prerequisite: At least 18 hours of program required coursework, usually taken in last year of the program. Restricted to students in the online master of public policy program.

PPA 6102 - Capstone B
Credits: 1.5
Students complete the client-based policy work they started in Capstone A, and then make a presentation to a panel of experts for feedback on the work they did. Capstone B should be taken the semester immediately following Capstone A. A mandatory one-day immersion experience occurs on the SMU campus during the semester the Capstone B course is taken. Prerequisite: At least 18 hours of program required coursework, usually taken in last year of the program, should be taken immediately following Capstone A. Restricted to students in the online master of public policy program.

PPA 6301 - Foundations of Public Policy
Credits: 3
Explores the dynamics and political processes of public policymaking in United States (including federalism, separation of powers, and the interaction of public, non-profit, and corporate sectors) and applies various frameworks and theories for approaching policy review/analysis. Students are introduced to implementation science that is explored further in other courses. Provides a graduate-level survey of the field of public policy, and concepts include agenda setting, decision-making theory, implementation, and methods of analyzing policy outcomes at the national, state, and local level. A mandatory two-day immersion experience on the SMU campus occurs during the semester the course is taken. Prerequisite: Restricted to students in the online master of public policy program.

PPA 6302 - Research Methods and Design
Credits: 3
Discusses the foundations of research design and qualitative and quantitative research methodologies frequently used in social science and policy research. Concepts include hypothesis testing and falsifiability, and the basics of

descriptive statistics and correlations. Additional topics include a survey of research design, research question formation, observation and interview-based research methods, survey development, experimental methods, and effective presentation of research findings. Students apply methods in pursuing a policy-relevant research topic of their own design. An overview of publicly available quantitative data is provided, and comparative policy research is discussed. Prerequisite: Restricted to students in the online master of public policy program.

PPA 6303 - Statistical Methods for Policymaking
Credits: 3
Explores the fundamentals of statistical reasoning and analysis relevant to public policy research, building on the descriptive and correlational approaches covered in PPA 6302. Discusses the probabilistic basis for statistical hypothesis testing and how to conduct bivariate statistical tests (e.g., t-tests, chi-squares, correlations) as well as linear regressions. Provides students with a solid and pragmatic foundation for interpreting and analyzing data, and the differences between statistical and practical significance. The class uses real-world data drawn from the public policy realm. Prerequisite: PPA 6302. Restricted to students in the online master of public policy program.

PPA 6304 - Economics for Public Policy
Credits: 3
Explores the fundamentals of economic theory as applied to public policy as well as the role of key economic institutions, such as the Federal Reserve. Discusses the economic rationale for government and reviews public expenditures in education, health care, defense, infrastructure, welfare programs, and social security. Includes analysis of government's role in a market economy and introduces methods of economic analysis. Additional topics include resource scarcity, opportunity cost, market equilibrium, allocative and productive efficiency, welfare economics, market failure, intended and unintended consequences of policy interventions, efficiency versus equity, and cost-benefit analysis. Prerequisite: Restricted to students in the online master of public policy program.

PPA 6305 - Policy Implementation and Evaluation
Credits: 3
A comprehensive overview of program evaluation theory and methods that are important in the field of public policy. These methods help make value decisions; improve the decision-making process; value inputs and outcomes; handle uncertainty; and compare aspects of public policy and systems that might not otherwise appear to be comparable, which leads to better implementation. Focuses on effective policy design and implementation as well as how to assess the effectiveness of policy interventions. Topics include evaluation (qualitative and quantitative) design, logic models and theory of change, implementation science, and implementation and outcome evaluation. Prerequisite: Restricted to students in the online master of public policy program.

PPA 6306 - Ethics and Leadership
Credits: 3
Students examine relevant theory and research regarding ethics and leadership in public organizations/public service and develop a personal foundation for ethical leadership. Students consider arguments for and against different normative approaches (e.g., utilitarianism, client advocacy/representation, emphasis on the most vulnerable) to policy formulation and evaluation. Topics include decision theory, including values-based decision-making. A key focus is the implicit and explicit assumptions underlying different conceptions of what constitutes "good" or "effective" public policy. Prerequisite: Restricted to students in the online master of public policy program.

PPA 6307 - Finance and Budgeting for Public Policy
Credits: 3
Discusses why budgeting and finance are critical aspects of public policy and explores how to determine how much policies/programs are going to cost and how they will be paid for. Covers the process of budgeting along with the practical tools necessary for agile, dynamic, and proactive budgeting. The majority of the course is dedicated to financial management concepts, strategies, and tools necessary for successful public policy implementation. Topics include fundamentals of financial projections and sensitivity analysis; innovative financial approaches for public policy implementation such as blended finance, social impact bonds and risk sharing, and related case studies; interest groups; stakeholder groups; incentives; and using financial analysis in policy decision making and in setting spending priorities. Prerequisite: Restricted to students in the online master of public policy program.

PPA 7301 - Urban Development
Credits: 3
As urban population is rapidly increasing policies that shape urban development are increasingly important. Students examine how we plan for and manage this growth and provide basic services, infrastructure, affordable housing, among others. The course also covers risks associated with urbanization, such as natural disasters, concentration of poverty, crime and decline in social capital, among others. This course taps into the latest knowledge in the fields of urban economics and economic models that help explain urban growth, sociology and urban planning and design. Topics include why cities exist and why some grow more rapidly; the government's role in urban growth and development; and how individuals, businesses, and organizations choose where to be located within a given metropolitan area. Prerequisite: At least six hours of program required coursework. Restricted to students in the online master of public policy program.

PPA 7302 - Emerging Issues in Education Policy
Credits: 3
Explores policy issues in the U.S. educational system, with a focus on new and emerging issues. Topics include the local, state, and federal role in the public education system, as well as a deeper look at the various school models including public, private, charter, and home school. Students analyze various accountability models and assess the theoretical underpinnings of our U.S. system of education. Prerequisite: At least six hours of program required coursework. Restricted to students in the online master of public policy program.

PPA 7310 - International Trade Policy
Credits: 3
Students explore policy issues in the U.S. educational system, with a focus on new and emerging issues. Topics include the local, state, and federal role in the public education system, as well as a deeper look at the various school models including public, private, charter, and home school. Students analyze various accountability models and assess the theoretical underpinnings of our U.S. system of education. Prerequisite: At least six hours of program required coursework. Restricted to students in the Online Master of Public Policy program.

PPA 7320 - Sustainability and Public Policy
Credits: 3
Students explore key concepts and frameworks of sustainable development from a policy perspective and are introduced to a solution-centered sustainability toolbox for policy professionals. This course explores how in our rapidly changing world, globalization and technological advancement have led to great prosperity for many while large segments of the world's population have been unable to benefit. In the meantime, climate change, the prevailing patterns of natural resource use, and environmental degradation are creating new risks for humanity and changing the social contract. Social and environmental objectives often involve trade-offs. And while social and environmental challenges are increasingly driven by global forces, nation-states' ability to lead and enforce remain limited to their national boundaries. In an intricately interconnected and complex world, how can policy makers make sense of all these layers and nuances and look after the well-being of not only the current but also future generations? Prerequisite: At least six hours of program required coursework. Restricted to students in the Online Master of Public Policy program.

Programs

- Dedman College of Humanities and Sciences - page 160
- Lyle School of Engineering - page 452
- Meadows School of the Arts - page 667
- Simmons School of Education and Human Development - page 899

Right to Know

Southern Methodist University (SMU) is pleased to provide information including, but not limited to, 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 of 1065, as amedned, and the Campus Security Act. More information is available at www.smu.edu/srk.

1. **Academic Programs**
   Provost Office, Perkins Administration Building, Room 219
   214-768-3219
   https://www.smu.edu/enrollmentservices/registrar/academicprograms
   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. **Accreditation**
   Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
   (404) 679-4500
   https://www.smu.edu/provost/assessment/accreditations

   SMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorates. SMU also may offer credentials such as certificates and diplomas at approved degree levels.

3. **Enrollment**
   Registrar, Blanton Student Services Building, Room 101
   214-768-5555
   https://www.smu.edu/enrollmentservices/registrar
   a. *Graduation Rates.* The completion or graduation rate of the institution's certificate-seeking or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid. http://www.smu.edu/Academics/StudentAchievement
   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. https://www.smu.edu/LegalDisclosures/FERPA
   c. *Retention Rates*. The measurement of students who return from one year to another. https://www.smu.edu/Provost/University-Decision-Support/Statistics
   d. Withdrawal. Requirements and procedures for officially withdrawing from the institution. https://www.smu.edu/enrollmentservices/registrar/enrollment

4. **Student Body Diversity**
   https://www.smu.edu/aboutsmu/facts/campusprofile

   For more than a century, SMU's enterprising spirit has helped shape Dallas into a global gateway for people of all backgrounds. This comprehensive research university joined with an energetic city creates an opportunity powerhouse where undergraduate and graduate students forge their success in a rigorous academic environment. Eight degree-granting schools elevate SMU to the top tier of national universities.

SMU's innovative, flexible Common Curriculum builds a solid liberal arts foundation that allows students to pursue multiple majors and experience different cultures.

5. **Financial Aid Services**
   Director of Financial Aid, Blanton Student Services Building, Room 119
   214-768-5555
   https://www.smu.edu/enrollmentservices/financialaid
   a. Federal, state and institutional financial assistance available to students enrolled in the institution.
   b. Cost of attending the institution, including estimates of tuition and fees charged to full- and part-time students; estimates of costs for necessary books and supplies; estimates of typical charges for housing and food; estimates of transportation costs for students; and estimates for any additional cost of a program in which a student is enrolled or expresses a specific interest.
   c. Terms and conditions that apply to students and/or parents receiving Federal Direct Subsidized, Unsubsidized, and/or PLUS Loan(s), including information on how to complete Direct Loan Entrance Counseling, Exit Counseling and the Master Promissory Note (MPN)
      i. Any student or parent receiving a Title IV loan, such as a Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan, will have the loan reported to Federal Student Aid at which point it will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.
      ii. The requirements for return of Title IV grant or loan assistance.
      iii. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for federal financial aid.

6. **Student Account Services**
   Director of Student Accounts
   Blanton Student Services Building, Room 119
   214-768-5555
   https://www.smu.edu/enrollmentservices/bursar
   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.

7. **Transfer of Credit Policies**
   Transfer Student Services
   transfer@smu.edu
   https://www.smu.edu/enrollmentservices/transfer/howcreditstransfer

   SMU offers tools to help you determine how credits will transfer, as well as to assist with course selection at your current institution to meet SMU core and major requirements.

8. **DASS**
   Disability Accommodations and Success Strategies
   Altshuler Learning Enhancement Center
   214-768-1470
   https://www.smu.edu/disabilities
   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.

9. **Athletics**
   Associate AD for Compliance, 5800 Ownby Drive, Suite 304
   214-768-4652
   https://www.smu.edu/LegalDisclosures/RightToKnow/Athletics
   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.

10. **Campus Police**
    SMU Police Department, Patterson Hall
    214-768-1582
    https://www.smu.edu/BusinessFinance/Police/Records-and-reports
    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. In addition to the Annual Security Report, information is gathered an disseminated in the following ways:
    - Timely Warnings
    - Crime Alerts
    - Daily Crime and Fire Log

11. **Student Appeals and Complaints**
    https://www.smu.edu/studentaffairs/officeofthedeanofstudents/studenthandbook
    a. Student with complaints and/or grievances must first seek to resolve them with Southern Methodist University through its processes described below. In all instances and with all offices and representatives of the University, all complaints are handled impartially and in a timely manner by professionals in the subject area of the complaint. No adverse action will be taken against anyone filing a formal complaint or grievance with Southern Methodist University.
    b. Southern Methodist University operates with integrity in all issues and is dedicated to preserving the rights of all members of the University community. Categories for which students may wish to reach out for advice and assistance and/or to submit an appeal or register a complaint are as follows: academics, code of conduct, discrimination, financial issues, honor code and privacy issues. An overview of the roles, responsibilities and procedures for complainants and the University is outlined in each of the areas below.
       i. Academic Appeals and Petitions
       www.smu.edu/capappeal
       ii. Student Code of Conduct
       www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/ConductCode
       iii. Office of Institutional Access and Equity
       www.smu.edu/IAE
       iv. Financial Responsibility and Confidentiality
       www.smu.edu/EnrollmentServices/FinancialAndConfidentiality
       v. Honor Code
       www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode
       vi. Appeal of Grade
       Enrollment and Academic Records
       vii. Academic Grievance and Appeals Procedures for Students with Disabilities
       www.smu.edu/StudentAffairs/officeofthedeanofstudents/StudentHandbook
       viii. Appeal from financial aid decisions, including financial aid decisions based on lack of satisfactory academic progress
       www.smu.edu/EnrollmentServices/FinancialAid/TypesOfAid/SatisfactoryAcademicProgressRequirements/
       ix. Policy for Non-Renewal of Athletic Aid
       https://smumustangs.com/documents/2023/8/31/Final_23-24_Student_Athlete_Handbook.pdf

c. In addition to the right to use internal University complaint procedures, every student has the right under federal law to use complaint processes provided by the state in which their campus is located.

i. *Texas.* For complaints regarding programs in Texas, students should contact the Texas Higher Education Coordinating Board, Office of General Counsel, PO Box 12788, Austin TX 78711-2788; email: StudentComplaints@highered.texas.gov. Additional information about the Texas student complaints process may be found at https://www.highered.texas.gov/student-complaints/("College Readiness and Success" link).

ii. *New Mexico.* For complaints regarding programs in New Mexico, students should contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe NM 87505-2100; telephone 505-476-8400. Additional information about the New Mexico student complaints process may be found online at www.hed.state.nm.us or by contacting private.schools@state.nm.us.

iii. NC-SARA student complaint process: https://nc-sara.org/student-complaints.

12. **Copyright Infringement**

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

a. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

b. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

c. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at https://copyright.gov

13. **Vaccination Policies**

Dr. Bob Smith Health Center
https://www.smu.edu/studentaffairs/drbobsmithhealthcenter/medical-services/incoming-students

a. All incoming students must comply with the following vaccination requirements. Attach official immunization record to the electronic Health History form or download the form and send a completed copy to your doctor for signature and stamp. Email signed forms to healthcenter@smu.edu.

i. Meningitis vaccine (Menactra, Menveo, or MCV4) administered within the past 5 years. Texas State Law requires a meningitis vaccine for new students under the age of 22. Students over the age of 22 are exempt from this requirement. Proof of vaccination (or booster shot within the last 5 years) must be submitted to the Dr.Bob Smith Health Center prior to registering for classes.

ii. Two doses of the Measles, Mumps, and Rubella (MMR) vaccination

14.

https://www.smu.edu/legaldisclosures/righttoknow/vote

Southern Methodist University encourages all students, faculty, and staff to register to vote and to participate in local and national elections. Local registration and voting information is available from the Dallas County Elections Department.

Educational Programs

English as a Second Language Program

https://www.smu.edu/Dedman/Resources/Students/ESL

Students whose first language is not English may encounter special challenges as they strive to function efficiently and succeed in less familiar cultural and academic settings. Dedman College offers the following ESL courses to students from all schools and departments of SMU. Some courses are dedicated to non-SMU affiliated students for academic readiness and professional success.

Students may apply on the ESL website. More information about the ESL Program is available on the website or contact the program at eslcourse@smu.edu.

Non-Credit ESL Courses for SMU Students

These courses are free of charge, non-credit bearing, and students receive a Pass or Fail on their transcript according to whether or not these requirements are successfully fulfilled. ESL program approval is required by submitting an online application.

ESL 1001/1002 (0). ESL Communication Skills I/II
The goal of these courses is to improve ESL students' interactive skills, primarily oral/aural (speaking, listening, giving presentations) while gaining a deeper understanding of American culture, customs, attitudes, and idiomatic usage of the language. These courses also focus on assisting students to improve advanced ESL speakers' pronunciation for effective and successful communication in academic settings. Students will gain awareness of their own weaknesses in pronunciation and with the instructor develop strategies and exercises to improve overall communication skills. Students will learn to recognize and use English intonation, rhythm, syllable stress, focus words, thought groups, vowel and consonant sounds, linking, and other speaking features. Building on skills developed in ESL 1001, ESL 1002 is intended to help students participate more fully in everyday American life, both inside and outside the classroom. ESL 1001 is recommended as a precursor but is not a prerequisite.

ESL 3001/3002 (0). Advanced Academic Writing I/II
The goal of these courses is to help students explore and practice writing skills critical to their particular field of specialization. Academic texts are used as a basis for out-of-class writing assignments and a final research project. Most classes will be devoted to the presentation and discussion of key academic writing styles, with some class time set aside for writing workshops and one-on-one tutorials. Building on principles of grammar and style covered in ESL 3001, ESL 3002 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.

ESL 4001 (0). ESL Pronunciation Skills
The goal of this course is to improve advanced ESL speakers' pronunciation for effective and successful communication in academic settings. Students will gain awareness of their own weaknesses in pronunciation and with the instructor develop strategies and exercises to improve overall communication skills. Students will learn to recognize and use English intonation, rhythm, syllable stress, focus words, thought groups, vowel and consonant sounds, linking, and other speaking features.

ESL 6001/6002 (0). Seminar for International Teaching Assistants (ITAs)
The goal of these courses is to help students develop pedagogical skills as related to ITAs' professional environment to be successful and effective with cross-cultural communication in university class setting. Based on communication and language skills developed in ESL 6001, ESL 6002 will implement case study approaches, exploring experiential training with presentation skills, teaching techniques, and classroom management. These courses are limited to SMU graduate students and visiting scholars.

Intensive English Program (IEP) Courses for Non-SMU Students

Enrollment in the IEP courses is open to students and professionals, who are not matriculated into a degree program at SMU or other U.S. universities. IEP courses are also open to conditionally admitted students who need to improve their English proficiency to fulfill full admission requirement set by an Undergraduate or Graduate program at SMU.

For international students, appropriate immigration status is required. Once accepted, students are assigned to one of the six IEP levels based on an English proficiency test score: Beginning, Upper Beginning, Lower Intermediate, Intermediate, Upper Intermediate, and Advanced. IEP courses are offered year-round (Fall/Spring/May & Summer-12 weeks of study per term). The Intensive English Program runs with its own academic calendar, different from the SMU academic calendar. IEP tuition & fees rates are charged. For more information, contact the program at iep@smu.edu.

ESL 20XX (0). Intensive English Program
All 2000-level courses are non-credit bearing and exclusive to Intensive English Program. These courses are designed to prepare students, scholars, and professionals for the purposes such as (1) to meet the language requirement for full admission to a degree program at SMU (2) to be eligible for admission to other US universities, or (3) to improve written and oral English skills in professional settings. The main components of the IEP courses consist of integrated skills of English for academic purposes, English proficiency test preparation, and multi-cultural competencies for successful communication with people from diverse backgrounds of culture, language, religion, and education.

Asynchronous Online ESL Courses

Academic Writing in a Clear Voice
This asynchronous 4-week course is designed to assist both native and non-native English speakers to write with clarity. The course is composed of four modules (one per week), and each module requires approximately three hours to complete. The course content introduces students to three key principles of writing. Once these principles are understood and practiced, students should possess an enhanced ability to skillfully assess and revise their writing in specific ways.

Job Interview Skills for International Students
This asynchronous 4-week course is designed to assist international students and other non-native English speakers with strategies and language skills for interviewing successfully in the United States. Weekly modules focus on how to develop a concise and effective "Elevator Pitch" to answer the question "Tell me about yourself," strategies for effective interviewing and other job search skills, answer the most common (and some unexpected) interview questions, and prepare for the SMU all-majors Career Fair.

ESL Workshops Series: Speak English with Confidence & Write with Clarity

These workshops are designed to support SMU students with polishing communication skills as well as academic writing skills. Either in-person or virtual participation is available. Resources for independent practice will also be provided. Registration is required.

ESL Online Pronunciation/Academic Writing Consultation for SMU Graduate Students

For students in the Moody School of Graduate and Advanced Studies, individual consultations via Zoom are available by appointment. During a 30-minute session, ESL consultants will focus on specific questions or immediate need to practice for research presentation or to revise academic papers. Follow-up sessions can be scheduled as necessary. Students will be responsible for submitting materials to work on during the consultation in advance. Appointments can be made via SMU Booking System.

Conversation Buddy Program

At the beginning of each term, all students are notified via campus email of the opportunity to practice their language skills in an informal, one-on-one setting outside the classroom for one to two hours a week.

International Student and Scholar Services

www.smu.edu/international/isss

The International Student and Scholar Services Office provides immigration services to students, scholars, and professors on a student or exchange visitor visa, as well as non-U.S. citizens or U.S. permanent residents engaged in academic studies, cultural exchange projects, and/or teaching activities at SMU. ISSS coordinates pre-arrival information, ensures compliance with current federal regulations, and provides cultural and educational programming opportunities to SMU's international community. ISSS supports and enhances the international student and exchange visitor experience by supporting the international community's admission,

matriculation, enrollment, and post-graduation services. The ISSS office is in the Laura Lee Blanton Student Services Building, Suite 338.

Oak Ridge Associated Universities

Note: Only available for graduate students in either Dedman College of Humanities and Sciences or Lyle School of Engineering.

Since 1953, students and faculty of Southern Methodist University have benefited from its membership in Oak Ridge Associated Universities. ORAU is a consortium of colleges and universities and a management and operating contractor for the U.S. Department of Energy located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (the U.S. Department of Energy facility that ORAU operates), undergraduates, graduates, postgraduates and faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines, including business, Earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry and mathematics.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scientist Program and various services to chief research officers.

For more information about ORAU and its programs, students should contact Dr. James E. Quick, ORAU councilor for SMU (214-768-4345), Monnie E. Champion, ORAU corporate secretary (423-576-3306), or visit the ORAU website at www.orau.org.

Office of Global, Online and Continuing Education

The Office of Global, Online and Continuing Education in the Moody School of Graduate and Advanced Studies oversees and advances SMU's online and continuing education portfolio. Its mission is to deliver innovative learning experiences that boost careers and transform lives. The office includes SMU Global and Online (GO) and SMU Continuing and Professional Education (CAPE).

SMU GO partners with academic units across the university to support the development and delivery of online graduate programs for adult learners. SMU GO also works with university stakeholders to establish and update standards and best practices for online faculty training, course development, and other areas critical to ensuring high-quality online programs and courses.

Partnering with faculty and industry professionals, SMU CAPE offers a wide range of noncredit programs to help students advance in their careers or successfully transition to new ones. The SMU CAPE catalog includes certificate programs, boot camps, workshops, short courses, and other offerings in on-campus and online formats.

Additional information and a full listing of current opportunities are available at https://www.smu.edu/Moody/GOCE.

Educational Facilities and Services

SMU Libraries

www.smu.edu/libraries

SMU Libraries are one of the greatest assets of the University, and comprise the largest private research library system in Texas, ranking third in the state with over four million volumes. Support for research and teaching for SMU students, faculty and staff is the primary goal of all libraries at SMU. The University's library system is comprised of six libraries on the main campus and one library in Taos, NM.

1. Fondren Library
2. Hamon Arts Library
3. DeGolyer Library
4. Underwood Law Library
5. Bridwell Library
6. Duda Family Business Library
7. Fort Burgwin Library

Fondren Library

Fondren Library is the main library on campus and serves students, faculty and staff in the areas of humanities, social sciences, business, education, science, and engineering, with over three million print and online resources. Subject librarians assigned to each discipline offer personal research services to students and faculty to support teaching and learning. Subject librarians collaborate with faculty to integrate information literacy concepts into university curriculum to support the academic mission of the university. Within Fondren Library, students have access to a wide variety of study spaces, including bookable study rooms and conference rooms with supportive learning technology. The Caren Prothro Learning Commons and nearby Collaborative Commons provide both individual and collaborative group spaces conducive to creative work, as well as a Starbucks café and the IT Help Desk to provide technical assistance to the University community. For quiet study, the Fondren Foundation Centennial Reading Room is a beautiful setting with vaulted ceilings and handmade wooden tables with reading lamps in a large sunlit space. The bold visual impact of this iconic reading room epitomizes the discovery, inspiration and community for which SMU is known. In addition to physical spaces, Fondren Library also manages the SMU Digital Repository, called SMU Scholar, which houses the scholarly output of the SMU faculty and graduate students. To support the research of the university, Fondren Library provides document delivery, as well as access to holdings from other libraries via interlibrary loan. Strengths of the Fondren Library collections include, classical studies, late 18th- and early 19th-century English literature, American history, Texas history, contemporary biography and literature, anthropology, political science, economics and other social sciences.

The Norwick Center for Digital Solutions (nCDS), located in Fondren Library, focuses on digitizing collections of rare photographs, manuscripts, imprints, artwork, film, musical recordings, and other unique items for increased access via the Digital Collections website. nCDS serves as a teaching lab, with digital collections development and Digital Humanities practicums available to students.

Hamon Arts Library

The **Hamon Arts Library**, adjoining the south side of the Owen Arts Center of the Meadows School of the Arts, provides resources for the study of art history, communications, arts management, dance, film, music, theatre and visual art. With nearly 250,000 volumes of books, sound recordings and video recordings, the library's collections support the Meadows curriculum and are particularly strong in European, American, and Latin American arts. The library also provides conference room facilities; group audio-visual study and presentation rooms; a screening room for film, and public computers for research, study and arts-specific software projects. Two special collections units are administered by Hamon Arts Library:

The **Jerry Bywaters Special Collections** focus on the cultural history of the American Southwest. Visual arts holdings include archival materials and works of art on paper documenting the careers of artists such as Jerry Bywaters, Otis and Velma Davis Dozier, E.G. Eisenlohr, Octavio Medellin, Olin Travis and Janet Turner as well as correspondence of 19th-century French painter Rosa Bonheur. Performing arts holdings include two Japanese

gigaku masks dating from the 7th to the 10th centuries, the papers of Oscar-winning actress Greer Garson, and materials documenting the careers of longtime SMU music faculty members Paul van Katwijk and Lloyd Pfautsch.

The **G. William Jones Film and Video Collection**, founded in 1970, holds more than 10,000 films and videos on a wide array of subjects, in all types of formats. The Jones Collection is best known for its Tyler, Texas, Black Film Collection, WFAA and KERA newsreel collection, and for the Sulphur Springs Collection of pre-nickelodeon films.

DeGolyer Library

DeGolyer Library is a noncirculating special collections library focused on the humanities that contains more than 170,000 volumes. In addition to rare books, the DeGolyer Library holds nearly 2,500 separate manuscript collections, nearly 1.5 million photographs and negatives, 2,000 newspaper and periodical titles, 3,000 maps, and an extensive collection of printed ephemera. Subject strengths include the American West, Mexico, railroad history, business history, English and American literature, and the history of science and technology.

The **University Archives**, part of the DeGolyer Library, is the official repository for SMU administrative and historical records. The archives contain manuscripts, photographs, publications, records, and artifacts documenting the establishment and growth of the University. SMU administrators, faculty, local historians and media representatives are its principal users, but students and visiting scholars often use its materials for a variety of research projects.

Underwood Law Library

Underwood Law Library's collections are the largest of any private academic law library west of the Mississippi River. Its collections include more than 665,000 law-related volumes and equivalents, ranking the library among the top 20% of law libraries in the United States. The library's building is the fifth largest law school library in the country. The library's collection of antiquarian law books, including the McKnight Antiquarian Book Collection, is one of the leading collection of its kind in the Western Hemisphere, with volumes printed as early as 1473. The library has more than 800 seats and 14 group study rooms.

Bridwell Library

Bridwell Library, primarily serving the faculty and students of the Perkins School of Theology, is the University's principal research resource for the fields of theology and religious studies. It offers a print collection of nearly 400,000 volumes and more than 1,000 journals, and it provides access to a wide array of digital books, journals and databases. Among the library's special collections are significant holdings in early printing, English and American Methodism, theology, religion, and the book arts. The interpretation of these collections is accomplished through class instruction, lectures, publications and exhibitions. Reference librarians are available to help students discover and use the many resources of Bridwell Library.

Duda Family Business Library

The Duda Family Business Library of the Cox School of Business is located in the lower level of the Maguire building within the Miller Business Quadrangle. This library is open to all students regardless of major. The mission of the library is to provide the SMU community with authoritative business information, regardless of format; support the integration of information and technology into the curriculum; and act as a center for research and development for state-of-the-art information technology applications in the business education field. In support of this mission, students, faculty and staff have access to course-specific in-class instruction sessions, open enrollment research workshops and reference assistance from dedicated business librarians to enhance their use of current business news and financial, industry and market data from premier providers. The Business Library includes the Kitt Investing and Trading Center, quiet and group study areas, a periodicals area, facility wide wireless access, more than 700 electronic resources, the Hillcrest Foundation International Resource Library, the Edwin L. Cox Business Leadership Center Resource Collection and the Cox Career Services Collection. Librarians are available every day that the business library is open, providing research assistance both in person and virtually.

Fort Burgwin Library

The Fort Burgwin Library, located in Taos, New Mexico, serves students and faculty in the SMU-in-Taos program. It is focused on the history, literature, cultures and environment of New Mexico and the Southwest. The library, constructed in 2004, contains approximately 9,000 books and a small collection of journals and maps, and houses the Fred Wendorf Information Commons and a computer lab.

Meadows Museum

The **Meadows Museum**, founded by the late philanthropist Algur H. Meadows and located on campus at 5900 Bishop Boulevard, houses one of the finest and most comprehensive collections of Spanish art in the world, as well as selected masterpieces of modern European sculpture, from Rodin and Maillol to David Smith and Claes Oldenburg. The permanent collection of the museum numbers more than 3,500 objects, including paintings, sculpture, decorative arts and works on paper from the Middle Ages to the present. Artists represented include El Greco, Velázquez, Ribera, Zurbarán, Murillo, Goya, Picasso, Dalí and Miró. The Meadows Museum hosts a regular program of loan exhibitions each year in its exhibition galleries, and it sponsors an active program of public lectures, tours, films, concerts and symposia, as well as access programs, 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 has a museum shop on site as well as special event rooms. Additional information is available at www.meadowsmuseumdallas.org.

Office of Information Technology

The **Office of Information Technology (OIT)** provides computing, information processing, and communications resources to satisfy the needs of faculty, students, and staff. These services include an SMU email account, access to enrollment and financial data online, internet access, telephone services, web-based services, technical support, and a variety of software and hardware discounts.

SMU offers high-speed network connections throughout campus. Students can take advantage of both wired and wireless connections throughout all areas of the residence halls. Wireless coverage (i.e PerunaNet, eduroam) extends throughout the campus in classrooms, libraries, common areas, and several outdoor locations. In addition to on-campus Internet connections, OIT provides off-campus access to resources via a virtual private network connection (VPN) and access to other research institutions' Wi-Fi networks through eduroam.

All students receive an SMU email account, which will remain active after graduation. The email account may be accessed online via Microsoft 365 (smu.edu/Microsoft365). Students also have access to a variety of web-based services such as virtualized apps (smu.edu/apps), personal blogs (people.smu.edu), unlimited cloud storage (smu.edu/box), and the Canvas Learning Management System (smu.edu/canvas). Academic information, including grade history, financial information, and class registration, is available through my.SMU. Links to all of this, plus a few highlights regarding IT services to help you get up and running at SMU, can be found at smu.edu/techstart.

OIT also provides complimentary on-campus IT support. Located in Fondren Library West, the IT Help Desk provides technical assistance for common computing issues and installs of software applications pertinent to course instruction weekdays and weekends during the regular semester. Times will vary for breaks and summer, so please check the website at smu.edu/techsupport for the latest hours. The IT Help Desk provides support via phone at 214-768-HELP (8-4357), online chat (smu.edu/itchat), or in-person for a wide variety of technical questions related to networking, software installs, and the use of SMU IT resources. The OIT website (smu.edu/oit) provides information, step-by-step instructions, and answers to many frequently asked questions. Training On-Demand is available through LinkedIn Learning (smu.edu/LinkedIn) for many of our software packages, plus additional software and skills training.

Although most students arrive to campus with a personal laptop, SMU offers several computer labs with public access. Typically, the labs contain Mac and PC workstations and include some specialty applications required for courses. Printing is also available through our PaperCut Pay-for-Print System (smu.edu/printing). If needing to purchase a personal copy of software, discounts on software and computer hardware purchases are available throughout the year. More information can be found on the OIT website at smu.edu/oit.

For additional information on services provided by OIT, students should visit www.smu.edu/oit or call the IT Help Desk at 214-768-HELP (8-4357). SMU related technology news and updates are available on Twitter (@smuoit) and the IT Connect blog at smu.edu/itconnect.

Student Life and Housing

The Division of Student Affairs

The Division of Student Affairs (www.smu.edu/studentaffairs) creates and supports a robust student experience and forges strategic partnerships to best serve the entire SMU community. As educators and scholar-practitioners, we create purposeful learning and leadership opportunities for students to clarify and develop their knowledge, values, skills, and identities – challenging each to become a world changer. The Division of Student Affairs comprises different organizational units that each provide unique educational and support resources for students during their time at SMU.

Student Center and Activities

The mission of Student Center and Activities is to foster experiences and create spaces encouraging students to discover their interests and find a sense of belonging through involvement. Research shows that students who get involved, regardless of the type of activity, tend to be more successful during their college experience. Student Center and Activities supports more than 200 opportunities for SMU students through academic and professional associations, campus programming boards, community service coalitions, governing boards, honor societies, multicultural organizations, political clubs, club sports, religious organizations, and special interest groups. Professional staff are available to answer student's questions about getting involved and student organization operations.

Additional information is available online. This includes a list of student organizations searchable by type or interest, membership requirements, contact information and event calendars. Student Center and Activities can also assist students in forming a new organization. To learn more visit connect.smu.edu.

Eligibility Requirements. Students who hold office in a student organization or represent the University as a member of a sponsored campus group (Mustang Band, Alternative Breaks, etc.) must be matriculated in a University degree-granting program, maintain a minimum 2.0 GPA, and may not be on academic probation.

Leadership

Leadership Programs at SMU is home to a variety of opportunities for Mustangs to further grow as leaders! If students want to make a difference on the Hilltop and learn about themselves in the process, Leadership Programs is the answer! Learn more at www.smu.edu/leadershipprograms.

Student Senate

Through SMU's system of representative governance, students participate with faculty and administration in the University's decision-making process. The primary voice of students in this process is the student-elected Student Senate comprised of senators, committee chairs, general members, and student body officers.

Hughes-Trigg Student Center

www.smu.edu/htrigg

The Hughes-Trigg Student Center (HTSC) sits in the heart of SMU's main campus creating community space for Mustangs to eat, socialize, plan organizational activities, study, and hang out. Recently renovated, HTSC features inviting communal spaces and design elements showcasing Mustang spirit and pride with modern conference and meeting rooms outfitted with user-friendly technology. The Student Center staff strives to provide a safe and community-focused environment to meet the diverse needs of all individuals. HTSC also offers inviting food options, a post office, ATM, Copy Central, Parking & ID Card Services, ablution rooms for our Muslim students' prayer preparation, and office and meeting space for student organizations.

Orientation Programs

Through a three-step orientation, students connect to the SMU academy, spirit, people, campus, and community. This connection to SMU occurs through Mustang StartUp, Stampede, and First 5. Mustang StartUp takes place during the months leading up to a student's first semester and includes completing online Campus Life modules, meeting virtually with an academic advisor prior to completing course registration, and connecting virtually with

incoming students and student leaders. Stampede is an extended orientation experience including everything from Kick Off to Convocation occurring just prior to the start of classes. First 5 guides students through the first five weeks at SMU and helps ensure students make a smooth transition into life as a Mustang. Learn more at www.smu.edu/newstudent.

Mustang Band and Spirit Groups

The Division of Student Affairs houses the spirit and traditions of SMU including the Cheer Squad, Mustang Band, Peruna, and Pom Squad.

Mustang Band. Founded in 1917, the Mustang Band was named the "Best College Marching Band" in Texas in Kirk Dooley's Book of Texas Bests. Long known as "the hub of SMU spirit," the band represents the University at football and basketball games, produces the Pigskin Revue during Homecoming and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major and scholarships based on need and ability are available.

Rotunda Yearbook. For over 100 years, the Rotunda Yearbook has chronicled the history of Southern Methodist University. Named in December 1915 after the architecture of Dallas Hall, the Executive Council of the Student Association voted for the annual's name after seven different students suggested it. From its beautiful art to captivating themes, the Rotunda has evolved with the times, earning national awards and recognition from the Associated Collegiate Press (ACP) and Columbia Scholastic Press Association (CSPA).

Spirit Squads. Members are full-time students who dedicate their time, energy, and athleticism to support Mustang Athletics.

The Cheerleading Squad is a highly competitive team consisting of 20 to 30 young men and women. Twenty of the team's members compete at NCA College Nationals held in Daytona Beach, Florida where the squad placed first in 2016, 2017, 2018 and 2021.

The Pom Squad is well known for their energetic performances and their ability to entertain a crowd. The dancing style of the team includes jazz, pom, and hip-hop.

Peruna IX (2011-PRESENT) is the beloved mascot of the university and is accompanied by Peruna handlers that lead him across the field during football games. The Human Peruna Mascot is the costumed hero that represents SMU, and is a traditional accessory to Peruna IX.

Student Advocacy and Support

www.smu.edu/studentsupport

The Office of Student Advocacy and Support is dedicated to working collaboratively to assist students in navigating challenges that impede academic and personal success. We connect students to resources, advocate, and educate the greater SMU community to create a safe, caring, and enriching environment. Programs and initiatives within the office are designed to meet students where they are and promote knowledge of resources, holistic health, and self-advocacy.

Caring Community Connections. The Caring Community Connections (CCC) program is a resource for anyone in the SMU community to refer students who may be experiencing academic, personal, emotional, financial, or other challenges. Once a referral is received, students are contacted to discuss these concerns and strategize appropriate resolutions. These resolutions may include referrals to resources, assistance navigating university processes, or direct advocacy to address the concerns. Whether a student is concerned about a peer or themselves, the CCC program is available to assist.

The Shop. Student Advocacy and Support is proud to partner with SMU Libraries to host an on-campus food pantry, called The Shop, for students who may be experiencing food insecurity. The Shop is located in Fondren Library and provides access to perishable and non-perishable food, as well as basic essentials at no cost to students who are in need. To access The Shop, please visit the Fondren Library main desk.

Parent and Family Programs. The Office of the Student Experience supports a variety of initiatives that equip parents and families with resources on how to best support their students throughout their time at SMU. Our office supports the SMU Mothers' and Dads' clubs, welcomes and supports new students and families during orientation, and provides ongoing communication to keep families of all students informed and engaged. Learn more at www.smu.edu/parents.

The Office of Student Advocacy and Support also provides training, presentations, and consultation to the campus community regarding recognizing and responding to signs of distress. Faculty, staff, students, parents, and families are encouraged to reach out regarding resources available through the office.

Student Conduct and Community Standards

www.smu.edu/studentconduct

The Office of Student Conduct and Community Standards, (www.smu.edu/studentconduct), promotes community, scholarship, and civility by holding students accountable to the Student Code of Conduct and the Honor Code. The University expects all students to be responsible citizens and to abide by all federal, state, and local laws. The University Code of Conduct applies to students both on and off-campus, including travel on University-sanctioned trips. Students traveling on University-sanctioned trips are representing Southern Methodist University and are expected to make responsible decisions regarding behavior so that they maintain appropriate standards of conduct at all times. It is the University's expectation that students will avoid behaviors such as, but not limited to, the misuse of drugs and alcohol, dishonesty, gambling, hazing, or behavior that endangers or threatens to endanger the health and safety of any person.

All SMU undergraduate students and graduate students with the exception of those enrolled in the Schools of Law, Theology, Business, or Education are subject to the Honor Code and as such are required to demonstrate an understanding of and to uphold the Honor Code. Honor codes for graduate students enrolled in the Cox School of Business, Dedman School of Law and Perkins School of Theology are explained in their graduate catalogs.

Intellectual integrity and academic honesty are fundamental to the processes of learning and evaluation of academic performance; 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. 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 the 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.

Clear disciplinary procedures are an important part of the mission of SMU as an educational institution. The intent of the system of due process at SMU is to be educational and not merely punitive for students. The goal continues to be to produce quality citizens. The purpose of the conduct review process is to encourage personal responsibility. Depending on the degree of misconduct, a student may be subject to sanctions ranging from an informal warning to expulsion from the University. In addition, a student may be assigned educational sanctions designed to promote personal growth and development.

To ensure fairness and due process for all students in the conduct process, students are granted the right to request an appellate review from the University Conduct Council. The grounds for appeal are as follows:

1. Clearly erroneous findings of fact;
2. Significant procedural irregularities that denied the respondent a fair hearing;

3. Substantial new relevant evidence not available at the time of the hearing;
4. Sanction is unreasonably harsh.

For the most current information, refer to the online version of the SMU Student Handbook. It is every student's responsibility to read and be fully aware of all campus rules and procedures.

Women and LGBT Center

www.smu.edu/womenandlgbtcenter

The Women and LGBT Center works to increase awareness and understanding of gender, sexuality, and women's issues on campus through social, cultural and academic programming and outreach. We provide empowering spaces for students to develop as leaders through purposeful learning, educational, and advocacy opportunities. We also advise, support, and develop student organizations focused on gender, sexuality, and women's issues. Some of the organizations we advise include the Feminist Equality Movement, Women in Science and Engineering, and Spectrum: the lesbian, gay, bisexual, transgender, and ally organization. Also housed in the center is the SMU Women's Symposium (www.smu.edu/womsym), which is part of the Education of Women for Social and Political Leadership series, established in 1966.

Office of Social Change and Intercultural Engagement

The Office of Social Change and Intercultural Engagement exists to connect students with opportunities to engage with and learn from the SMU campus, Dallas community, and beyond. The office prioritizes advocacy and awareness through immersive community engagement experiences and social justice education. There are two major functional areas of the office: community engagement and intercultural engagement.

The community engagement side of the office has signature service programs including The Big Event, Mustang Heroes, and Alternative Breaks—which provide students the opportunity to participate in immersive service experiences in Dallas and throughout the United States. The office also provides consulting services to individuals, classes, and offices to help connect them to meaningful and educational community engagement opportunities.

In addition, the office sponsors intercultural engagement and social justice education programs to provide opportunities for the exchange of ideas and experiences that enhance student perspectives, and offers various leadership opportunities through culturally based student organizations, student coordinator positions, and the CONNECT Mentoring Program.

For more information about our programs, please visit www.smu.edu/socialchange.

Health Services

www.smu.edu/healthcenter

The Dr. Bob Smith Health Center provides SMU students with campus access to quality, comprehensive and student-centered medical care, dental services, mental health services, and outreach programs designed to promote students' health and wellbeing. The 33,000 square foot state-of-the-art clinic facility is centrally located on campus at 6211 Bishop Boulevard. The Health Center is certified by the Accreditation Association for Ambulatory Health Care (AAAHC) for meeting rigorous nationally recognized standards and committing to delivering the highest quality of care.

Medical Services. The Dr. Bob Smith Health Center provides a wide range of health services allowing students to receive primary care on campus. Services available include the treatment of acute illnesses, care of injuries, minor medical procedures, physical exams, women's health, lab tests, vaccinations, allergy injections, and dermatology. The clinic maintains its own in-house medical laboratory, pharmacy, X-ray imaging and diagnostic equipment, and a part-time sports medicine clinic. For appointments and health information, students may call 214-768-2141 or visit www.smu.edu/healthcenter.

Acute/After Hours Care. Students should call 911 for immediate response to life-threatening injuries or illnesses. For other urgent concerns after clinic hours, students should seek a local hospital or urgent care center. A listing of several hospital emergency rooms and after-hours urgent care facilities is provided for general reference on the

Health Center website (www.smu.edu/healthcenter). Students may also call the Health Center (214-768-2141) and select the option to speak either to a nurse or an on-call counselor.

Costs. The Health Services Fee, which is included in general student fees, covers routine medical visits and counseling appointments at the Health Center. Charges are assessed for lab testing services, x-rays, immunizations, medical supplies, pharmacy and dermatology. Claims for services incurring a fee are filed for students participating in the SMU Student Health Insurance Plan. Students with other insurance plans may request an itemized receipt in order to submit a claim for insurance reimbursement. The Pharmacy files claims for most insurance plans.

Mandatory Health Insurance Policy. SMU students are required to maintain insurance coverage as a condition of their enrollment. The University offers the SMU Student Health Insurance Plan (SHIP), which is administered by the Health Center's Student Insurance Office. The plan provides coverage at a reasonable cost for health care in the U.S. Information is available at www.smu.edu/healthinsurance. Domestic students taking nine or more credit hours and international students taking one credit hour or more are automatically enrolled in the Student Health Insurance Plan (SHIP) each semester unless they expressly waive coverage in their my.smu account. Information about the waiver deadline and waiver process is available online at smu.edu/healthinsurance. Domestic students taking between four and eight credit hours are eligible to enroll in the Student Health Insurance Plan on a voluntary basis. The University also makes an optional dental plan available to SMU students.

Pharmacy. A full-service pharmacy is conveniently located in the Dr. Bob Smith Health Center to meet students' prescription needs from 8:30 a.m. to 5:00 p.m., Monday through Friday. The pharmacy is in network with most insurance plans. Prescriptions and refills may be transmitted directly to the pharmacy from the student's physician. The pharmacy offers a full range of prescription and over-the-counter medications and stocks a small retail area with various everyday items like groceries, snacks, ready-to-eat food products, toiletries and soft drinks.

Texas state law requires all new students entering an institution of higher education under the age of 22 to provide proof of immunization for bacterial meningitis. The meningitis vaccine or a booster dose must have been received during the five-year period prior to enrollment and not less than ten days before the start of classes. Students seeking exemption from this requirement due to health risk or conscience, including religious belief, should see the second page of the SMU medical history health form. More information is found under Final Matriculation to the University in the Admission to the University section of this catalog.

All required immunizations may be obtained at the Health Center.

Class Absence Due to Illness. The Health Center does not issue excuses from classes for illness. Students print out their list of appointments from the student portal as evidence of their appointment. Please refer to the Health Center website (www.smu.edu/healthcenter) for the Class Excuse Policy.

Confidentiality and Privacy. Confidentiality and privacy of student health information is of paramount importance at the Dr. Bob Smith Health Center. The Health Center follows all applicable state and federal laws related to the disclosure of medical and mental health information, and ascribes to the highest professional standards of care and privacy. All student-patient health service records are confidential. No information about a student may be released to any third party without the student's written permission.

Release of Medical Information. Patient health information and medical records are released only with a written release by the student. Students may sign a release allowing the Health Center to provide specific medical information with their parents, significant others or health care representatives.

Counseling Services. The Health Center provides crisis intervention, individual and group therapy, psychiatric evaluation and counseling referrals for SMU students. Use of all services is voluntary and strictly confidential. There is no charge to students who have paid the University health services fee. Students can seek support for concerns such as anxiety, depression, relationships, career/life planning, sexual identity, eating/body image and sexual assault/sexual harassment. Alcohol and drug prevention is a free and confidential source of help and information to the SMU community, covering issues related to substance abuse and addiction. Any laboratory tests or pharmaceuticals ordered will be charged to the student. For more information regarding scheduling appointments, students should call 214-768-2277 or visit www.smu.edu/counseling.

Dental Services. The Campus Smiles Dental Office, located on the first floor of the Dr. Bob Smith Health Center, offers comprehensive dentistry. They accept most dental insurance plans. The office is 214-76TEETH (214-768-3384).

Office of Wellbeing

The Office of Wellbeing aims to create a living and learning environment in which people can reach their full potential. Our approach is proactive, uses various strategies and focuses on the whole person. We do this through programs (workshops, classes, outreach events) and infusing wellbeing into the everyday operations of the University.

We believe in the power of peer to peer education. The Student Wellness Champions are a diverse, well-trained group of students who empower their peers to make informed decisions regarding their wellbeing. They facilitate dynamic, interactive wellbeing-focused outreach within the Residential Commons and the campus community. The Student Wellness Champions focus on all aspects of wellbeing including mental health, nutrition, relationship health, fitness, substance use education, among others.

Outreach to the campus community providing substance use education and programming is an integral piece of our work. We also support students who have met challenges with their substance use through counseling, education and various other supports. Additionally, we provide a space for students in Recovery to interact and find community in a college environment.

Campus Recreation

The Department of Campus Recreation engages the SMU Community in physical wellbeing activities by providing premier facilities, programs, and services. Experience Campus Recreation in a variety of ways that fit your schedule and fitness goals.

Dedman Center for Lifetime Sports. The Dedman Center for Lifetime Sports is home to 170,000 square feet of recreational space that includes aerobic studios, an indoor running track, basketball courts, volleyball courts (indoor and outdoor), racquetball courts, a climbing wall, a bouldering wall, a 25-yard recreational pool with five lanes, 15,000 square feet of fitness and weight equipment. The Dedman Center for Lifetime Sports serves SMU students, faculty, staff and the community.

Fitness. SMU Fitness offers group exercise classes and personal training sessions. Group X classes are offered throughout the day to accommodate a variety of schedules. Different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable personal trainers offer sessions to train members of the University community, either one-on-one or in groups, to meet their personal fitness goals. Group X classes are free to all members while one-on-one and group personal training sessions include a fee.

Intramural Sports. Many opportunities for team and individual competition are available through intramural sports. The five major sports are flag football, sand volleyball, basketball, soccer, and wiffleball, in addition to many other sports. Additional leadership opportunities are available for those interested in officiating or supervising various activities.

Outdoor Adventures. SMU Outdoor Adventures (OA) is the campus source for outdoor recreation and adventure, offering fun and challenging recreational adventure activities, community-building programs, and student leadership and personal growth opportunities. Students can sign up for SMU OA trips offering traditional and non-traditional outdoor adventure pursuits such as backpacking, rock climbing, caving and canoeing. SMU OA manages the SMU Climbing Center, the indoor climbing and bouldering facility and the Portable Challenge and Team Development course.

Sport Clubs. Sport Clubs offer an opportunity for students interested in concentrated training and participation in a sport. These recognized student organizations offer competition with other university/college club teams in baseball, Esports, golf, ice hockey, men's and women's lacrosse, polo, rugby, men's and women's soccer, tennis, men's rowing, triathlon, ultimate Frisbee, men's and women's volleyball, powerlifting, and spikeball.

Campus Recreation hosts an app through the android and apple stores to offer our members a direct connection to registers for a program, learn facility hours, or find more information about what we offer. Our mobile site recsports.smu.edu provides a similar experience. Finally you can learn more about all Campus Recreation offerings here: www.smu.edu/recsports.

Hegi Family Career Development Center

www.smu.edu/career

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The Career Development Center staff guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources. At Hegi, the staff cares about helping students develop into well-rounded individuals, and is dedicated to values of consistency, authenticity and commitment to excellence.

Career Drop-in Hours. The Career Center offers 15-minute drop-in sessions on a first-come, first-served, basis. In these sessions, students can discuss career options or get help editing a resume. Additional information is available on our website at www.smu.edu/career.

Career Counseling Appointments. The Career Center also provides opportunities for career counseling appointments with a staff member. These longer sessions can help students navigate more complex issues, including major exploration, career exploration, professional skill building, and more.

Student Career Consultants. Student Career Consultants are highly trained student leaders who help fellow students navigate the career development process, including assisting with drop-ins, editing cover letters and resumes, and representing Hegi at campus events.

Career Development Ambassadors. CDA is a student organization designed to provide career development opportunities on the SMU Campus. CDAs organize events for the SMU community, which inspire engagement in the career development process, develop students' career tools, and provide networking opportunities.

Hegi Career Leaders. Hegi Career Leaders is an advanced professional development program for students who are interested in getting a jump start on their career journey. Students in this program have career development requirements to fulfill each semester. Hegi Career Leaders also have access to exclusive networking opportunities, special workshops, and additional resources that are available only to this group. Accepted students have the opportunity to complete up to four years of the program, but the program is completed in one-year increments. Each year they complete will build on the previous ones, and focus on additional skills and career milestones. We recommend students begin their freshman year, so that they are as prepared as possible upon graduation! We work with students on topics such as choosing a major/minor, building their resume, researching industries and companies, writing cover letters, interviewing, networking, creating an elevator pitch, building their professional brand, job/internship searching, salary negotiation, graduate school applications, and more.

Board Fellows Program. Our SMU Board Fellows Program is a partnership between the Hegi Family Career Development Center and the Office of Social Change and Intercultural Engagement which places students as non-voting members on nonprofit boards. This career development and community engagement opportunity offers a unique experiential learning and career development opportunity, successfully promotes student learning and intercultural engagement, and allows students to grow their professional and leadership skills while learning in a positive environment with seasoned professionals and involved community members.

Experiential Learning. Want to learn more about an industry, company or specific job? Experiential learning is the best way to do so. Below are some easy ways to get connected:

- **Lunch 'n Learns:** Meet an employer in an informal setting to learn about their career journey.
- **Employer Site Visits:** Shadow professionals and SMU alumni for the day and learn about their career path and what they do professionally through on-site corporate visits.
- **Informational Interviews:** Have a conversation with an alum and/or employer to build your network and learn about their education and career path.

Employer Events. Our Office cultivates meaningful relationships with organizations and employers who are invested in networking with dynamic, talented and skilled SMU students. Throughout the year, the Career Center hosts 2-4 Career and Internship Fairs, along with a host of Employer Industry Panels, Company Information Sessions and Industry Training and Development Workshops. These events offer students an opportunity to work with employers and alumni and to learn the skills necessary to be successful in the workplace.

Office of the Chaplain and Religious Life

www.smu.edu/chaplain

Southern Methodist University's Office of the Chaplain and Religious Life seeks to create an inclusive community that celebrates intellectual curiosity about religion and spirituality, nourishes ethical decision-making, cultivates deep spiritual exploration and supports faithful living. We promote moral and ethical leadership development and offer pastoral care and formational education opportunities for students, faculty and staff across SMU's religiously diverse community. Rooted in the Methodist tradition, the Office of the Chaplain and Religious Life enhances the educational mission of the university through programming and services that celebrate religion and spirituality and integrate the life of the mind and the life of the spirit.

Centered in the biblical command to do justice, love mercy, and walk humbly with the God, the Office of the Chaplain and Religious life provides avenues for students, faculty and staff to practice their religious tradition, deepen spiritual practices, and live out their faith as world changers. Regular worship, prayer, and Shabbat services, as well as thriving religious life organizations offer learning and communities of belonging. A full list of our diverse religious life organizations can be found on the religious life website.

Chaplains and OCRL programs offer students a community of belonging that nurtures spiritual and mental health and encourages students to grow in wisdom and knowledge to be faithful, ethical leaders in the world. Chaplains are available for personal conversation and spiritual direction with students, faculty, and staff by appointment. The Office of the Chaplain is located on the upper level of the Hughes-Trigg Student Center.

Residence Accommodations

The mission of the Department of Residence Life and Student Housing is to foster the foundational SMU experience where every student belongs, learns, and connects through their residential community. To this end, RLSH seeks opportunities to promote an intellectual culture in SMU's residential communities that complements an already flourishing campus social culture. RLSH is responsible for undergraduate residence halls, 10 SMU-owned Greek chapter houses and a small number of student apartments.

Housing Policy for Graduate Students

Graduate students are not required to live on campus but may apply on a space-available basis.

Graduate Residence Applications

The Department of Residence Life and Student Housing manages a small number of apartment units designated for graduate students and undergraduate students over traditional age. Graduate students interested in availability should inquire with the Department of Residence Life and Student Housing, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; housing@smu.edu.

Special Housing Needs

Students having special housing needs because of a disability should contact the SMU Office of Disability Accommodations and Success Strategies in order to establish eligibility for accommodations. When applying for housing, students should also submit information to RLSH regarding a request for accommodations. DASS and RLSH will work together with the student on their specific situation to make necessary accommodations.

SMU Administration

Corporate Officers of the University

R. Gerald Turner, *President*
Brad E. Cheves, *Vice President for Development and External Affairs*
Rakesh Dahiya, *Chief Investment Officer*
Elizabeth G. Loboa, *Provost and Vice President for Academic Affairs*
Kenechukwu (K.C.) Mmeje, *Vice President for Student Affairs*
Chris Regis, *Senior Vice President for Business and Finance and Chief Financial Officer*
Harold W. Stanley, *Vice President for Executive Affairs*
Paul J. Ward, *Vice President for Legal Affairs and Government Relations, General Counsel and Secretary to the Board of Trustees*

Academic Deans

Nathan Balke, *Dean* ad interim *of Dedman College of Humanities and Sciences*
Samuel S. Holland, *Dean of Algur H. Meadows School of the Arts, Algur H. Meadows Deanship*
Nader Jalili, *Mary and Richard Templeton Dean, Professor of Mechanical Engineering*
Holly Jeffcoat, *Dean of SMU Libraries*
Stephanie L. Knight, *Dean of Annette Caldwell Simmons School of Education and Human Development, Leon Simmons Endowed Deanship*
Hugo Magallanes, *Dean* ad interim *of Joe and Lois Perkins School of Theology, The Leighton K. Farrell Endowed Deanship*
Matthew B. Myers, *Dean of Edwin L. Cox School of Business, Tolleson Chair in Business Leadership*
Jason P. Nance, *Dean of Dedman School of Law, Judge James Noel Dean and Professor of Law*
Robin S. Poston, *Dean of the Moody School of Graduate and Advanced Studies*

Office of the President

Laura Clegg, *Executive Assistant to the President*
Maria Dixon Hall, *Chief Diversity Officer and Senior Advisor to the President for Cultural Intelligence*
Rick Hart, *Director of Athletics*
Michael H. Hites, *Chief Information Officer*
Chandra McQueen, *Director of Internal Auditing and Consulting Services*
Samantha Thomas, *Executive Director of Institutional Access and Equity and Executive Assistant to the President*

Office of the Provost and Vice President for Academic Affairs

Daniel Eady, *Associate Vice President for Strategy and Operations and Chief of Staff*
Sheri Kunovich, *Associate Provost for Student Academic Engagement and Success*
David Lee, *Assistant Vice President for Curricular Operations and Strategy*
Neena Imam, *Director of the O'Donnell Data Science and Research Computing Institute*
Sukumaran Nair, *Vice Provost for Research and Chief Innovation Officer and Director for AT&T Center for Virtualization*
Dayna Oscherwitz, *Associate Provost for Institutional Planning and Effectiveness*
Robin S. Poston, *Associate Provost for Graduate Education and Dean, Moody School of Graduate and Advanced Studies*
Michael D. Tumeo, *Director for University Decision Support*
Wes K. Waggoner, *Vice Provost for Enrollment Management, Chief Enrollment Officer*
Paige Ware, *Associate Provost for Faculty Success*

Division of Enrollment Services

Wes K. Waggoner, *Vice Provost for Enrollment Management, Chief Enrollment Officer*
Elena Hicks, *Assistant Vice Provost and Dean of Admission*
Bobby Lothringer, *Executive Director of Enrollment Services and University Registrar*
Mary Sauceda, *Executive Director of Student Financial Services and Director of Financial Aid*

Claudia Sotomayor Hart*, Executive Director of Enrollment Services and Director of International Student & Scholar Services*

Office of the Senior Vice President for Business and Finance and Chief Financial Officer

Ernie Barry, *Associate Vice President for Budgets and Finance*
Leigh Ann Moffett, *Associate Vice President and Chief Risk Officer*
Michael Molina, *Associate Vice President and Chief Architect for Facilities Planning and Management*
Sheri Starkey, *Associate Vice President and Chief Human Resource Officer*
Alison Tweedy, *Associate Vice President of Campus Services*
Jim Walters, *Associate Vice President and Chief of Police*
Melanie Bailey, *Senior Contracts Administrator*

Office of the Vice President for Development and External Affairs

Dana Ayres, *Assistant Vice President for Program Services and Donor Relations*
Robert Bucker, *Assistant to the Vice President for Strategic Affairs*
Blake Davis, *Assistant Vice President for Principal and Major Gifts*
Regina Moldovan, *Assistant Vice President for Marketing and Communications*
Heather Shaw, *Assistant to the Vice President for Leadership Projects*
Astria Smith, *Assistant Vice President of Annual Giving and Alumni Relations*
Paula Jewell, *Assistant Vice President for School and Project Development*
Chris Kollar*, Assistant Vice President for Development Services*

Office of the Vice President for Legal Affairs and Government Relations, General Counsel and Secretary

Susan Howe, *Senior Associate University Counsel*
Donna Morrow, *Associate University Counsel/Associate University Secretary*
Kelly Thurman, *Associate University Counsel*
Elizabeth Priest, *Higher Education Law Fellow*

Office of the Vice President for Student Affairs

Mindy Sutton, *Associate Vice President for Student Affairs and Dean of Students*
Dawn Norris, *Chief of Staff*
Aramis Watson, *Dean of Residence Life and Student Housing*
Crystal L. Clayton, *Senior Executive Director of Hegi Family Career Development Center*
Lisa Garvin, *Chaplain and Minister to the University*
Jennifer "JJ" Jones, *Executive Director for Student Development & Director of Social Change & Intercultural Engagement*

Offices of the Academic Deans

Dedman College of Humanities and Sciences

Nathan Balke, *Dean* ad interim
Brian Zoltowski, *Associate Dean* ad interim *for Academic Affairs*
Thomas W. Carr, *Associate Dean for Curriculum*

Cox School of Business

Matthew B. Myers, *Dean, Tolleson Chair in Business Leadership and David B. Miller Endowed Professor in Business*
William R. Dillon, *Senior Associate Dean for Academic Affairs*
James N. Bryan, *Associate Dean for BBA Admissions and Advising*
Shane C. Goodwin, *Associate Dean for Graduate Programs and Executive Education*
Gary T. Moskowitz, *Associate Dean for Strategic Planning and Accreditation*

Catherine Collins, *Assistant Dean for Administration and Facilities*
Steven Denson, *Assistant Dean of Diversity*
Linda Kao, *Assistant Dean for Global Operations*
Kevin Knox, *Assistant Dean for Alumni and External Relations*
Deborah Macedonia, *Assistant Dean for FT/MS Graduate Admissions*
Lacey Jeffrey, *Executive Director of Marketing*
Anna Martinez, *Executive Director for Communications*
Julie Maass, *Assistant Dean for Graduate Student Enrollment and Engagement*

Lyle School of Engineering

Nader Jalili, *Mary and Richard Templeton Dean, Professor of Mechanical Engineering*
Ali Beşkök, *Associate Dean for Research Innovation and George R. Brown Chair in Mechanical Engineering, Professor of Mechanical Engineering*
Rachel Horton, *Assistant Dean for Brand Marketing and Strategic Communications*
Kathy Hubbard, *Assistant Dean for Student Success and Inclusive Excellence*
Nancy Huff, *Executive Assistant to the Dean*
Rebecca Lothringer, *Assistant Dean for Recruitment and Strategic Enrollment*
Dinesh Rajan, *Associate Dean for Faculty Affairs and Curriculum Innovation, Cecil and Ida Green Chair of Engineering, Professor of Electrical and Computer Engineering*
Ben Zoghi, *Associate Dean for Advanced Studies and Industrial Partnerships, Bobby B. Lyle Endowed Professor of Engineering Innovation*

Meadows School of the Arts

Samuel S. Holland, *Algur H. Meadows Dean*
Barbara Hill Moore, *Senior Associate Dean for Faculty*
Derek Kompare, *Associate Dean for Faculty*
Gretchen Elizabeth Smith, *Associate Dean for Students*
Karen Thomas, *Associate Dean for Inclusive Excellence*
Karen Drennan, *Associate Dean for Communications and Strategy, Chief of Staff*
Ryan Cole, *Assistant Dean for Undergraduate Recruitment and Admissions*
Timmie Hathorn, *Assistant Dean for Alumni Affairs*

Simmons School of Education and Human Development

Stephanie L. Knight, *Dean, Leon Simmons Endowed Deanship*
Anthony Petrosino, *Associate Dean for Research and Outreach*
Rebecca Hood, *Senior Assistant Dean for Administrative Affairs and Operations*
Kathryn Canterbury, *Assistant Dean for Research and Grants Accounting*
Anthony Cuevas, *Assistant Dean for Learning Technology*
Francesca Go, *Assistant Dean for Assessment and Accreditation*

Dedman School of Law

Jason P. Nance, *Dean, Judge James Noel Dean and Professor of Law*
Christine Hurt, *Senior Associate Dean for Academic Affairs, Alan R. Bromberg Centennial Chair in Corporate, Partnership, and Securities Law and Professor of Law, Altshuler Distinguished Teaching Professor, and Professor of Law*
Greg Ivy, *Associate Dean for Library and Technology*
Mary Spector, *Associate Dean for Experiential Learning*
Jessica Dixon Weaver, *Associate Dean for Research*
Laura G. Burstein, *Assistant Dean for Public Interest and Pro Bono*
Martin L. Camp, *Assistant Dean for Graduate and International Programs*
John Churchill, *Assistant Dean for Marketing and Strategic Communications*
Marcie Davis, *Assistant Dean for Career Services*
Erica S. Fadel, *Assistant Dean for Diversity, Equity, and Inclusion*
Christine Powers Leatherberry, *Assistant Dean for Administration and Chief of Staff*
Jill Nikirk, *Assistant Dean for Admissions*

Stephen B. Yeager, *Assistant Dean for Students Affairs*

Perkins School of Theology

Hugo Magallanes, *Dean* ad interim *of Joe and Lois Perkins School of Theology, The Leighton K. Farrell Endowed Deanship*
Abraham Smith, *Associate Dean* ad interim *for Academic Affairs*

Moody School of Graduate and Advanced Studies

Robin S. Poston, *Dean of the Moody School of Graduate and Advanced Studies and Associate Provost for Graduate Education*
Karen Wray, *Executive Assistant to Dean*
Alan Itkin, *Senior Assistant Dean*
Stevie Otto, *Assistant Dean of Recruitment and Admissions*
Kerri Bennett, *Associate Director and Diversity Officer*
Rachel Ball-Phillips, *Director of Fellowships and Awards*
Jean Nixon, *Program Specialist*
Robert Pearson*, Director of Graduate Career Development & Postdoctoral Affairs*
Joe Hoselton*, Associate Director of Graduate Admissions,*
Kelsey Kiser*, Associate Director of Communications and Student Life*
Alicia Watkins*, Graduate Admissions Coordinator II*
Beena Varnan, *Financial Business Manager – Moody Graduate School & Dedman College*

Office of Research and Innovation

Suku Nair, *Vice Provost for Research and Chief Innovation Officer*
Kristina Olofsson, *Executive Assistant to the Vice Provost for Research and Chief Innovation Officer*
Mary Travis, *Director of Research Compliance*
Mary Moua, *Director of Operations and Infrastructure*
Marco Marchetti, *Director of Technology Transfer*
David Monkman, *Associate Director, Technology Transfer Office*
Douglas Engel, *Licensing Manager*
Angelita Trevino, *Director of Sponsored Projects and Contracts*
Adriana A. Contreras, *Grants Management Specialist*
Benisha Young, *Grants and Contracts Coordinator*
Brianna Kendall, *Grants and Contracts Coordinator*
Danielle Duarte, *Research Compliance Administrator*
Charisse Anguiano, *Grant & Contract Management Specialist*
Alberto Azagra Malo, *Contract Management Specialist*