SMU

Annette Caldwell Simmons
School of Education and Human Development

Graduate Programs

Southern Methodist University

2010–2011

NOTICE OF NONDISCRIMINATION

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

Cover illustration: Artist's rendering of the Annette Caldwell Simmons Hall. Construction began in 2009 on the new Annette Caldwell Simmons School of Education and Human Development building to be located on the northeast corner of the SMU campus.

BULLETIN OF SOUTHERN METHODIST UNIVERSITY

VOL. IV 2010–2011

The following catalogs constitute the General Bulletin of the University:

Undergraduate Catalog
Dedman School of Law Graduate Catalog
Perkins School of Theology Graduate Catalog
Dedman College Graduate Catalog
Cox School of Business Graduate Catalog
Meadows School of the Arts Graduate Catalog
Annette Caldwell Simmons School of Education and Human Development Graduate Catalog
Lyle School of Engineering Graduate Catalog

In addition, certain academic programs provide their own schedules and catalogs:

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

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

Admissions: *Undergraduate:* Executive Director of Enrollment Services and Undergraduate Admission
Graduate: Research and Graduate Studies Office; Dean's Office of school (arts, business, education and human development, engineering, humanities and sciences, law, theology)

Employment: *Off Campus:* Hegi Family Career Development Center
On Campus: Division of Enrollment Services – Financial Aid

Financial Information on Tuition and Fees: Division of Enrollment Services – Student Financial Services

Housing: Department of Residence Life and Student Housing

Loans: Division of Enrollment Services – Financial Aid

Registration and Academic Records: Division of Enrollment Services – University Registrar

Scholarships: Division of Enrollment Services – Financial Aid

All addresses are as below:
Southern Methodist University
Dallas TX 75275

Information also is available at www.smu.edu.

Produced by the Office of the Provost
Southern Methodist University
Dallas TX 75275-0221

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Official University Calendar

ACADEMIC YEAR 2010–2011

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

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

Offices of the University will be closed on September 6, November 25–26 and December 24–31, 2010; and January 17, April 22 and May 30, 2011.

Fall Term 2010

April 5–April 23, Monday–Friday: Enrollment for fall 2010 continuing students for all undergraduates and for graduates in Dedman and Meadows.

May, July, August – TBA: Academic Advising, Enrollment and Orientation (AARO) conferences for new first-year and transfer undergraduate students. Conference dates to be announced. Contact New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.

August 21, Saturday: Residence halls officially open.

August 22, Sunday: Opening Convocation, McFarlin Auditorium.

August 22, Sunday: SMU-in-Taos: Arrival of students for Taos fall term.

August 23, Monday: First day of classes.

August 23, Monday: SMU-in-Taos: First day of classes for Taos fall term.

August 27, Friday: Last day to enroll, add courses or drop courses without grade record or tuition billing.

August 27, Friday: Last day to file for graduation in December.

September 6, Monday: University holiday – Labor Day.

September 8, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options.

September 8, Wednesday: Last day to request excused absence for observance of a religious holiday.

September 24–25, Friday–Saturday: Family Weekend.

October 6, Friday: Last day continuing undergraduate students can change majors before November enrollment.

October 11–12, Monday–Tuesday: Fall break.

October 22–23, Friday–Saturday: Homecoming.

November 1–19, Monday–Friday: Enrollment for spring 2011 continuing students for all undergraduates and for graduates in Dedman and Meadows.

November 1, Monday: For students officially withdrawing from SMU, 60 percent point of the term that federal financial aid has been earned; prior to this date, some aid funds must be returned to federal programs. Contact Division of Enrollment Services, 214-768-3417, www.smu.edu/enrollment_services.

November 5, Friday: Last day to drop a course.

November 11, Thursday: Last day for December graduation candidates to change grades of Incomplete.

November 19, Friday: Students should file for May graduation. Last day to file is January 24.

November 23, Tuesday: Last day to withdraw from the University.

November 24, Wednesday: No classes.

November 25–26, Thursday–Friday: University holiday – Thanksgiving.

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

December 2, Thursday: Last day for oral/written examinations for December graduate degree candidates.

December 6, Monday: Last day of instruction.

December 7, Tuesday: Reading Day.

December 8–15, Wednesday–Wednesday: Examinations (no examinations scheduled for Saturday and Sunday).

December 16, Thursday: Residence halls close at 10 a.m. for winter break (December graduates contact RLSH).
December 18, Saturday: Official close of term and date for conferral of degrees.
December 18, Saturday: Graduation ceremony for December graduates.
December 18, Saturday: SMU-in-Taos: Departure of Taos fall term students.
December 19, Sunday: Residence halls close for graduating seniors at 10 a.m.
December 25, Saturday: University holiday – Christmas/winter break.

January Interterm 2011

NOTE: *Some areas of instruction offer selected courses during the January interterm, December 20, 2010–January 14, 2011.*

Spring Term 2011

November 1–January 24, Monday–Monday: Enrollment for spring 2011 continuing students for all undergraduates and for graduates in Dedman and Meadows.
January – TBA: Academic Advising, Enrollment and Orientation (AARO) conferences for new first-year and transfer undergraduate students. Conference dates to be announced. Contact New Student Programs, Student Life Office, 214-768-4560, www.smu.edu/newstudent.
January 11, Tuesday: Residence halls officially open.
January 17, Monday: University holiday – Birthday of Martin Luther King, Jr.
January 18, Tuesday: First day of classes.
January 24, Monday: Last day to enroll, add courses or drop courses without grade record or tuition billing.
January 24, Monday: Last day to file for May graduation.
February 2, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options.
February 2, Wednesday: Last day to request excused absence for observance of a religious holiday.
March 12–20, Saturday–Sunday: Spring break.
March 30, Wednesday: For students officially withdrawing from SMU, 60 percent point of the term that federal financial aid has been earned; prior to this date, some aid funds must be returned to federal programs. Contact Division of Enrollment Services, 214-768-3417, www.smu.edu/enrollment_services.
April 1, Friday: Last day for continuing undergraduate students to change majors before April enrollment.
April 6, Wednesday: Last day to drop a course.
April 4–22, Monday–Friday: Enrollment for summer 2011 and fall 2011 continuing students for all undergraduates and for graduates in Dedman and Meadows.
April 11, Monday: Last day for May graduation candidates to change grades of Incomplete.
April 18, Monday: Honors Day Convocation
April 19, Tuesday: Students should file for August or December graduation. Last day to file for August graduation is June 4. Last day to file for December graduation is the last day to enroll for fall 2011 (TBA).
April 22, Friday: University holiday – Good Friday.
April 24, Sunday: Easter Sunday.
April 25, Monday: Last day to withdraw from the University.
April 28–May 3, Thursday–Tuesday: No final examinations or unscheduled tests and papers.
May 2, Monday: Last day for oral/written examinations for graduate students who are May degree candidates.
May 3, Tuesday: Last day of instruction. Follows a Friday class schedule.
May 4–10, Wednesday–Tuesday: Examinations (no examinations scheduled for Sunday).
May 11, Wednesday: Residence halls officially close for non-graduating students.
May 13, Friday: Baccalaureate.
May 14, Saturday: Commencement.
May 15, Sunday: Resident halls officially close for graduating seniors.

May Term 2011

Some areas of instruction may offer a limited number of selected courses during the May term, May 11–29. Each May term course may have unique start and end dates within the May 11–29 term to accommodate the particular needs of the course.

The following dates are applicable only for courses offered at the Taos campus:

May 11, Wednesday: SMU-in-Taos: Travel day and arrival of students for Taos May term (2–6 p.m.).

May 12, Thursday: SMU-in-Taos: First day of classes.

May 13, Friday: SMU-in-Taos: Last day to enroll, add courses and drop courses without grade record or tuition billing. Permission of Taos program required for all enrollments.

May 28, Saturday: SMU-in-Taos: May term examinations.

May 29, Sunday: SMU-in-Taos: Departure of May term students.

Summer Term 2011

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

Full Summer Session

Classes will meet 2 hours and 15 minutes twice a week or 1 hour and 30 minutes three times a week.

May 30, Monday: University holiday – Memorial Day.

May 31, Tuesday: First day of full summer session classes.

June 3, Friday: Last day to enroll, add courses or drop courses without grade record or tuition billing for a full summer session course.

June 3, Friday: Last day to file for August graduation.

June 9, Thursday: Last day to declare pass/fail, no credit or first-year repeated course grading options for a full summer session course.

July 4, Monday: University holiday – Independence Day.

July 5, Tuesday: Follows a Monday class schedule.

July 9, Saturday: For students officially withdrawing from SMU, 60 percent point of the term that federal financial aid has been earned; prior to this date, some aid funds must be returned to federal programs. Contact Division of Enrollment Services, 214-768-3417, www.smu.edu/enrollment_services.

July 15, Friday: Last day for August graduation candidates to change grades of Incomplete.

July 22, Friday: Last day to drop a full summer session course.

July 27, Wednesday: Last day to withdraw from the University.

August 3, Wednesday: Last day of full summer session instructions and examinations. Official close of the term and date for conferral of degrees.

First Session

Classes meet two hours a day, Monday–Friday.

May 30, Monday: University holiday – Memorial Day.

May 31, Tuesday: First day of first session classes.

June 1, Wednesday: Last day to enroll, add courses or drop courses without grade record or tuition billing for a first session course.

June 3, Friday: Last day to declare pass/fail, no credit or first-year repeated course grading options for a first session course.

June 3, Friday: Last day to file for August graduation.

June 18, Saturday: For students officially withdrawing from SMU, 60 percent point of the term that federal financial aid has been earned; prior to this date, some aid funds must be returned to federal programs. Contact Division of Enrollment Services, 214-768-3417, www.smu.edu/enrollment_services.

June 22, Wednesday: Last day to drop a first session course.

June 23, Thursday: Last day to withdraw from the University.

June 29, Wednesday: Last day of first session instruction and examinations.

Taos Summer I Session

June 3, Friday: SMU-in-Taos: Arrival of summer I students and first day of classes.
June 4, Saturday: SMU-in-Taos: Last day to enroll, add courses and drop courses without grade record or tuition billing. Permission of Taos program required for all enrollments.
July 1, Friday: SMU-in-Taos: Summer I examinations.
July 2, Saturday: SMU-in-Taos: Departure of summer I students.

Second Session

Classes meet two hours a day, Monday–Friday.

June 3, Friday: Last day to file for August graduation.
June 30, Thursday: First day of second session classes.
July 1, Friday: Last day to enroll, add courses or drop without grade record or tuition billing for a second session course.
July 4, Monday: University holiday – Independence Day.
July 6, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course grading options for a second session course.
July 12, Tuesday: Last day for August graduation candidates to change grades of Incomplete.
July 21, Thursday: For students officially withdrawing from SMU, 60 percent point of the term that federal financial aid has been earned; prior to this date, some aid funds must be returned to federal programs. Contact Division of Enrollment Services, 214-768-3417, www.smu.edu/enrollment_services.
July 22, Friday: Last day to drop a second session course.
July 26, Tuesday: Last day to withdraw from the University.
August 1, Monday: Last day of second session instruction and examinations.
August 3, Wednesday: Official close of the term and conferral date.

Taos August Term 2011

August 2, Tuesday: SMU-in-Taos: Arrival of August term students.
August 3, Wednesday: First day of classes.
August 4, Thursday: SMU-in-Taos: Last day to enroll, add courses and drop courses without grade record or tuition billing. Permission of Taos program required for all enrollments.
August 19, Friday: SMU-in-Taos: August term examinations.
August 20, Saturday: SMU-in-Taos: Departure of August term students.

MAJOR RELIGIOUS HOLIDAYS

(August 2010–August 2011)

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

Christian

Christmas: December 25, 2010
Good Friday: April 22, 2011
Easter Sunday: April 24, 2011
Easter Sunday (Orthodox): April 24, 2011

Hindu

Janmashtami: September 2, 2010
Dasera: October 17, 2010
Diwali: November 5, 2010

*Jewish**

Rosh Hashanah: September 9–10, 2010
Yom Kippur: September 18, 2010
Sukkot: September 23–24, 2010
Hanukkah: December 2, 2010
Pesach (Passover): April 19–26, 2011
Shavuot: June 8–9, 2011

Muslim

Ramadan: August 11, 2010
Eid al Fitr: September 10, 2010
Eid al Adha: November 17, 2010
Islamic New Year: December 7, 2010
Ashura: December 16, 2010
Mawlid an Nabi: February 15, 2011

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

THE VISION OF SOUTHERN METHODIST UNIVERSITY

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

THE MISSION OF SOUTHERN METHODIST UNIVERSITY

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

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

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

SOUTHERN METHODIST UNIVERSITY

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

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

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

The University has 110 buildings, a total enrollment that has averaged more than 10,000 the past 10 years, a full-time faculty of 660 and assets of $2.26 billion – including an endowment of $1.03 billion (Market Value, June 30, 2009).

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

Of the 10,891 students enrolled for the 2009 fall term, 6,228 were undergraduates and 4,663 were graduate and professional students. The full-time equivalent enrollment was 6,050 for undergraduates and 3,144 for graduate and professional students.

Nearly all the students in SMU's first class came from Dallas County, but now 48 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 92 foreign countries; and from all races, religions and economic levels.

Undergraduate enrollment is 53 percent female. Graduate and professional enrollment is 45 percent female.

A majority of SMU undergraduates receive some form of financial aid. In 2008–2009, 77 percent of first-year students received some form of financial aid, and 26.3 percent of first-year students received need-based financial aid.

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

ACADEMIC ACCREDITATION

Southern Methodist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Methodist University. The Commission on College asks that it be contacted only if there is evidence that appears to support significant noncompliance with a requirement or standard.

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

The Cox School of Business is accredited by AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730; telephone number 813-769-6500; fax 813-769-6559).

The Dedman School of Law is accredited by the American Bar Association. In Dedman College, the Department of Chemistry is accredited annually by the Committee on Professional Training of the American Chemical Society, and the Psychology Ph.D. program in Clinical Psychology is accredited by the American Psychological Association.

Perkins School of Theology of Southern Methodist University is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada (10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1103; telephone number 412-788-6506) to award M.Div., C.M.M., M.S.M., M.T.S. and D.Min. degrees.

In the Meadows School of the Arts, the Dance Division is accredited by the National Association of Schools of Dance, the Music Division is accredited by the National Association of Schools of Music and the Music Therapy program is approved by the American Music Therapy Association. The Art and Guildhall programs in digital Game Development and the Master of Interactive Technology are accredited through the National Association of Schools of Art and Design, and the Theatre Division is accredited by the National Association of Schools of Theater. The program in Corporate Communications and Public Affairs is accredited by the American Communication Association.

Accredited programs in the Annette Caldwell Simmons School of Education and Human Development include the Teacher Education undergraduate and graduate certificate programs, which are accredited by the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA). The undergraduate

program is approved annually by TEA. The Learning Therapist Certificate program, which is accredited by the International Multisensory Structured Language Education Council, was last accredited in 2006.

The Lyle School of Engineering undergraduate programs in civil engineering, computer engineering, electrical engineering, environmental engineering and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700. The undergraduate computer science program that awards the degree Bachelor of Science (B.S.) is accredited by the Computing Accreditation Commission of ABET. The undergraduate computer science program that awards the degree Bachelor of Arts (B.A.) is not accredited by a Commission of ABET. ABET does not provide accreditation for the discipline of management science.

SMU LIBRARIES

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

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

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

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

The Business Information Center

The Business Information Center is located in room 150 of the Maguire Building. The mission of the BIC is to provide the SMU community with 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, the BIC offers the SMU community both quiet and group study areas; individual and group computer areas consisting of 70 computer workstations; a multimedia studio; a group presentation practice room; a periodicals area; facility-wide wireless access; more than 150 electronic resources; and a variety of print resources, including the Hillcrest Foundation International Resource Library, the Edwin L. Cox Business Leadership Center Resource Collection, the Cary M. Maguire Energy Institute Resource Collection and the Career Management Center Library. Librarians are available all hours that the BIC is open, offering reference assistance both in-person and virtually via e-mail and telephone. Librarians provide course-specific, in-class instruction at the request of instructors and lead workshops on performing business research.

Bridwell Library

Bridwell Library of the Perkins School of Theology is the University's principal research resource for the fields of theology and religious studies. It offers a collection of more than 350,000 volumes and 1,200 current periodical titles, and it provides access to a wide array of online full-text 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 variously through lectures, publications and exhibitions. Reference librarians are available to help students discover and use the many resources of Bridwell Library.

Underwood Law Library

Underwood Law Library, one of the 30 largest law libraries in the country and the largest private law library in the Southwest, houses more than 640,000 volumes and primarily serves the faculty and students of the Dedman School of Law. The collection includes state and federal legislative, judicial and administrative materials; law periodicals; law treatises; U.S., international and foreign documents; and

U.S. government documents relating to the legal profession. Strengths of the collection are in taxation, securities, corporate law, labor law, air and space law, commercial and banking law, constitutional law, and law and medicine. The Kay and Ray Hutchison Legal Resource Learning Center in the Underwood Law Library is a computer learning lab located on the third floor.

Central University Libraries

The largest of the SMU library units is Central University Libraries with holdings of more than 2.1 million volumes. CUL comprises Fondren Library, the Hamon Arts Library, the DeGolyer Library and the University Archives, the Institute for the Study of Earth and Man Reading Room, and the Emily C. Norwick Center for Digital Services. CUL also supports SMU programs at the Plano campus and SMU-in-Taos.

Fondren Library Center, with nearly two million volumes of books, government publications and bound journals, serves students and faculty in the areas of humanities, social sciences, business, education, science and engineering. Its Information Commons provides a single location within the library where students can use library books and online resources, as well as the latest computer software and technology, to prepare their assignments. Fondren Library is a selective depository for government information resources and has large electronic collections of retrospective periodicals and special collections in the humanities, sciences and social sciences. It houses the University's map collection, which includes more than 230,000 topographic and geologic maps and aerial photographs, as well as the DeGolyer Earth Sciences collection of more than 15,000 geological volumes.

Strengths of the Fondren Library include, but are not limited to, 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. Fondren Library also provides reading materials placed on reserve by classroom faculty and access to holdings from other libraries nationwide via interlibrary loan.

The Hamon Arts Library, located in the Owen Arts Center of the Meadows School of the Arts, serves students and faculty in the areas of visual art, art history, cinema, communications, dance, music and theatre. With more than 180,000 volumes of books, sound recordings and video recordings, the library's collections support the Meadows curriculum and are particularly strong in European and American arts. The library also provides conference room facilities; group audio-visual study and presentation rooms; and public computers for research, study and arts-specific software projects. The following two special collections units are administered by Hamon Arts Library.

The focus of **Jerry Bywaters Special Collections** is 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 seventh 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 and in all formats. The Jones Collection is best known for its Tyler, Texas, Black Film Collection and for the Sulphur Springs Collection of pre-nickelodeon films.

DeGolyer Library is a noncirculating special collections branch of CUL that contains more than 120,000 volumes. In addition to rare books, it holds more than 2 million manuscripts, 750,000 photographs and negatives, 2,500 newspaper and periodical titles, 2,000 maps, and an extensive collection of ephemera that includes the largest collection of Texas bank notes in the country. The DeGolyer Library is open to all students and faculty. Great strengths of the DeGolyer Library include early voyages and travels, especially those accounts bearing on the European discovery and exploration of the New World. The collection of Western Americana is numbered among the finest in the country. For example, the Lawrence T. Jones, III, Texas Photography Collection is an unrivalled source of more than 5,000 early images of the land and people of the state, from the 1840s to the 1920s. The library also has exceptionally well-developed collections in the fields of business history, such as the JCPenney archives and the Belo archives (parent company of the *Dallas Morning News* and other media outlets). Transportation history, in particular the history of railroads, is another great strength of the library. DeGolyer's holdings in the history of science and technology, which include the Texas Instruments archives, also have much to offer the researcher. Literary collections cover a respectable range of English and American authors and literary genres, from a 16th-century edition of Chaucer's *Canterbury Tales* to dime novels and comic books. Literary manuscripts include the papers of playwright Horton Foote and the archives of the *Southwest Review,* SMU's literary quarterly. DeGolyer collections also afford numerous opportunities for interdisciplinary research in such fields as American studies, Southwestern studies, women's studies, popular culture, the history of photography and the history of the book.

The University Archives, part of the DeGolyer Library, is the official repository for SMU administrative and historical records of the University. 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.

The ISEM Reading Room, with more than 10,000 volumes, serves students and faculty of the Institute for the Study of Earth and Man. It contains a wealth of information relating to anthropology and geological and geophysical sciences.

The Norwick Center for Digital Services in CUL encompasses student multimedia and collaborative technology areas, digitization/production services, and a screening room. The Student Multimedia Center provides students with access to high-end computers, software, collaborative spaces and staff assistance to develop a variety of digital projects such as DVDs and Web video, digital portfolios, and other media-intensive projects. The Library Digital Projects Office focuses on digitizing library collections for preservation and increased access. The screening room allows for video screenings and computer projection for instruction and training.

LABORATORIES AND RESEARCH FACILITIES

The University provides many laboratories and much equipment for courses in accounting; anthropology; art; biology; chemistry; languages; earth sciences; communication arts; psychology; physics; health and physical education; dance; music; theatre; statistics; and civil, computer, electrical, environmental and mechanical engineering. (Other University facilities not listed below are described in sections for the individual schools.)

The Lyle School of Engineering is home to several state-of-art laboratories and research facilities. For more information, see the Lyle School of Engineering Departmental Facilities and Computer Facilities sections in this catalog.

The teaching laboratories of the departments of Biological Sciences, Chemistry, Earth Sciences and Physics are housed in the **Fondren Science Building** and in the **Dedman Life Sciences Building.** Virtually all teaching laboratories and support facilities in the buildings have been remodeled and updated.

Students have access to a wide array of specialized instrumentation and laboratory equipment fundamental to studies in the natural sciences, including spectrophotometers, high-performance liquid chromatographs, scintillation counter, fluorescence-activated cell sorter, scanning laser confocal microscope, electron resonance spectrometer, X-ray diffractometers, mass spectrometers and an atomic absorption spectrometer. Advanced undergraduate research is also supported by tissue culture and animal care facilities, as well as through several departmental computer laboratories.

SMU-in-Taos, Fort Burgwin, is located 10 miles south of Taos, New Mexico, at an elevation of 7,500 feet. The facility includes classrooms, laboratories, offices, a computer center and a library, as well as living accommodations for students and faculty. The Fort Burgwin archaeology curation facility houses more than one million archaeological specimens from research projects conducted by SMU faculty and students. Northern New Mexico offers a multiplicity of research opportunities for both natural and social scientists. Pot Creek Pueblo, located on the fort's property, is one of the largest prehistoric archaeological sites in the Taos region.

The N.L. Heroy Science Hall houses the departments of Anthropology, Earth Sciences, Sociology and Statistical Sciences, as well as the Institute for the Study of Earth and Man.

The Institute for the Study of Earth and Man was created in 1966 by a gift from W.B. Heroy, Sr. Its purpose is to support research at the interface of humans, Earth and the environment.

The Department of Earth Sciences operates several unique laboratories, including the following:

The Dallas Seismological Observatory, established by the Dallas Geophysical Society, is maintained and operated by the University and now monitors remote seismic and infrasound stations in Southwest Texas near Lajitas, seismically one of the world's quietest regions. The Lajitas array is used to test technology designed to detect small earthquakes from great distances. In addition to the Lajitas seismic array, SMU operates seismic and infrasound arrays at Mina, Nevada; Grenada, Mississippi; and overseas locations. Data collected by the observatory are available to the faculty and advanced students who wish to undertake basic research in seismology, tectonics or infrasound.

The Ellis W. Shuler Museum of Paleontology is a research museum affording opportunities for advanced study of fossil faunas and floras and their climatic and paleoecologic significance. The collection, which specializes in vertebrate paleontology, includes more than 150,000 fossils from the United States, Central America and northeastern Africa.

The Pollen Analysis Laboratory is operated in conjunction with the Shuler Museum of Paleontology. The laboratory serves SMU research projects focused on the reconstruction of past vegetation, past climate and paleoecology at localities around the world. The facility includes two fume hoods, glassware, centrifuges, scales, a convection oven, and storage space necessary for the dry and wet processing of sediment samples for their pollen content.

Microscopic analysis of the resulting pollen-sample residues takes place in a separate laboratory housing transmitted light microscopes, a comparative collection of modern pollen, and a small paleobotany and palynology research library. Work in this laboratory is often supplemented by facilities in the SEM laboratory (described below).

The Geothermal Laboratory is the focus of an extensive program of research in the thermal field of the earth. Characterization and location of geothermal energy resources and research in the thermal fields of sedimentary basins are special topics of concentration. Mapping of the temperatures and heat flow of the crust have been completed for North America and are part of the google.org/egs website. The research is worldwide in scope. Specialized equipment for the measurement of thermal conductivity of rocks and for the measurement of accurate, precise temperature logs in deep wells is available for research purposes. Services are provided to other institutions and research centers on a contractual basis.

The Hydrothermal Laboratory contains equipment to reproduce the pressures and temperatures existing to midcrustal depths. It contains two extraction-quench sampling bombs that permit withdrawal of solution during the progress of a run to pressures of 3 kbar and temperatures of 750 degrees Celsius. There are also 10 cold-seal reaction vessels. In addition, 1-atm furnaces are available that can be used to temperatures of 1400 degrees Celsius.

The Electron Microprobe Laboratory contains a fully automated JEOL 733 electron microprobe with four wavelength dispersive X-ray spectrometers, a Link eXL energy dispersive X-ray and associated sample preparation equipment. It is available on a regular basis for various research projects at the Institute for the Study of Earth and Man, the University, and other research institutions.

The Stable Isotope Laboratory is a general research facility available to support both academic and student research at the University and in other research centers. The laboratory contains three automated gas-source, magnetic-sector isotope ratio mass spectrometers, as well as vacuum extraction lines for converting natural materials (solids, liquids) into gases suitable for measuring the isotope ratios of hydrogen, carbon, nitrogen and oxygen at natural abundance.

The Variable Pressure Scanning Electron Microscope Laboratory contains a Zeiss SMT 1450 VPSE SEM used for generating electron photomicrographs with 5 nanometer resolution. The SEM is open to researchers and students from the departments of Earth Sciences, Environmental Sciences, Engineering and Chemistry. The facility is also equipped with an Edax energy dispersive X-ray system for quantitative determination of chemical compositions of the imaged materials.

The X-ray Diffraction Laboratory houses a Rigaku Ultima III diffractometer for the X-ray identification of materials with a crystalline structure and is open to researchers and students from the departments of Anthropology, Chemistry, Earth Sciences, Environmental Sciences and Engineering.

MUSEUM

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

Financial Information

A catalog supplement, *Bursar's Financial Information: Southern Methodist University,* is issued each academic year. It provides the general authority and reference for SMU financial regulations and obligations, as well as detailed information concerning tuition, fees and living expenses.

The supplement is available on the Bursar website at smu.edu/bursar. For more information, call 214-768-3417.

Students registering in Continuing Student Enrollment must ensure that payment is received in the Division of Enrollment Services by the due date (published on the Bursar website). No confirmation of receipt of payment will be sent. Invoice notifications are e-mailed to the student's SMU e-mail address after registration for the student to view on the Web. If notification has not been received two weeks prior to the due date, Enrollment Services should be contacted. The registration of a student whose account remains unpaid after the due date may be canceled at the discretion of the University. Students registering in New Student Enrollment and Late Enrollment must pay at the time of registration.

Students are individually responsible for their financial obligations to the University. All refunds will be made to the student, with the exception of PLUS loans and the SMU Monthly Payment Plan. If the refund is issued by check, the student may request, in writing, that the refund be sent to another party. Any outstanding debts to the University will be deducted from the credit balance prior to issuing a refund check. Students with Title IV financial aid need to sign an Authorization to Credit Account form. Students with a PLUS Loan need to have the parent sign an Authorization to Credit Account Parent form. A student whose University account is overdue or who is in any other manner indebted to the University will be denied the recording and certification services of the Office of the Registrar, including the issuance of a transcript or diploma, and may be denied readmission until all obligations are fulfilled. The Division of Enrollment Services may stop the registration – or may cancel the completed registration – of a student who has a delinquent account or debt, and may assess all attorney's fees and other reasonable collection costs (up to 50 percent) and charges necessary for the collection of any amount not paid when due. Matriculation in the University constitutes an agreement by the student to comply with all University rules, regulations and policies.

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

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

WITHDRAWAL FROM THE UNIVERSITY

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

Reduction of tuition and fees is based on the schedule listed in *Bursar's Financial Information: Southern Methodist University* and is determined by the effective date of the withdrawal. The schedule may be found at smu.edu/bursar, or call 214-768-3417.

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

Medical withdrawals have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals must be authorized by the medical director, psychiatric director, counseling and testing director, or vice president for Student Affairs.

Students who live in University housing must obtain clearance from the Office of Residence Life and Student Housing.

GRADUATE AND PROFESSIONAL STUDENT AID

University grants, scholarships, fellowships and assistantships are awarded in the school or department in which the graduate student will enroll. Departments that offer M.A., M.S. or Ph.D. degrees offer a significant number of tuition scholarships and teaching or research assistantships each year. For information, contact the department.

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

University-based grants, scholarships, fellowships and assistantships are not available to students in any Annette Caldwell Simmons School of Education and Human Development programs.

See smu.edu/bursar for more information.

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.

CONFIDENTIALITY OF EDUCATION RECORDS

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

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

ENROLLMENT

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 offices of the academic deans monitor progress and maintain official degree plans for all students in their schools. Students should schedule conferences with staff in the dean's office upon admission to the school and prior to their final term to ensure that they are meeting all general education 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 Office of the Registrar will publish enrollment instructions.

To assist new and readmitted students in making a comfortable, satisfying transition to University academic life, programs of academic advising, enrollment and orientation are conducted in May or June, July, August, and January. Information concerning the programs is distributed by the Office of New Student Orientation and Student Support.

Each student is personally responsible for complying with enrollment procedures and for ensuring the accuracy of his or her enrollment. Students are expected to confirm the accuracy of their enrollment each term. Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete an Enrollment Discrepancy Petition. Petition instructions are available at www.smu.edu/registrar. Petitions are to be submitted to the record offices of the appropriate academic deans within six months of the term in which the discrepancy appeared. Petitions submitted later than six months after the discrepancy may not be considered.

GENERAL POLICIES

Student File Number

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

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.

Name Change

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

Mailing Addresses, Telephone, E-mail Address and Emergency Contact

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

Students are expected to keep current all their addresses and telephone numbers, including emergency contact details, through Access.SMU, the University's Web-based self-service system. Changes should be reported on the Web form found at www.smu.edu/registrar. Students may be prevented from enrolling if their information is insufficient or outdated.

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

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

Cell Phones

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

Loss of Personal Property

The University is not responsible for the loss of personal property belonging to students in any building or on any grounds owned by the University, whether the loss results from theft, fire or unknown cause.

Transcript Service*

A transcript is an official document of the permanent academic record maintained by the University's Office of the Registrar. 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 Office of the Registrar for all students of the University. Copies of high school records and transfer transcripts from other schools must be requested from the institutions where the coursework was taken.

Transcripts are $12.25 per copy. Additional copies in the same request mailed to the same address are $3.50. Additional copies mailed to different addresses are $12.25 a copy. Requests may be delayed due to outstanding financial or other obligations, or for posting of a grade change, an earned degree or term grades.

To request a transcript, visit www.smu.edu/registrar, click on "Transcript Requests" and follow the instructions. Requests will be processed through the National Student Clearing House. Telephone and e-mail requests are not accepted. Students or their specified third party can pick up their transcripts at the service counter in the Registrar's Office, 101 Blanton Building. (See www.smu.edu/registrar and "Transcript Requests" for more information.) 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. Transcripts may be delayed pending a change of grade, degree awarded or term grades.*

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

Transcripts may be released to a third party as specified by the student on the Student's Consent for SMU to Release Information to Student's Specified Third Party form. The consent form is available online at www.smu.edu/registrar/ferpa/forms.asp.

Schedule Changes

The deadline for adding courses, dropping courses without grade record and changing sections for each enrollment period is listed in the Official University Calendar. 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 student Access. SMU Self Service. The specific deadline is listed in the Official University Calendar (www.smu.edu/registrar).

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* *Chapter 675, S.B. 302. Acts of the 61st Texas Legislature, 1969 Regular Session, provides:* ***Section I.*** *No person may buy, sell, create, duplicate, alter, give or obtain; or attempt to buy, sell, create, duplicate, alter, give or obtain a diploma, certificate, academic record, certificate of enrollment or other instrument which purports to signify merit or achievement conferred by an institution of education in this state with the intent to use fraudulently such document or to allow the fraudulent use of such document.* ***Section II.*** *A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than $1,000 and/or confinement in the county jail for a period not to exceed one year.*

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

Withdrawal From the University

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

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

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

Reduction of tuition and fees is based on the schedule listed in the publication *Bursar's Financial Information: Southern Methodist University* supplement and is determined by the effective date of the withdrawal. This information is also available at www.smu.edu/registrar. The schedule can be found at www.smu.edu/bursar, or call 214-768-3417.

Medical withdrawals provide a daily pro rata refund of tuition and fees, and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals must be authorized by the medical director, psychiatric director, counseling and testing director, or vice president for Student Affairs. Authorization must be obtained no later than the University's withdrawal date for the term.

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

Audit Enrollment (Course Visitor)

Students desiring to audit (visit) a class, whether or not concurrently enrolled for regular coursework, are required to process an Audit Enrollment Request Form. Forms are available at www.smu.edu/registrar under Forms Library. 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; and no laboratory privileges are included.
2. If credit is desired, the course must be enrolled for and repeated as a regular course, and the regular tuition must be paid.
3. The student'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.

No-Credit Enrollment

Enrollment for "no credit" is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. The student pays the regular tuition and fees, participates in class activities, is listed on class rolls, and receives the grade of *NC* upon completion of the coursework.

The student must indicate in writing no later than the 12th day of classes (the fourth day during summer sessions) that he or she wishes to take a course for no credit. Permission of the instructor or department is required for this type of enrollment. This enrollment is different from *audit* enrollments, for which no enrollment or grade is recorded.

GRADES

Grades	*Description*	*Grade Point per Term Hour*
A, A-	Excellent Scholarship	4.0, 3.7
B+, B, B-	Good Scholarship	3.3, 3.0, 2.7
C+, C, C-	Fair Scholarship	2.3, 2.0, 1.7
D+, D, D-	Poor Scholarship	1.3, 1.0, 0.7
F	Fail	0.0
P	Pass	*
I	Incomplete	*
NC	No Credit Received	*
W	Withdrew	*
X	No Grade Received in Registrar's Office	*

* *Grades not included in GPA*

Grade of Incomplete

A student may receive a grade of Incomplete *(I)* if at least 50 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. At the time a grade of *I* is given, the instructor must stipulate in writing to the student and to the Office of the Registrar the requirements and completion date that are to be met and the 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 grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided. The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of *F* will be given. The grade of *I* does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline in the Official University Calendar, 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 indicated by the instructor at the time the grade of *I* was given.

Failing is graded *F*. 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 adviser about repeating the course so that they will be adequately prepared for work in the following course.

The grade of *W* cannot be recorded unless completion of the official drop or withdrawal process has occurred by the applicable deadline *during the term of enrollment*. Only the grade of *W* may be recorded if the student has officially

dropped courses from the schedule or withdrawn (resigned) from the University. The grade of *W* may not be revoked or changed to another grade because the act of officially dropping/withdrawing is irrevocable.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete 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 total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

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

Pass/Fail Option

Taking courses pass/fail is an allowable option in some but not all Annette Caldwell Simmons School of Education and Human Development programs.

Grade Point Average

A student's GPA is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk on the grade chart. The GPA is truncated at three decimal places.

Changes of Grades

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 a written petition requesting the change of grade 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 reevaluation 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 in grade 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 a grade successfully appealed, provided that written notice of appeal is given within six months following graduation, and in extenuating circumstances authorized by the academic dean and approved by the registrar.

Appeal of Grades

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

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

A student who is not satisfied by the disposition of the appeal may appeal the decision to the dean of the school offering the course. The dean will take action as he or she deems appropriate. A student may appeal the dean's decision to the provost. In their actions, the dean and the provost must respect the principle that the determination of a grade rests with the course instructor.

Academic Grievance and Appeals Procedures for Students With Disabilities

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

DROPS AND WITHDRAWALS

Students should be aware of the difference between a *drop* and a *withdrawal* and remember that they have different deadlines and separate financial policies. The deadlines are posted each term on the Official University Calendar at www.smu.edu/registrar. A *drop* occurs when a student removes one or more courses from his or her schedule and remains enrolled in at least one credit hour for the term. A *withdrawal* occurs when removing the course or courses will result in the student being enrolled in **zero** hours for the term. If a student removes all courses from his or her schedule **prior to the payment due date,** the transaction is considered a *cancellation* and does not result in financial penalty or impact the student's transcript. Reduction of tuition and fees is based on the schedule listed in the publication *Bursar's Financial Information: Southern Methodist University* and is determined by the effective date of the withdrawal. Students receiving financial aid should refer to the Financial Information section of this catalog.

PROBATION, SUSPENSION AND DISMISSAL

Failure to meet established minimum acceptable standards of academic or disciplinary performance can result in probation, suspension or dismissal.

Graduate students must maintain a cumulative GPA of 3.0. If in any term the student falls below this GPA, the student will be placed on probation for one term. If at the end of the term of probation the cumulative GPA is not up to 3.0, the student may be removed from the program at the discretion of the program director and/or dean.

ACADEMIC INTEGRITY AND CODE OF CONDUCT

The Honor Code of Southern Methodist University

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

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

Students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in

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

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

The Honor System

All students attending the Annette Caldwell Simmons School of Education and Human Development are subject to the jurisdiction of the Honor Code and as such will be required to sign a pledge to uphold the Honor Code (www.smu.edu/studentlife). In support of the Honor Code, the Honor Council has the responsibility to maintain and promote academic integrity. The Honor Council is composed of a minimum of 27 members selected through an application and interview process organized by the Honor Council Executive Board. Five faculty members, nominated by the Faculty Senate, also serve on the Honor Council.

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

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

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

Code of Conduct

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

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

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

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

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

Disciplinary Action. Clear disciplinary procedures are an important part of the mission of SMU as an educational institution. The intent of the system of due process at SMU is to be educational and not merely punitive for students. The goal continues to be to produce quality citizens. It is pertinent to the purpose of discipline to remember that self-discipline is part of the entire educational process, whereby students become more fully aware of the importance of responsibility for themselves and others. Anytime a student displays irresponsible behavior, that student will be subject to discipline.

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

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

Having voluntarily enrolled as students at Southern Methodist University and assumed a place in the University community, all students are presumed to be knowledgeable of, and have agreed to abide by, the rules and regulations set forth in the Student Code of Conduct, as outlined in the *SMU Student Handbook*. This book is available from the Dean of Student Life Office, third floor, Hughes-Trigg Student Center, or online at www.smu.edu/studentlife.

ENGLISH AS A SECOND LANGUAGE PROGRAM

John E. Wheeler, **Director**

Students whose first language is not English may encounter special challenges as they strive to function efficiently in the unfamiliar culture of an American university setting. The Office of General Education offers the following ESL resources to students from all schools and departments of SMU.

The Courses (ESL)

1001. ESL Communication Skills. The goal of this course is to improve ESL students' oral and aural interactive skills in speaking, giving presentations, pronunciation, listening and American idiomatic usage so that they may become more participatory in their classes and integrate more readily with their native English-speaking peers. It is designed to meet the needs of both undergraduate and graduate students who may be fully competent in their field of study yet require specialized training in order to effectively communicate in an American classroom setting. The course is noncredit and no-fee, and is transcripted as pass or fail. ESL Program approval is required, and students may apply online at www.smu.edu/esl.

1002. ESL Communication Skills II. Building on skills developed in ESL 1001, students make use of their knowledge and practice to explore various aspects of American studies. In addition to speaking and presentation skills, reading and writing are also exploited as a means for students to gain a deeper understanding of American culture, customs, attitudes and idiomatic use of the language. The course is noncredit and no-fee, and is transcripted as pass or fail. ESL 1001 is recommended as a precursor but is not a prerequisite. ESL Program approval is required, and students may apply online at www.smu.edu/esl.

1300, 1301, 1302. ESL Rhetoric. The ESL sequence of first-year writing aims to provide students with the tools they will need to successfully complete writing assignments required of them during their University coursework. The ultimate goal of ESL Rhetoric is to bring students' analytical reading and writing skills in line with the standards expected of their native English-speaking peers. In addition to the principles of effective writing taught in regular rhetoric classes, ESL Rhetoric students are given extra practice in vocabulary development, grammar skills, standard American English pronunciation and conversational fluency. The 1302 courses are specially designed around themes that are pertinent to the realities and experiences of non-native speakers of English. ESL sections of rhetoric grant students the same amount of credit as do regular rhetoric classes, and "ESL" will not appear on the transcript. ESL Program approval is required.

20XX. Intensive English Program (IEP). All 2000-level courses are exclusive to IEP. This multilevel, yearlong program is designed to prepare students and professionals for academic success at the university level. The course of study consists of English for Academic Purposes, TOEFL-related skills and American culture. It is open to currently enrolled and newly incoming students, as well as to those not affiliated with SMU. On-campus housing and meals are available during the six-week summer term. This is a noncredit, nontranscripted program, and separate tuition fees will be charged. ESL Program approval is required, and the application package may be downloaded via the IEP link at www.smu.edu/esl.

3001. Advanced Grammar for Writers. This course helps students develop their grammar and writing skills within the context of academic readings. Problem areas of English grammar and style are explored through periodic assignments, research documentation methods, and a final research project. The course is free of charge, noncredit bearing, and will appear on the transcript as pass or fail. ESL Program approval is required, and students may apply online at www.smu.edu/esl.

3002. Advanced Academic Writing. Building on principles of grammar and style covered in ESL 3001, this course helps students further improve the writing skills needed for their particular academic careers using academic texts as a basis for out-of-class writing assignments and a final research project. The course is free of charge, noncredit bearing, and will appear on the transcript as pass or fail. ESL Program approval is required, and students may apply online at www.smu.edu/esl.

4001. ESL Pronunciation Skills. Students improve their pronunciation by focusing on sentence stress, rhythm, intonation, and body language while learning to mimic American speech patterns. With the instructor's assistance and extensive individual feedback, students develop personal strategies and exercises to become more aware of their own weaknesses. The course is free of charge, noncredit bearing, and will appear on the transcript as pass or fail. ESL Program approval is required, and students may apply online at www.smu.edu/esl.

Conversation Buddy Program

Once at the beginning of each term, all students are notified via campus e-mail of this opportunity to practice their language skills in an informal, one-on-one setting outside the classroom for one to two hours a week. Every effort is made to match native speakers of English with a native speaker of a language or culture in which they may have an interest. In this way, both the ESL student and the native English speaker benefit from a two-way language exchange. To apply for a Conversation Buddy, send an e-mail to smithjr@smu.edu.

ESL Self-Study Lab

A collection of audio- and videotapes plus computer software is available for self-study use at the Fondren Library Information Commons. Students will find materials to help them improve their pronunciation, listening, vocabulary and grammar skills.

GRADUATE RESIDENCE ACCOMMODATIONS

The Department of Residence Life and Student Housing operates two apartment residence halls designated primarily for graduate students.

Martin Hall, an efficiency apartment hall, houses single and married graduate students, and married undergraduate students. Martin Hall also houses some senior undergraduates.

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

Special Housing Needs

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

General Housing Information

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

Applications for Residence

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

Priority of assignment is based on the date on which applications are received by RLSH. Notification of assignment will be made by RLSH. Rooms are contracted for the full academic year (fall and spring terms). Rent for the fall term will be billed and is payable in advance for students who register before August 1, and rent for the spring term will be billed and is payable in advance for students who

register before December 1. Students who enroll after these dates must pay at the time of enrollment. Rent for the full academic year will be due and payable should a student move from the residence hall at any time during the school year. Accommodations for shorter periods are available only by special arrangement with the executive director of RLSH before acceptance of the housing contract.

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

HEALTH SERVICES

SMU Memorial Health Center

www.smu.edu/healthcenter

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

Outpatient Medical Services. SMU provides a convenient, economical medical clinic for diagnosis and treatment of illness and injury, as well as for immunizations and continuation of treatment such as allergy injections. The clinic is staffed by physicians, physician's assistants, registered nurses, medical assistants, and lab and X-ray technologists. Physicians are available by appointment from 8:30 a.m. to 4 p.m. Monday through Friday. For Saturday clinics and extended hours, see the Health Center website (www.smu.edu/healthcenter). For appointments and health information, call 214-768-2141. After hours and during holidays, a nurse advice line is available at 214-768-2141.

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

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

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

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

SMU's mandatory policy requires those students with the enrollment status mentioned above to provide documentation of current insurance coverage or to

enroll in the Student Health Insurance Plan by the drop/add date each term. Students can enroll in SHIP, after they have enrolled for classes, by selecting the "Health Insurance" button on the "Student Center" component of Access.SMU. A domestic student who already has private health insurance coverage must waive SHIP coverage to avoid automatic enrollment into the plan and thereby have a premium charge of $699 per term applied to his/her University account. Changes will not be permitted 30 days after the first day of the term. For more information and instructions on how to waive or elect SHIP coverage, visit www.smu.edu/healthinsurance.

Health insurance is separate from the student Health Center fees and is paid for independently.

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

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

Immunizations. All students are required to have an SMU medical history form on file in the SMU Health Center before registration. To comply with SMU policy, all students must provide proof of immunizations against diphtheria, tetanus, poliomyelitis, rubeola (red, or regular, measles), rubella (German, or three-day, measles) and tuberculosis (a negative skin test or chest X-ray within the past year). These immunizations must be documented by a physician, public health record or school health record. Students will not be allowed to register without compliance. Students are encouraged to check their Access.SMU account for health forms and immunization status. Immunizations are available at the Health Center.

NOTE: *Effective January 1, 2010, new students living on or planning to live on college campuses in Texas must provide proof of meningitis vaccination at least 10 days prior to moving into campus housing. Contact the Department of Residence Life and Student Housing for more details: Department of Housing and Residence Life, Southern Methodist University, PO Box 750215, Dallas TX 75275-0215; phone 214-768-2407; fax 214-768-4005; housing@smu.edu.*

Class Absence Due to Illness. Students should schedule appointments with physicians at times when classes will not be missed. The Health Center does not issue excuses from classes for illness. Refer to the Health Center website (www.smu.edu/healthcenter) for the Class Absence Policy.

Notification of Parents. Students are encouraged to call one or both parents when ill. Parents or guardians will be notified in cases of life-threatening illnesses. The Health Center staff may not speak to parents without the student's permission.

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

Counseling and Testing Services

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

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

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

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

DISABILITY ACCOMMODATIONS AND SUCCESS STRATEGIES

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

CHILD CARE

SMU provides a licensed child care center for children ages 1 month to 5 years on a space-available basis. For more information, contact the director of the center: SMU Preschool and Child Care Center, Southern Methodist University, PO Box 215, Dallas TX 75275-0215; telephone 214-768-2278.

RECREATIONAL SPORTS

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

Intramurals. Many opportunities for team and individual competition are available through intramurals. Various leagues provide year-round opportunities to participate in a wide variety of activities. The five major sports are football, volleyball, basketball, soccer and softball. Other sports and activities offered are bowling, golf, racquetball, tennis, track, swimming and game-room activities. Additional leadership opportunities are available for those interested in officiating or supervising various activities.

Clubs. Sport clubs offer an opportunity for students interested in concentrated training and participation in a sport but who do not want to train and devote the practice time required for NCAA competition. These student-sanctioned clubs, funded by the Student Senate, offer competition with other university/college club teams in baseball, badminton, cricket, crew, cycling, ice hockey, men's and women's lacrosse, martial arts, rugby, sailing, soccer, triathlon, volleyball, and wakeboarding.

Aquatics. SMU Aquatics features a five-lane, indoor recreational pool and an outdoor, zero-depth entry fountain pool known as "The Falls." Students have opportunities to participate year-round in recreational swimming, sunbathing and competitive water sports such as water basketball, volleyball and polo. Classes offered include water fitness, adult and child swimming lessons, children's group lessons, and American Red Cross Lifeguard and Water Safety Instructor certifications. Both pools also are available for student group reservations.

Fitness. SMU Fitness offers group exercise classes, personal training sessions and massage therapy. The group exercise (Group X) classes are offered throughout the day to accommodate early birds, night owls and everyone in between. A plethora of different types of cardio, strength and flexibility classes are available. Experienced and knowledgeable trainers offer sessions to train clients, either one-on-one or in groups, to meet their personal fitness goals. Licensed massage therapists offer chair or full-body massages. All SMU Fitness programs have a fee for participation.

Outdoor Adventures. SMU Outdoor Adventures 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. The Outdoor Adventure Center, located on the bottom floor of the Dedman Center for Lifetime Sports, is the place to rent outdoor recreation and picnic equipment and sign up for SMU OA trips offering traditional and nontraditional outdoor adventure pursuits such as backpacking, rock climbing, skydiving and canoeing. SMU OA also manages the SMU Climbing Center, the indoor climbing and bouldering facility, and the Portable Challenge and Team Development course.

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.

Spirit Squads. The Mustang Cheerleaders, Mustang Pom-Pom Squad and Peruna mascot are integral parts of SMU's spirit tradition and are national award winners, having participated in the NCA/NDA Collegiate National Championships. Along with the Mustang Band, they make SMU's spirit contingent an outstanding one.

Intercollegiate Athletics. SMU is a member of the National Collegiate Athletic Association (Division I-A) and participates in Conference USA. Men and women student-athletes compete in basketball, cross country/track and field (women only), swimming and diving, golf, soccer, tennis, volleyball (women only), crew (women only), equestrian (women only), and football (men only).

Other Recreational Facilities. The Perkins Natatorium, the Barr Outdoor Pool, the Morrison-Bell Track, Moody Coliseum, outdoor tennis courts and open recreational fields combine to provide students with a full range of leisure possibilities.

Annette Caldwell Simmons School of Education and Human Development General Information

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

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

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

The **Department of Education Policy and Leadership** focuses on preparing educators for leadership roles in complex school settings. Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow are able to develop and support effective teachers and other education service providers; select and implement effective curricula and instructional programs; and identify, implement and sustain effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers a Master of Education in educational leadership. The department is also dedicated to the preparation and continued education of education policy leaders. The department seeks to improve the quality and rigor of education policy research, development and analysis, and to encourage and facilitate the translation of research into policy and practice at local, state, national and international levels.

The **Department of Dispute Resolution and Counseling** offers an M.S. in counseling, an M.A. in dispute resolution and a graduate certificate in dispute resolution – all of which draw on social and behavioral science theories to teach the communication skills necessary for the resolution of personal and interpersonal conflicts. Additionally, the department operates three community resource centers: the SMU Conflict Resolution Center and two centers for family counseling.

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

The **Department of Applied Physiology and Wellness** offers a B.S. in applied physiology and sport management and the Choices for Living courses, two of which must be completed to earn a baccalaureate degree at SMU. The Choices for Living courses reflect the University's philosophy that a well-rounded education should enhance the physical and mental well-being of the student.

Policies and Procedures

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

Admission Requirements

Except in the case of the Graduate Teacher Certification programs (all of which share the same admission procedures), admission requirements differ among programs within the Annette Caldwell Simmons School of Education and Human Development. Refer to the individual program sections in this catalog for information regarding each program's respective admission procedures.

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

Degree Requirements

Degree requirements differ among the Annette Caldwell Simmons School of Education and Human Development's graduate degree programs. Refer to the individual program sections for specific requirements.

THE INSTITUTE FOR READING RESEARCH

Professor and Director Patricia G. Mathes, **Texas Instruments Endowed Chair in Reading Research**

Established in 2003, the Institute for Reading Research supports researchers, including those within the school and those from across the SMU campus, who are conducting and disseminating cutting-edge research related to reading and reading disabilities, language acquisition, and learning. The institute provides resources such as budget management and accounting support, database building, data processing, data analysis services, graphic artistry, and technical writing. Researchers affiliated with the institute have been very successful in obtaining external funding, and they provide leadership on a local and national level through the publication of research manuscripts, curricula and coursework packages and through the delivery of staff development workshops.

Current institute research focuses on:

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

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

GIFTED STUDENTS INSTITUTE

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

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

Gifted Education Graduate Certification Program

The GSI develops and administers the gifted education graduate study for educators, a description of which can be found in the Graduate Teacher Certification Programs section of this catalog.

Distinguished Lecture Series

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

College Experience for Gifted High School Students

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

Talented and Gifted for Gifted Middle School Students

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

Contact information

The Institute for Reading Research
PO Box 750381
Dallas TX 75275-0381
214-768-8477
smu.edu/ReadingResearch

Gifted Students Institute
PO Box 750383
Dallas TX 75275-0383
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smu.edu/GSI

Doctor Of Philosophy

The program's distinctive vision is to develop research leaders who can provide data-based recommendations to guide policy and practice for education and human development. The doctoral program in education prepares students to evaluate and conduct research in education that will contribute to the improvement of student learning, teaching practices, services to special populations, and, ultimately to the improvement of all levels of education. The program faculty is particularly effective in building student skills in reading and mathematics instructional design, improving education for special populations such as English language learners, and fostering quantitative methods of research as emphasized in a number of recent federal education initiatives and federal grant programs.

Curriculum

The curriculum of the doctoral program prepares students for leadership, research and innovation in a broad range of educational contexts. Currently, the Ph.D. in education is a degree in which students may specialize in teaching and learning or applied physiology and wellness. Doctoral students must complete a minimum of 60 credit hours of coursework across approximately four years, with at least two years through enrollment at SMU. Required coursework consists of up to 21 hours of core research courses (depending upon the specialization), 21 hours of specialty area courses and 18 hours of electives. The core research curriculum includes professional seminars in research paradigms and design, quantitative statistics, and advanced assessment methods. Specialty and elective courses span a wide range of instructional design, literacy, bilingualism/biliteracy, diversity, linguistics, special education, giftedness and other education-related courses.

Admission Requirements

The Ph.D. program is designed to augment an existing Master's degree or equivalent preparation. Admission is based on an overall evaluation of the candidate's undergraduate and graduate transcripts, GRE graduate school entry exam scores (ideally 1100+), TOEFL English language proficiency test scores if the student's native language is not English, written records demonstrating at least three years of full-time teaching or school-related experience, a statement of purpose and aspiration, three letters of recommendation, and faculty interviews.

Degree Requirements

Ordinarily, students must enroll in nine hours of coursework (i.e., three courses) per term in full-time residence through enrollment at SMU for the first two years of the program. With the assistance of their advisers (and dissertation committees), students develop programs of study tailored to their particular needs. However, all students share the same set of core requirements. Requirements for the doctoral degree encompass the 60 credit hours of coursework (including approved transfer credits), qualifying exams, a major area paper (often related to the future dissertation), evidence of teaching competency, dissemination of research (e.g., a conference presentation), a professional portfolio of the student's best work, advancement to the dissertation phase, formation of a dissertation committee, a dissertation with an oral defense and submission of a variation of the dissertation for possible publication. Students are expected to participate as assistants in extant research studies (often conducted in local school districts) as part of the research requirements of the program.

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. To qualify for the Ed.S., a student must 1) pass the qualifying exams, 2) complete 60 term hours, 3) write an acceptable major area paper, 4) make a conference presentation and 5) submit an acceptable professional portfolio.

Department of Teaching and Learning

Associate Professor Jill Allor, **Department Chair**

Professor: Patricia Mathes. **Associate Professors:** Deborah Diffily, Jiang (JoAnn) Lan, William Pulte, Ken Springer, Paige Ware. **Assistant Professor:** Hector Rivera. **Senior Lecturers:** Abigail Bartoshesky, Kathy Hargrove (associate dean), Barbara Morganfield. **Lecturers:** Julie Bore, Laurie Campbell, Caroline Kethley, Nancy Montgomery, Karen Vickery, Dara Williams-Rossi, Terri Sue Zerfas. **Clinical Assistant Professor:** Nancy Roberts.

DOCTOR OF PHILOSOPHY IN EDUCATION

The Annette Caldwell Simmons School of Education and Human Development offers a Ph.D. program that is available to qualified candidates in all of its departments, including the Department of Teaching and Learning. The program is ideal for students interested in a doctoral program with a teaching and learning orientation. The Ph.D. in education prepares students to understand, evaluate and conduct education research that will contribute to the improvement of student learning, teaching practices, services to special populations and, ultimately, to the improvement of all levels of education. The program's distinctive vision is to respond to the need for educational leaders who can provide data-based recommendations for educational policy and innovative new teaching and assessment practices. The program faculty is particularly effective in building student skills in reading and mathematics instructional design, improving education for special populations such as English language learners, and fostering quantitative methods of research as emphasized in a number of recent federal education initiatives and federal grant programs.

Admission Requirements

The Ph.D. program is designed to augment an existing Master's degree or equivalent preparation. Admission is based on an overall evaluation of the candidate's undergraduate and graduate transcripts, GRE graduate school entry exam scores (ideally 1100+), TOEFL English language proficiency test scores if the student's native language is not English, written records demonstrating at least three years of full-time teaching or school-related experience, a statement of purpose and aspiration, three letters of recommendation, and faculty interviews.

Degree Requirements

Ordinarily, students must enroll in nine hours of coursework (i.e., three courses) per term in full-time residence through enrollment at SMU for the first two years of the program. With the assistance of their advisers (and dissertation committees), students develop programs of study tailored to their particular needs. However, all students share the same set of core requirements. Requirements for the doctoral degree encompass the 60 credit hours of coursework (including approved transfer credits), qualifying exams, a major area paper (often related to the future dissertation), evidence of teaching competency, dissemination of research (e.g., a conference presentation), a professional portfolio of the student's best work, advancement to the dissertation phase, formation of a dissertation committee, a dissertation with an oral defense and submission of a variation of the dissertation for possible publication. Students are expected to participate as assistants in extant research studies (often conducted in local school districts) as part of the research requirements of the program.

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. To qualify for the Ed.S., a student must 1) pass the qualifying exams, 2) complete 60 term hours, 3) write an acceptable major area paper, 4) make a conference presentation and 5) submit an acceptable professional portfolio.

MASTER OF BILINGUAL EDUCATION

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript that shows academic work in higher education with a minimum 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting the 3.0 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam score, as a justification for admission.
3. Proficiency in Spanish or in another language, such as Vietnamese or Chinese, used in a bilingual education program in Texas.
4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from those who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from the principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.
7. For international students applying from countries where English is not the native language, official scores (earned within the previous five years) on the TOEFL English language proficiency test are required. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.B.E. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at

the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

Degree Requirements

Students must complete 36 graduate-level credit hours in one of two degree plans: the Traditional Plan or the Gifted and Talented Focus Plan.

The Traditional Plan requires completion of core courses (12 credit hours) and five courses in the specialization (15 credit hours). The core courses are EDU 6304, 6305, 6315 and 6322. The specialization courses include: EDU 6312, 6317, 6319, 6321 and 6339. One course in English as a second language is also required: EDU 6320 or 6390. Students in the Traditional Plan must choose an additional six credit hours of electives.

The Gifted and Talented Focus Plan requires completion of core courses (12 credit hours). Its specialization requires 12 credit hours: EDU 6312, 6319, 6321 and 6339. Four gifted and talented courses are required: EDU 6325, 6347, 6388 and 6397.

Beginning with students who enter the program in the summer of 2008, all students will be required to pass a comprehensive examination before graduation. Details about this examination are on the M.B.E. program website.

MASTER OF EDUCATION

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

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting this requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam score, as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service are required. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.

Degree Requirements

Students must complete 36 or 38 hours of graduate study within six years of beginning the program. All students must take the following core courses: EDU 6304, 6305, 6315 and 6322. In addition, they also must complete either 1) 12 or 14 hours in a specialization area (such as reading, mathematics, bilingual education or gifted education) and 12 hours of EDU electives, or 2) two 12-hour specialization areas.

Beginning with students who enter the program during the summer of 2008, all students will be required to pass a comprehensive examination before graduation. Details about this examination are on the M.Ed. program website.

MASTER OF EDUCATION IN READING AND WRITING

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

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam score, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service are required. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.

Degree Requirements

Students must complete 38 hours of graduate study within six years of beginning the program. All students must take the same sequence of courses, including 12 hours of core courses (EDU 6304, 6305, 6315 and 6322) and 26 hours of reading and writing courses.

Beginning with students who enter the program during the summer of 2008, all students will be required to pass a comprehensive examination before graduation. Details about this examination are on the M.Ed. program website.

MASTER OF EDUCATION WITH CERTIFICATION

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

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

Admission Requirements

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

1. A baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 (transcripts required). Students whose GPA falls below 3.0 must also submit GRE graduate school entry exam scores.
2. For those seeking secondary and middle-level certification, a minimum of 24 hours in at least one teaching field that qualifies for certification under State Board for Educator Certification rules and in an area in which SMU certifies secondary teachers.
3. Three letters of recommendation. (Letters should come from individuals who can attest to such qualities as professionalism, work habits, responsibility and, when possible, effective work with children and youth.)
4. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.

5. Submission of required affidavit indicating fitness for a teaching career.
6. Attendance at required orientation session for the cohort.

Degree Requirements

Students must complete 36 hours of graduate study. All students must take EDU 6322, 6302, 6304, 6303 and 6327, and either EDU 5375, 5376 Internship I and II, or EDU 5373, 5374 Student Teaching. All students must take three field experience courses (EDU 5121, 5122 and 5123 for EC–grade six, or EDU 5124, 5125 and 5126 for middle school and high school). In addition, EC–grade six students must take EDU 6326, 6327, 6329 and 6336; students pursuing middle school or high school certification must take EDU 6305, 6324, 6328 and 6366.

All students will be required to pass a comprehensive examination before graduation. Details about this examination are on the M.Ed. with Certification program website.

MASTER OF MUSIC IN MUSIC EDUCATION

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

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

Admission and Degree Requirements

Contact the Meadows School of the Arts.

Contact information

Doctor of Philosophy in Education
PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/EducationPhD

Master of Bilingual Education
PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/MBE

Master of Education
PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/MEd

Master of Education With Certification
PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/MasterEdCert

Master of Music in Music Education
PO Box 750356
Dallas TX 75725-0356
214-768-3765
smu.edu/Meadows/music

POST-BACCALAUREATE TEACHER CERTIFICATION

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

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

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

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

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

Post-Baccalaureate Certification Entrance Requirements

Before enrolling in the Teacher Certification Program, all post-baccalaureate students must provide the following:

1. Official transcript showing degree awarded with an overall GPA of 2.5. Transcripts from countries outside the United States must be accompanied by official evaluations by a recognized U.S. evaluation agency.
2. A letter of reference.

3. One of the following: (a) a passing score on the Texas Higher Education Assessment, with a minimum reading score of 260, a minimum writing score of 220 and a minimum mathematics score of 230; (b) an SAT score of at least 1070, with a score of 500 or better on each of the reading and mathematics assessments; or (c) an ACT score of at least 23. Test scores that are more than 5 years old will not be accepted.
4. Submission of the required affidavit indicating fitness for a teaching career.
5. For international students applying from countries where English is not the native language, scores on the TOEFL English language proficiency test are required.
6. A written essay.

CERTIFICATION GRADE LEVELS

Early Childhood–Grade 6

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

Certification Requirements

Candidates must complete all of the following courses with an overall *B* average: EDU 5327, 5355, 5357, 5358, 5318, 5331, 5349, 5121, 5122 and 5123. All of these courses must be completed before enrolling in student teaching courses (EDU 5363 and 5364) or internship courses (EDU 5385 and 5386). To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards EC–Grade 6 Generalist exam and TExES EC–Grade 6 Pedagogy and Professional Responsibilities exam. In addition, all requirements – seven classroom-based courses, three field experience courses, satisfactory student teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Annette Caldwell Simmons School of Education and Human Development will recommend a student for certification. Prospective teachers must also pass a criminal-record check with the State Board for Educator Certification.

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

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

Certification Requirements

Candidates should contact the Department of Teaching and Learning advisers to determine the field(s) that their undergraduate coursework prepares them to teach. The following education courses are also required: EDU 5335, 5336 and 5337, 5368 and 5369, 5366 and 5367, 5315, 5371, 5348, 5124, 5125, and 5126. All of these courses must be completed with an overall *B* average before enrolling in the student teaching courses (EDU 5373 and 5374) or the internship courses (EDU 5375 and 5376). To be certified to teach in Texas, students must pass the Texas Examinations of Educator Standards Pedagogy and Professional Responsibilities exam and the TExES content (teaching field) test. In addition, all requirements – seven classroom-based courses, three field-experience courses, satisfactory

student teaching or internship experiences, and passing scores on the appropriate TExES tests – must be fulfilled before the Annette Caldwell Simmons School of Education and Human Development will recommend a student for certification. Prospective teachers must also pass a criminal-record (fingerprint) check with the State Board for Educator Certification.

All-Level Music

In addition to meeting the requirements for a major in music, students in an all-level music certification program must complete a total of 12 hours in education courses, including six hours in student teaching. Students seeking music certification should consult with their advisers in the Meadows School of the Arts for the courses they must take.

All-Level Theatre Arts

In addition to meeting the requirements for a major in theatre, students in an all-level theatre arts certification program must complete a total of 12 hours in education courses, including six hours in student teaching. Students seeking theatre arts certification should consult with their advisers in the Meadows School of the Arts for the courses they must take.

BILINGUAL EDUCATION

Preparation for Supplemental Certification

SMU offers four courses (three credits each) for certified teachers interested in earning the Texas Supplemental Certification in Bilingual Education. This certification is required for teachers who work with students who do not speak English as their native language. The required 12 hours of coursework may be applied to the Master of Bilingual Education program or to the M.Ed. program, pending acceptance into the program. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Admission Requirements

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting this requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam score, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service are required. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This

should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.
7. A Texas teaching certificate and three years of experience are required to be eligible to sit for the Texas certification exam.

Certification Requirements

Candidates must complete the following courses: EDU 6320, 6321, 6339 and 6312. Upon completion of the coursework, candidates must also pass the Texas Examinations of Educator Standards exam in bilingual education and the Texas Oral Proficiency Test for language proficiency.

ENGLISH AS A SECOND LANGUAGE

Preparation for Supplemental Certification

The ESL program includes the four courses that are required for English as a Second Language Certification. These four courses (12 credit hours) may also be applied toward SMU's 36-credit-hour M.Ed. (pending acceptance into the program) with a specialization in ESL. In addition to completing the required coursework, candidates must pass the appropriate tests for supplemental certification in Texas.

Admission Requirements

Applicants must supply the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting this requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam score, as a justification for admission.
3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service are required. The minimum score for admission is 550 on a pencil-and-paper test

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

4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.

Certification Requirements

Candidates must complete the following courses: EDU 6312, 6315, 6320 and 6390. They must also pass the ESL Certification exam.

GIFTED EDUCATION

Preparation for Supplemental Certification

The Gifted Students Institute (described previously in this catalog) offers four graduate courses, all through the Department of Teaching and Learning, that prepare teachers for the Texas Examinations of Educator Standards gifted certification test. The four three-credit-hour courses taken in their ideal sequence are EDU 6325, 6397, 6347 and 6388, all of which may be applied to the specialization module of SMU's 36-credit-hour M.Ed. program, pending acceptance into the program.

Admission Requirements

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

1. A completed application form.
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 degree completed) and an overall GPA of 3.0 or better. Transcripts from countries outside the United States must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency.
3. A copy of the applicant's Texas teaching certificate.
4. A copy of the applicant's service record. (Some programs require specific numbers of years of experience.)
5. Three letters of recommendation, including one from a principal or direct supervisor.
6. A $75 nonrefundable application fee payable to SMU.

Certification Requirements

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

LEARNING THERAPY CERTIFICATE

SMU's Learning Therapy program is a 24-hour professional certificate program for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Program participants are trained in the structures of written English, multisensory teaching methods, and sequential procedures for teaching written-language skills and learning strategies. The program requires two years of graduate study, extensive practicum teaching hours, seminars and clinical teaching hours. The first 12 credit hours of the program comprise the Teaching Level Certificate Program. All of the courses are designed to develop the knowledge and skills prescribed by the national Academic Language Therapy Association and the International Multisensory Structured Language Council, which accredits courses that prepare individuals in the use of multisensory structured language education programs. The Learning Therapy program also administers the Diagnostic Center for Dyslexia and Related Disorders, which is described in the Client Services section below.

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

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

Admission Requirements

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

1. A formal application with the $75 nonrefundable application fee.
2. An official transcript from the school that awarded the applicant's baccalaureate degree; the transcript must show both degree status (such as Bachelor's completed) and an overall GPA of 3.0 or better.
3. A personal statement of goals that reflects an interest in learning and motivation for becoming an academic language therapist.
4. A written summary of work experience.

Certification Requirements

Students must successfully complete introductory coursework as well as a minimum of 200 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board. The first-year required courses include EDU 6330, 6331, 6231, 6101, 6102 and two electives. The second-year required courses include EDU 6332, 6333, 6233, 6103, 6104 and two electives. Students must take a minimum of four electives courses during the program. Elective courses include EDU 6105, 6106, 6107, 6109, 6110, 6115, 6116, 6117 and 6134.

MASTER TEACHER PROGRAMS

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

Universities offering these programs must be approved by SBEC and must have programs aligned with the competencies tested on the various certification examinations. In keeping with the goal of the Annette Caldwell Simmons School of Education and Human Development to develop teacher leaders and to lead in research-based instruction, SMU applied for and received approval to offer these four programs. The course competencies in all four programs are based on the Texas Essential Knowledge and Skills and Texas Assessment of Knowledge and Skills standards. Instruction in the courses is grounded in the latest research in mathematics, reading, science and technology. In each program, state master teacher standards are fully integrated into coursework through demonstrations and participation. Students should expect "hands-on" fieldwork in each of the programs. The graduate-level courses provide content and pedagogy at a high level for serious students who want to increase their expertise in one or more of these content areas.

SMU offers programs of study for the master mathematics teacher, master reading teacher, master science teacher and master technology teacher. Each program consists of four three-hour credit courses with the master reading teacher requiring an additional two hours of field experience courses. Educators may choose these programs as "stand-alone" certifications, or the credit hours can be applied to the specialization requirement of the M.Ed. degree, pending the student's acceptance into the M.Ed. program. Admission to a master teacher program does not guarantee admission to the Master's degree program. Alternatively, educators initially admitted to the M.Ed. program may select courses from the master teacher programs as electives.

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

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.0 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting this requirement must request an exemption in writing and provide other qualifications, such as long-term experience, expertise in a related specialized field or a satisfactory GRE graduate school entry exam core as a justification for admission.

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service are required. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does **not** qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
4. A completed application and a $75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
5. Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.
6. Demonstration of competence in speaking and writing the English language and the ability to think critically. These competencies will be demonstrated through the submission of a Masters' Program Admission Essay. Applicants from the Dallas-Fort Worth metroplex will come to the main campus of SMU to write the essay. Applicants from outside the metroplex should contact the Department of Teaching and Learning (214-768-2346) to arrange a proctored writing sample. Satisfactory completion of an interview with one or more faculty members of the Annette Caldwell Simmons School of Education and Human Development may be required.
7. A Texas teaching certificate and three years of experience are required to be eligible to sit for the Texas certification exam.

Specific details for each master teacher program are as follows:

Master mathematics teacher requirements: EDU 6379, 6380, 6381 and 6382. Each course includes field experiences. Courses are "stand-alone" and may be taken in any order. No course has a prerequisite.

Master reading teacher requirements: EDU 6340, 6141, 6363, 6142, 6323 and 6311. Each course includes field experiences. Courses must be taken in the order above. A new MRT cohort begins in the fall term of each academic year. The courses include issues related to reading acquisition, second language learners, reading difficulties, and disabilities and dyslexia.

Master science teacher requirements: EDU 6370, 6371, 6372 and 6373. Each course includes field experiences. While courses are "stand-alone" and may be taken in any order, it is advised that EDU 6370 be taken prior to EDU 6371. (Both are physical science courses.)

Master technology teacher requirements: EDU 6384, 6385, 6386 and 6387. Each course includes field experiences. Courses combine online and face-to-face experiences.

Contact information

Post-Baccalaureate Teacher Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/teacher_prep

Bilingual Education Supplemental Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/BilingualSupplementalCertification

English as a Second Language Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/ESLcertification

Gifted Education Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/gifted

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

Master Mathematics Teacher Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/MMT

Master Reading Teacher Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/MRT

Master Science Teacher Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/MST

Master Technology Teacher Certification
PO Box 750381
Dallas TX 75275-0381
214-768-2346
smu.edu/MTT

PROFESSIONAL DEVELOPMENT

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

Advanced Placement Summer Institute

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

Music Educators Summer Workshop

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

Contact information

Advanced Placement Summer Institute
PO Box 750382
Dallas TX 75275-0382
214-768-7245
smu.edu/AdvancedPlacement

Music Educators Summer Workshop
PO Box 750356
Dallas TX 75725-0356
214-768-3765
smu.edu/Meadows/music

CLIENT SERVICES

The Diagnostic Center for Dyslexia and Related Disorders
smu.edu/reading

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

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

Contact information

The Diagnostic Center for Dyslexia and Related Disorders
5236 Tennyson Pkwy., Suite 108
Plano TX 75024
214-768-7323
smu.edu/reading

The Center for Academic Progress and Success
smu.edu/CAPS

The Center for Academic Progress and Success offers tutoring services for school-age children who are experiencing difficulty with reading, vocabulary development, writing, mathematics and spelling. The tutoring methods and tools used at CAPS have been designed and tested by researchers from the University's nationally renowned Institute for Reading Research. Tutoring sessions are individualized, providing one-on-one instruction that is explicit, intensive and specifically designed to address learning differences and disabilities in children.

Contact information

The Center for Academic Progress and Success
Expressway Towers
6116 N. Central Expressway, Ste. 190
Dallas TX 75206
214-768-7247
smu.edu/CAPS

EDUCATION COURSES

(credit bearing only)

EDU 5100, 5200, 5300. Special Topics. This course allows students to work on a personalized system of instruction. Most of the work in this course is to be done as an independent study.

EDU 5121, 5122, 5123. Field Experience I, II, III. This course gives students opportunities to work in appropriate school settings. EDU 5121 Field Experience I allows students to observe a functioning classroom. EDU 5122 Field Experience II concerns special populations. EDU 5123 Field Experience III allows students to shadow a teacher in preparation for student teaching.

EDU 5124, 5125, 5126. Field Experience I, II, III. This course gives students opportunities to work in appropriate school settings. EDU 5124 Field Experience I allows students to observe a functioning classroom. EDU 5125 Field Experience II concerns special populations. EDU 5126 Field Experience III allows students to shadow a teacher in preparation for student teaching.

EDU 5318. Formative and Summative Assessment. This course is an explanation and practice of formal and informal assessment strategies and how assessment outcomes should inform instruction and be shared with families.

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

EDU 5331. Content Area Studies for Elementary School. This course is an exploration of science, social studies, art, music, drama and physical education content for early childhood through grade six students and effective teaching strategies for each content area.

EDU 5335. Adolescent Development and Cognition. This course focuses on theory of adolescent growth and development and its application in the classroom. The study of how adolescents learn and the conditions under which they learn best guides this course.

EDU 5343 (CCPA 5301). Leadership Theories and Practices. This course is an examination of the theories and skills necessary for the development of effective leadership. It includes opportunities for evaluating leaders and leadership behavior in a variety of contexts.

EDU 5348. Introduction to Diverse Learners. This course is a study of diversity, multicultural concepts and inclusion and an exploration of issues, policies and professional practice relevant to teaching.

EDU 5349. Learning Environment and Professionalism (Early Childhood–Grade 12). This course focuses on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

EDU 5355. Teaching Mathematics in Elementary School. This course evaluates learning materials and teaching methods focusing on knowledge and skills required for early childhood through grade six students.

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

EDU 5358. Conventional Literacy. This course introduces theories, practices and materials for teaching reading/writing in primary grades. All literacy classes require field experiences in local schools.

EDU 5363, 5364. Student Teaching: Early Childhood–Grade 6. This course requires a 15-week assignment in an elementary school that has a diverse student population. The course includes a seminar on campus every two weeks.

EDU 5367. Creating Successful Classrooms. This course allows students to examine current research that promotes student-centered teaching and constructivist practices. Various teaching and learning strategies of teaching in effective classrooms are the focus of the course.

EDU 5371. Secondary Instruction: Content Area Methods. This course helps students refine content knowledge, methods and strategies specific to their content area and level of certification.

EDU 5373, 5374. Student Teaching. This course requires a 15-week assignment in a middle/high school that has a diverse student population. The course includes a seminar on campus every two weeks.

EDU 5375, 5376. Internship I, II: High School/Middle School. This course requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 5385, 5386. Internship I, II: Early Childhood–Grade 6. This course requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 6100. Independent Study. This course allows students to work on a personalized system of independent study.

EDU 6101, 6102, 6103, 6104. Practicum Experience. This course provides the opportunity for clinical teaching and therapy practices. Clinical teaching reports and therapy demonstrations are required. Each student is assigned an adviser to answer questions and provide support and guidance. (Learning Therapy only)

EDU 6105. Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond. This course presents an in-depth outline of steps for early identification of dyslexic students. This identification involves more than administering a battery of tests. A team approach, involving persons with information regarding the students, is integral to the identification process. Central to the team are knowledgeable classroom teachers. Early identification as a key to successful remediation is also discussed, including current research that shows this can be accomplished for children as young as 5 years of age, before they experience real failure.

EDU 6106. Advanced Learning Disabilities (Project Read: Written Expression). This course examines Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The *Framing Your Thoughts: The Written Expression Strand* curriculum delineates a process for expressing thoughts in written form. Abstract concepts of sentence construction and word function are developed concretely with symbols.

EDU 6107. Study of Psycholinguistics (Project Read: Reading Comprehension – Report Form and/or Story Form). This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The *Reading Comprehension* curriculum, which presents the underlying structure and format of language in both expository and narrative forms, is also explored. This strand is divided into report-form (expository) and story-form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6108. Colloquium: Structured Accelerated Language Training. This course presents techniques for modifying academic language therapy – from word attack to reading comprehension, organizing and extending thoughts for written expression, and improving handwriting skills.

EDU 6109. Seminar/Practicum Curricular Issues: WorkSmart. This course explores WorkSmart, a strategy for increasing dyslexic students' self-esteem and advocacy competencies. It is 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. Adapted Learning Therapy (Automaticity and Rate). This course outlines explicit suggestions for helping students develop proficient decoding (reading) and encoding (spelling) skills to a level of automaticity that does not require conscious thought or effort. It also offers pointers on how students can be taught to understand how different kinds of text are organized, as well as repertoire of strategies for understanding these texts.

EDU 6111. Dyslexia Teaching Level 2 and 3. This course is an instruction in levels two and three of the EDMAR *Educational Services Multisensory Teaching Approach* curriculum. Focus is on cognitive and linguistic structure of written language and writing in phonetic concepts related to reading and spelling. (Learning Therapy only)

EDU 6112. Dyslexia Teaching Level 4 and 5. The course focus is on the cognitive and linguistic structure of written language and writing in phonetic concepts related to reading and spelling. (Learning Therapy only)

EDU 6115. Early Language Development (Phonological Awareness). This course explores current research that confirms that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even smaller units called phonemes. Since few preschoolers spontaneously attain phonemic awareness, this course teaches appropriate activities to help build these skills by engaging preschoolers in activities that draw their attention to the existence of phonemes in spoken words.

EDU 6116. Topics in Learning Therapy (Procedures and Measures for Assessing Students for Dyslexia). This course serves as a guide for developing a referral, assessment and placement process for identifying the student with dyslexia. Time is devoted to analyzing all existing information on the student, including formal test results, in order to make an educational identification of dyslexia. In addition, this course focuses on accommodations, modifications and teaching strategies that may be used for the dyslexic student in the regular classroom.

EDU 6117. Project Read: Report Form. This course focuses on Project Read/Language Circle, an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The *Reading Comprehension* curriculum presents the underlying structure and format of language in both expository and narrative forms. This strand is divided into report-form (expository) and story-form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.

EDU 6134. Survey of Learning Strategies. This course emphasizes learning styles and processes, as well as organized patterns and cognitive development of the dyslexic student. Survey study skills and learning strategies used in the classroom or in clinical practice are discussed.

EDU 6200. Independent Study. This course allows students to work on a personalized system of independent study.

EDU 6231. Early Language Development. This course provides a continuation of instruction in introductory levels of the curriculum. Techniques and procedures previously introduced are refined and systems of record keeping and progress reporting are discussed. (Learning Therapy only)

EDU 6233. Advanced Course C, Advanced Cognitive and Linguistic Structures of Written Language, Part III. This course is a continuation and completion of instruction in advanced levels of curriculum. Students acquire more sophisticated therapy techniques, including transition and closure, and review record keeping and student progress measurement. Also included is discussion of professional dyslexia-related organizations. (Learning Therapy only)

EDU 6302. Design and Assessment of Learning. This course is a review of research and practice in learning theory, instructional design and assessment strategies. Students are required to investigate studies supporting "best practices" in the classroom.

EDU 6303. Learning Environment and Professionalism. This course is an 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 practices in classroom management and professional development.

EDU 6304. Interpreting Educational Research. This course teaches educators how to understand and critically evaluate educational research. Topics include a review of basic statistics, introduction to experimental design and procedure, and ethics in research. The emphasis throughout the course is on application through the study of current research articles in education.

EDU 6305. Differentiated Instruction. This course introduces assessment and curriculum design concepts that facilitate differentiation by studying design principles for assessment and using data to plan and implement differentiation of learning processes and student products.

EDU 6307. Mexican and Mexican-American Literature. This course broadens students' conceptual knowledge of the Mexican civilization and helps students develop a stronger understanding of Hispanic values and traditions. Mexican and Mexican-American literature are analyzed from linguistic, cultural and pedagogical perspectives. Readings, informal lectures, class discussion and individual projects are included. Much of the class lecture and discussion takes place in Spanish, and knowledge of Spanish is required.

EDU 6310. Philosophical Ideas in Education. This course reviews a variety of educational philosophies, past and present, that drive educational practice. Primary focus is on those philosophies that have most influenced American education and on the development of a personal philosophy of education to guide everyday practice in school.

EDU 6311. Literacy Consultation. This course presents the most current understanding of literacy consultation and coaching. The purpose of this course is to prepare teachers and other specialists to provide professional consultation and coaching to their peers to support the reading development of all students in the school. *Prerequisites:* EDU 6340 and 6363. All literacy classes require field experiences in local schools.

EDU 6312 (ANTH 6311). Applied Linguistics. This course provides an introduction to basic concepts in linguistics and their application in meeting practical educational goals. It includes an emphasis on first and second language learning.

EDU 6313. Spanish for Bilingual Teachers. This course helps teachers improve their oral and aural skills in Spanish through in-class activities and through projects and assignments. Guest lecturers from the Hispanic community provide opportunities to experience the

diversity of Hispanic cultures and language. Course assignments facilitate the acquisition of the social and academic vocabulary necessary to work with students and families whose first language is Spanish. Much of the class lecture and discussion takes place in Spanish, and knowledge of Spanish is required.

EDU 6314. Practicum Gifted/Talented. This course is a practicum experience, and two years of successful classroom teaching experience in an approved program for gifted and talented students is required for endorsement. Students in this course meet regularly with a faculty member to develop and enhance skills in teaching the gifted.

EDU 6315. Diverse Learners. This course introduces students to different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social-class and cultural groups. The course provides strategies to make teaching more effective in increasingly diverse schools. Some sections of this course require Spanish proficiency.

EDU 6317. Culture and Community in Education. This course examines relationships between schools, families and communities from various research perspectives. It 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. Special Problems. This course is a guided reading and research course.

EDU 6319. Fundamentals of Bilingual Education. This course offers an examination of the history and implementation of various bilingual education program models. Particular attention is given to research of bilingual program models and issues related to recruitment, training and retention of bilingual education teachers.

EDU 6320. Language Teaching Research, Theory and Practice. This course introduces the methodology of second language instruction, with an emphasis on current research and theory of language acquisition and teaching. English as a Second Language program designs are reviewed, and classroom applications and assessments are discussed in the context of specialized ESL classrooms.

EDU 6321. Bilingualism/Biliteracy. 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. Much of the class lecture and discussion takes place in Spanish, and knowledge of Spanish is required.

EDU 6322. Educational and Behavioral Psychology. This course is an advanced survey of areas in psychology with direct application in schools and the educational process, including developmental psychology, learning and the brain, motivation and motivational change, and the theory and practice of testing. The emphasis is on application to real-world problems.

EDU 6323. Literacy Assessment. This course presents the most current understanding of literacy development and assessment based on recent research. The course focuses on formal and informal literacy assessment procedures at the elementary, middle and high school levels. Emphasis is on gathering and interpreting assessment information for making instructional decisions. *Prerequisites:* EDU 6340 and 6363. All literacy classes require field experiences in local schools.

EDU 6324. Content Methods. This course allows students to study teaching strategies specific to content areas and levels of certification. It includes the examination of research promoting content literacy. In-depth reading assignments unique to content areas of specialty are required. Fieldwork is included as part of this course.

EDU 6325. Educating the Gifted and Talented. 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. This course is an exploration of science, social studies, art, music, drama and physical education content for prekindergarten–grade four students, including 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.

EDU 6327. Learning to Read and Write. This course is designed for the elementary cohort members of the Master of Education with Certification program. This course introduces research, practices and materials for teaching reading/writing in grades prekindergarten–grade one. All literacy classes require field experiences in local schools.

EDU 6328. Strategic Teaching. This course examines a variety of instructional strategies proven to engage learners in the middle and high school learning environment and gives students an opportunity to practice developing skills in communication and facilitating learning.

EDU 6329. Early Childhood–Grade 6 Math. This course is an evaluation of learning materials and teaching methods in mathematics focusing on the knowledge and skills required for prekindergarten through grade six students. Study of the research in mathematics concept development is required.

EDU 6330. Survey of Dyslexia and Related Learning Disabilities. This course offers an introduction to language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. It also includes a study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Practicum opportunities are included along with an introduction to curriculum level I. (Learning Therapy only)

EDU 6331. Cognitive and Linguistic Structures of Written Language. This course provides instruction in the teaching of curriculum level II. It focuses on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. It also examines the historical development of English and its relevance to language disabilities. (Learning Therapy only)

EDU 6332. Advanced Cognitive and Linguistic Structures of Written Language, Part I. This course offers an overview of advanced dyslexia instruction. It also introduces upper levels of the curriculum and begins instruction in the more complex aspects of the English written code. (Learning Therapy only)

EDU 6333. Advanced Cognitive and Linguistic Structures of Written Language, Part II. This course is a continuation of EDU 6332. Previously developed procedures and techniques are refined, and phonetic irregularities and semantic and syntactic structures are examined. (Learning Therapy only)

EDU 6336. Reading and Writing to Learn. This course is designed for the elementary cohort members of the Master of Education with Certification program. This course introduces research, practices and materials for teaching reading and writing in grade two–grade six. All literacy classes require field experiences in local schools. *Prerequisite:* EDU 6327.

EDU 6337. Teaching Native Spanish Speakers. This course is a review of methods and materials for the teaching of mathematics in bilingual education programs. The transition from native language instruction to instruction in English is examined.

EDU 6339. Bilingual Content and Instruction. This course is designed for students who will be teaching in bilingual education classrooms or administering bilingual education programs. Class participants review current research in reading in the content areas and strengthen their knowledge in critical content vocabulary and mechanics of spelling and writing in Spanish. Much of class lecture and discussion takes place in Spanish, and knowledge of Spanish is required.

EDU 6340. Literacy Acquisition. This course presents the most current understanding of early reading acquisition based on recent research. The course focuses on learning experiences that students need to acquire fundamental reading skills, typically learned in prekindergarten through second grade. Specifically, the class focuses on the theory, research base

and application of specific procedures for designing and delivering reading and language arts instruction to students, including those who have disabilities or are dyslexic, second language learners, and/or advanced learners. All literacy classes, including EDU 6340, require several field experiences in local schools.

EDU 6347. Creativity: Theories. This course surveys the concept of creativity. Topics covered include instruments and techniques for identifying creativity, theories and models of creativity, techniques for creativity enhancement, futuristics, and challenges unique to creative persons.

EDU 6363. Advanced Literacy Development. This course presents the most current understanding of advanced literacy development based on recent research. The course focuses on the learning experiences students need to be successful in school and in later life. Specifically, the course focuses on the theory, research base and application of specific procedures for designing and delivering reading and language arts instruction to upper elementary and secondary students, including those who have disabilities or are dyslexic, second-language learners, and/or advanced learners. *Prerequisite:* EDU 6340. All literacy classes require field experiences in local schools.

EDU 6370. Physical Science: Chemistry. This course focuses on developing models of effective instructional strategies designed to promote student learning and understanding of science concepts and processes. Practical methods for demonstrating, using models, planning laboratory experiences, and managing science equipment and safety concerns are developed and discussed. Current issues in science education are addressed. Modules include connection through time, the nature of science, science in school and issues in science education.

EDU 6371. Life Science. This course involves participants in several activities especially designed to help them achieve an understanding of current research pertaining to concepts in life science as defined in the grade four–grade eight *Texas Essential Knowledge and Skills* curriculum. Topics focus on developing models of effective instructional strategies designed to promote student learning and understanding of science concepts and processes. Practical methods for demonstrating, using models, planning laboratory experiences, and managing science equipment and safety concerns are developed and discussed. Modules include levels of organization of living organisms; changes in living systems: heredity and reproduction; changes in living systems: evolution and diversity; and environment, genetics and time.

EDU 6372. Physical Science: Physics. This course involves participants in several activities especially designed to help them achieve an understanding of current research pertaining to concepts in physical science as defined in the grade four–grade eight *Texas Essential Knowledge and Skills* curriculum. Topics focus on developing models of effective instructional strategies designed to promote student learning and understanding of science concepts and processes. Practical methods for demonstrating, using models, planning laboratory experiences, and managing science equipment and safety concerns are developed and discussed. Modules include matter, chemical reactions, force and motion, and energy and energy transformations.

EDU 6373. Earth and Space Science. This course involves participants in several activities especially designed to help them achieve an understanding of current research pertaining to concepts in Earth and space science as defined in the grade four–grade eight *Texas Essential Knowledge and Skills* curriculum. Topics focus on developing models of effective instructional strategies designed to promote student learning and understanding of science concepts and processes. Practical methods for demonstrating, using models, planning laboratory experiences, and managing science equipment and safety concerns are developed and discussed. Modules include Earth in space and time; Earth structures; dirt; rocks; fossils; and Earth systems.

EDU 6379. Numerical Reasoning: Numbers and Operations. This course covers topics including number systems and their properties: integers, rational numbers and irrational numbers; decimal representation; complex numbers; using numbers in everyday life; recurrence relations; mathematical induction; symbolic logic, proofs and invalid arguments; prime numbers; the fundamental theorem of arithmetic; greatest common divisors; least common multiple; division algorithm; Euclidean algorithm; and problem solving.

EDU 6380. Algebraic Reasoning and Patterns. This course discusses functions: linear, quadratic, polynomial, rational, trigonometric, exponential and logarithmic; properties and graphs of functions: symmetry, intercepts, one-to-one and invertibility; applications of functions in everyday; life-exponential growth and decay; sequences and series; rates of change; calculus: area and volume; and problem solving.

EDU 6381. Geometry and Measurement. This course delves into Euclidean geometry: axioms and proofs, lines, and triangles; trigonometric functions and the study of transformations-translations; and rotations, reflections, dilations and symmetry. The curriculum also covers coordinate geometry, vectors and matrices, non-Euclidean geometry and problem solving.

EDU 6382. Everyday Mathematics: Probability and Statistics. This course focuses on methods of representing and analyzing data, measures of central tendency, and measures of dispersion. Additional areas of study concentration include discrete and continuous random variables; combinations and permutations; random samples and analyzing samples; binomial, geometric and normal distributions; and problem solving.

EDU 6384. Teaching and Learning With Technology. This course introduces participants to various learning styles and models of instructional design and development. Participants learn to integrate technology effectively in order to achieve learning objectives and to meet the varied learning needs of all learners. Students learn how to 1) prepare a lesson plan that incorporates effective instructional design and various technology tools that address students with various learning styles, 2) design a survey that assesses students who have special learning needs and recommends technology solutions to meet those needs and 3) build a webpage that can serve as a resource tool for a classroom. Other topics include the fundamentals of technology, hardware, software and network; technology-based instructional tools, including those that are commonly used in assistive technology; effective instructional design that addresses learning styles, teaching strategies and technology; accessing and evaluating information technology resources; technology-based classroom management and communication; and resources and applications of assistive technology and universal design.

EDU 6385. Technology-Related Instructional Assessment. This course helps participants develop an understanding of the fundamentals of qualitative and quantitative assessment using technology-based applications. The course covers instructional assessment models and strategies; the fundamentals of assessment, including quantitative vs. qualitative, bias, reliability and validity, and benefits and limitations; technology-based assessment applications such as spreadsheets, databases, grade books, quizzes, rubrics, online surveys, graphs and charts; the design of projects and portfolios using performance-based assessment; formative and summative evaluations; the use of data for instructional planning and improvement; and the use of technology-based applications to assess the effectiveness of student learning and to assist in classroom management.

EDU 6386. Multimedia Design and Development for Educators. This course helps students learn to design, develop and use interactive media and multimedia – such as audio, video, animation, graphics, hypertext and still media – for instruction. Activities include information literacy; digital media (such as video, audio and animations) design and production; the instructional design and delivery of digital media; managing, organizing, storing and securing digital information; information acquisition and evaluation strategies; advanced Web authoring; podcasting, instant messaging, tablets and other emerging mobile technologies; and technology-related legal, ethical and societal issues. *Prerequisite:* EDU 6384.

EDU 6387. Research and Professional Development in the Information Age. This course allows participants to research issues and trends in technology-related instruction and learn how technology in the workplace has changed the environment. Course topics and activities include technology standards for teachers and students; using the Internet for research and evaluating the validity of its information; the fundamentals of mentoring, coaching and leadership in employing technology as a change agent; effective communication and facilitation strategies; using technology-based communication tools in research and professional development (such as e-mail, synchronous/asynchronous communications, chat, LISTSERV, weblogs, video conferencing, podcasting and online meetings).

EDU 6388. Curriculum Development for Gifted and Talented Learners. This course builds the foundation for development of differentiated curricula for the gifted. Students study effective teaching strategies, learn how to adapt curriculum for individual differences, and 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. This course allows students to work independently with an instructor on a targeted topic.

EDU 6390. Classroom Instruction and Assessment for Language Learners. This course focuses on classroom applications of English as a second language teaching and learning. Students examine factors that influence English language and literacy development and develop instructional approaches and pedagogical materials that meet the needs of English language learners.

EDU 6397. Growth and Development of the Gifted. This course examines the differentiated affective characteristics and needs of the gifted, including a review of general counseling theories, effective communication skills with the gifted and the assessment of affective needs. Students develop strategies for assisting the gifted and enhancing social and interpersonal skills. Issues surrounding the potential of the gifted to achieve and make significant contributions to society as a whole are reviewed.

EDU 7313. Advanced Assessment. This course focuses on theories and methods of evaluating and designing assessments (such as tests, scales, questionnaires, surveys and observations) for a broad range of uses in educational research and for clinical evaluations in special education and psychology. Other topics include psychometric methods, classical and item-response theory, statistics used in reliability and validity of tests, and reviewing published tests.

EDU 7314. Advanced Multivariate Statistics. This course is a continuation of EDU 7312, including multiple regression, discriminant function, canonical correlation, basic structural equation modeling, factor analysis and hierarchical linear models; other methods used in research and assessment by visiting lecturers or guest speakers; and computer applications.

REQUIRED NON-EDU COURSES

These non-EDU courses are required by some of SMU's teacher education programs.

ANTH 6306. Anthropology and Education. This course focuses on the anthropological approach to the study of schools and how an anthropological framework can provide insight into the nature of education and classroom interaction. In addition, the development of education in its cultural, economic, political, religious and social contexts is examined. Special consideration is given to bilingual and bicultural (and multicultural) education in the United States, in Mexico and elsewhere in the Americas.

ANTH 6347. Mesoamerican Ethnology. This course examines the anthropological literature on contemporary Mesoamerica within an interdisciplinary framework.

HIST 5330. Seminar in Mexican-American History: Texas and the Tejanos. This course is an examination of the growing Mexican-American historiography that focuses on the relationship between the Mexican-American ethnic identity and the Southwest.

Department of Education Policy and Leadership

Senior Lecturer Lee Alvoid, **Department Chair**

Professors: David J. Chard, James Guthrie, G. Reid Lyon. **Associate Professors:** Leanne Ketterlin Geller, J. Kyle Roberts. **Senior Lecturer:** Gail Hartin. **Clinical Professor:** Lori S. White.

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

DOCTOR OF PHILOSOPHY IN EDUCATION

The Annette Caldwell Simmons School of Education and Human Development offers a Ph.D. program that is available to qualified candidates in all of its departments, including the Department of Education Policy and Leadership. The program is ideal for students interested in a doctoral program with an education policy, leadership and research orientation. The Ph.D. in education prepares students to understand, evaluate and conduct education research that will contribute to the improvement of student learning, teaching practices, services to special populations and, ultimately, to the improvement of all levels of education. The program's distinctive vision is to respond to the need for educational leaders who can provide data-based recommendations for educational policy and innovative new teaching and assessment practices.

Curriculum

The curriculum of the doctoral program prepares students for leadership, research and innovation in a broad range of educational contexts. Doctoral students must complete a minimum of 60 credit hours of coursework across approximately four years, with at least two years through enrollment at SMU. Required coursework consists of 21 hours of core research courses, 21 hours of specialty area courses and 18 hours of electives. The core research curriculum includes professional seminars in research paradigms and design, a quantitative statistics series, advanced assessment methods, and mixed methods (qualitative and quantitative research). Additional details are described in the Doctor of Philosophy section of this catalog.

Admission Requirements

The Ph.D. program is designed to augment an existing Master's degree or equivalent preparation. Admission is based on an overall evaluation of the candidate's undergraduate and graduate transcripts, GRE graduate school entry exam scores (ideally 1100+), TOEFL English language proficiency test scores if the student's native language is not English, written records demonstrating at least three years of full-time teaching or school-related experience, a statement of purpose and aspiration, three letters of recommendation, and faculty interviews.

Degree Requirements

Ordinarily, students must enroll in nine hours of coursework (i.e., three courses) per term in full-time residence through enrollment at SMU for the first two years of

the program. With the assistance of their advisers (and dissertation committees), students develop programs of study tailored to their particular needs. However, all students share the same set of core requirements. Requirements for the doctoral degree encompass the 60 credit hours of coursework (including approved transfer credits), qualifying exams, a major area paper (often related to the future dissertation), evidence of teaching competency, dissemination of research (e.g., a conference presentation), a professional portfolio of the student's best work, advancement to the dissertation phase, formation of a dissertation committee, a dissertation with an oral defense and submission of a variation of the dissertation for possible publication. Students are expected to participate as assistants in extant research studies (often conducted in local school districts) as part of the research requirements of the program.

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. To qualify for the Ed.S., a student must 1) pass the qualifying exams, 2) complete 60 term hours, 3) write an acceptable major area paper, 4) make a conference presentation and 5) submit an acceptable professional portfolio.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

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

To this end, the program will have the following unique features: a comprehensive academic leadership component that comprises five courses focused on the core domains of instruction (including mathematics, literacy, science, social studies and world languages) as well as special programs such as fine arts and special education, field-based projects (internship experiences) integrated throughout the program, courses and projects that mirror the cycle of a typical school year, a quarter system that enables students to complete the M.Ed. program in one calendar year as part of a cohort model, and attention given to ensuring that all graduates have the knowledge and skills to evaluate the effectiveness of their leadership on the schools in which they serve. A significant emphasis is placed on preparing students to assess the evidentiary basis of different organizational and management models, education reform models, instructional programs and tools being considered for their respective schools, and implementation models and strategies to determine known or potential impact on student learning and achievement. Each course provides a context for the integration of this knowledge with the academic content being learned and applied.

Program Structure

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

EDUCATIONAL LEADERSHIP COURSES

EDU 6140. Instructional Leadership Development/Professional Development Appraisal System. This one-hour seminar is a required training for Texas Principal Certification. The seminar is conducted by certified trainers from the Region 10 Educational Service Center.

EDU 6240. Organizational Leadership: Values and Ethics of Leadership. This course focuses on the legal and policy issues critical to effective school leadership. Topics include compliance; equity; code of ethics; and the development, communication and implementation of effective policy.

EDU 6241. Organizational Leadership: Organizational Behavior. This course is a study of behavior in school organizations. Topics include leader, teacher and student perceptions, as well as their attitudes, motivation, goal-setting, program implementation, influence and leadership.

EDU 6242. Academic Leadership: Literacy and Language Arts. This course addresses trends and issues impacting instructional programs in literacy and language arts. Topics include program development; evaluation; compliance issues; and implications for budget, facilities and staffing.

EDU 6243. Field Studies 1. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are a part of a summative portfolio assessment.

EDU 6244. Organizational Leadership: Organizational Leadership. This course focuses on campus planning, goal-setting, and consensus-building and resource allocation to promote student achievement. Topics include data-based decision-making tools, conflict resolution, and implementing and sustaining change.

EDU 6245. Organizational Leadership: Leading Organizational Change. This course focuses on practical models and change tactics that leaders can use to make their schools more effective. Students learn to recognize and address potential barriers to implementing change.

EDU 6246. Academic Leadership: Mathematics and Science. This course addresses trends and issues impacting instructional programs in mathematics and science. Topics include program development; evaluation; compliance issues; and implications for budget, facilities and staffing.

EDU 6247. Field Studies 2. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are a part of a summative portfolio assessment.

EDU 6248. Academic Leadership: World Languages and Social Sciences. This course addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development; evaluation; compliance issues; and implications for budget, facilities and staffing.

EDU 6249. Academic Leadership: Fine Arts/Physical Education/Career and Technology Education. This course addresses trends and issues impacting instructional programs for the arts, physical education, and career and technology education. Topics include program development; evaluation; compliance issues; and implications for budget, facilities and staffing.

EDU 6250. Teacher Effectiveness: Leader Coaching Development. This course consists of evaluating criteria for measuring team effectiveness, examining team developmental cycles, design of feedback systems and effective communication technology.

EDU 6251. Field Studies 3. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are a part of a summative portfolio assessment.

EDU 6252. Academic Leadership: Special Populations. This course addresses trends and issues impacting instructional programs for special populations. Topics include program development; evaluation; compliance issues; and implications for budget, facilities and staffing.

EDU 6253. Teacher Effectiveness: Personal and Professional Development. This course focuses on the selection, development, supervision and retention of effective teachers. Topics include effective professional development models, teacher leadership roles, and equitable personnel policies and procedures.

EDU 6254. Teacher Effectiveness: Student Services. This course assists candidates in understanding how school discipline, campus safety and crisis management support learning. Data from student services such as counseling, cocurricular activities, and social and health services are analyzed.

EDU 6255. Field Studies 4. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are a part of a summative portfolio assessment.

EDU 6391. Organizational Leadership: Collaborative Leadership. This course focuses on strategies to engage families and communities in campus improvement. Candidates review how other governmental entities and business partners can promote student achievement.

EDU 6392. Field Studies 5. Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects are a part of a summative portfolio assessment.

EDU 6393, 6394. Portfolio Seminar. Final portfolio development value-added project presentations take place in this seminar. Participants include the advising professor, clinical faculty and school-based mentors.

Department of Dispute Resolution and Counseling

Anthony Picchioni, **Department Chair**

Lecturers: B. Harold Barkley, Jr., Robert Barner, Thomas Hartsell, Margaret Keeling, Gay McAlister, Heather McMinn, Gary Robinson.

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

MASTER OF ARTS IN DISPUTE RESOLUTION

Gary Robinson, **Director**

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

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

Admission Requirements

Applicants must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study dispute resolution.
5. A minimum undergraduate GPA of 2.75 (on a 4.0 scale). If the GPA is lower than 3.0, the applicant must submit acceptable GRE graduate school entry exam, LSAT law school aptitude test or Miller Analogies graduate school admission test scores and interview with the center director or associate director.
6. Students applying to the Master's program after completing the certificate program must demonstrate a 3.5 GPA from the certificate program *(and comply with all other admission requirements)*.

Degree Requirements

The M.A. in Dispute Resolution program requires the completion of 42 credit hours in human development dispute resolution, 18 of which are required and 24 of which are electives. The required courses include HDDR 6319, 6302, 6303, 6305, 6306, 6107 and 6210. The 24 elective credit hours may be chosen from the diverse pool of HDDR courses.

GRADUATE CERTIFICATE PROGRAM IN DISPUTE RESOLUTION

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

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

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

Admission Requirements

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

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

Certificate Requirements

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

PROFESSIONAL DEVELOPMENT

Professional Seminar Series

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

CLIENT SERVICES

Mediation Clinic
smu.edu/MediationClinic

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

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

The mediator facilitates this process by helping the parties communicate clearly and appropriately. Most mediated settlements are completed in one meeting, saving time and expense. Legal or other representation is permitted in the mediation but is not required. An agreement reached in mediation can be binding to both parties. If no agreement is reached, the lawsuit continues or is filed. However, the mediation process is strictly confidential, and settlement discussions cannot be used as evidence in any future court proceeding. Both parties pay a minimal fee.

Contact information

Dispute Resolution, Master's Degree and Graduate Certificate
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3435
smu.edu/resolution

Dispute Resolution Professional Seminar Series
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3435
smu.edu/education/disputeresolution/professionalseminars.asp

Mediation Clinic
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3486
smu.edu/MediationClinic

DISPUTE RESOLUTION COURSES

(credit bearing only)

HDDR 6107, 6108, 6109. Practicum I, II, III. This course provides supervised experience in the Mediation Clinic with required observations, comediation and mediation of court-annexed referrals. Fifteen credit hours must be completed prior to signing up for practicum II and III. Students complete a minimum of two mediations.

HDDR 6121. Independent Study.

HDDR 6122, 6123, 6124. Professional Seminar I, II, III.

HDDR 6210. Research Methods. This course focuses on providing students with a fundamental understanding of research methods, enabling them to be discerning consumers of literature in the dispute resolution field. Students learn sound research design, inference from data to conclusions and the assumptions underlying various methods. The course empowers students to judge for themselves the value, validity and reliability of studies they read.

HDDR 6222. Independent Study.

HDDR 6302 (HDCN 6383). Negotiation and Dispute Resolution. This course provides theoretical knowledge and practical skills essential to being an effective negotiator. Students learn successful strategies for negotiation, and they have ample opportunity to practice skills in simulation exercises. The course offers a systematic approach to mastering the fundamentals of making favorable agreements that minimize conflict and maximize results. It includes specific benefits to students: 1) learning how to maximize the potential of making an agreement on their terms, 2) learning how to avoid making an unfavorable agreement, 3) identifying strengths and weaknesses in personal negotiating style, 4) improving their ability to make good choices in negotiation strategy and 5) understanding the role of relationships in making good agreements.

HDDR 6303 (HDCN 6384). Mediation and Dispute Resolution. Mediation is a process that employs a neutral third party, the mediator, to help disputing parties make decisions that concern the future of the dispute. This course provides an overview of the theoretical and practical aspects of the mediation process. It provides a step-by-step process for conducting mediations and the opportunity to practice fundamental dispute resolution skills such as listening, reframing, summarizing, problem solving and creating a safe, nonthreatening environment. It also allows students to use lectures, discussions, video simulations, interactive exercises and role plays to gain a functional knowledge of the power and practice of mediation. The course satisfies the 40-hour statutory requirement for serving as a mediator in Texas court-connected programs.

HDDR 6304. Arbitration and Dispute Resolution. This course is an introduction to arbitration as an alternative dispute resolution mechanism. Students learn the fundamental theoretical, legal and practical aspects of the ADR discipline. The course compares and contrasts arbitration to other forms of dispute resolution, and it relies on labor arbitration and the resolution of disputes in the workplace as a centerpiece of instruction. However, the theory, principles and techniques of labor arbitration are equally applicable to commercial or international arbitration. Successful students achieve a solid foundation in arbitration that rounds out their exposure to ADR and better prepares them for a career in the discipline.

HDDR 6305. Foundations of American Legal Systems. The course focuses on the structure and procedures of the U.S. court system, with a particular emphasis on how methods of alternative dispute resolution augment, coordinate and sometimes clash with the goals of traditional litigation. Students learn legal concepts and terminology essential to successfully working within the field of dispute resolution, as well as basic legal skills. The course includes legal reasoning, interpretation of case law, statutes and administrative codes. It also provides a primer on research materials and tools used by judges and lawyers to evaluate the merits of a legal dispute.

HDDR 6311. Techniques and Skills in Mediation. The course covers basic theoretical and process foundations of mediation, with particular emphasis on skills and techniques needed to be an effective dispute resolution professional. It includes an extensive series of exercises, role plays and discussions designed to provide individualized, constructive feedback. It satisfies the 40-hour Texas state requirement to be a court-annexed mediator.

HDDR 6312. Advanced Negotiation. Students learn the dynamics, constraints and skills needed in the negotiation process. They study the theories of negotiation through current literature and specific techniques that are taught through simulated exercises. They develop the skills needed to negotiate effectively for their vital interest and learn how to choose among a range of procedural options. Course content is drawn from fields of law, psychology, business and communication.

HDDR 6313. Advanced Mediation. This course is a continuation of the basic mediation course focusing on the most prominent dispute resolution processes. It assumes an understanding of the mediation process and provides in-depth examination of important issues in mediation practice, such as convening, multiparty mediation, mediator bias, mediator ethics and mediator qualifications. The course is highly interactive, and it moves far beyond introductory lectures and simple role plays. Participants must have successfully completed a basic mediation course and typically have some mediation experience.

HDDR 6314. Advanced Arbitration. This course builds on the theoretical, legal and practical aspects studied in HDDR 6304 Arbitration and Dispute Resolution. It assists students in honing analytical and writing skills as arbitrators through practical case studies and examples.

HDDR 6315. Communication and Dispute Resolution. The course focuses on human communication in the context of conflict. Students learn about the challenges of effective communication and its role in resolving conflict. They discuss the most effective methods of communication used in dealing with differences, particularly those used by dispute resolution professionals in the processes of negotiation and mediation.

HDDR 6317. Online Dispute Resolution. Due to challenges of costs, speed and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions and the inability of traditional legal processes to deal with disputes arising over the Web have created a need for redress options. Online dispute resolution connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. This course focuses on an examination of the development of ODR; the new challenges it poses to neutrals and systems designers; and all the major providers, administrative agencies and international organizations currently involved. It includes a series of simulations using state-of-the-art ODR technologies.

HDDR 6318. Finance and Property. The current and historical structure of financial relationships and the financial interests among disputing parties are major issues in dispute resolution. This course offers an overview of the financial issues involved in dispute resolution. It gives students an understanding of the various financial factors and develops skills and tools to assess, analyze, design and facilitate resolutions. Both theoretical and practical, it enables the student to apply knowledge and skills directly. It is an interactive course designed to stretch the thinking of all students.

HDDR 6319 (HDCN 6386). Psychology of Conflict. What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups and between individuals in many different settings. This course discusses the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDDR 6320. Selected Topics in Dispute Resolution. Variable course content offers topics of interest as related to the general application of dispute resolution.

HDDR 6322. Independent Study/Corporate Internships.

HDDR 6330. Criminal Justice and Dispute Resolution. This course focuses on techniques and procedures of conflict resolution as applied to the criminal justice system.

HDDR 6331 (HDCN 6387). Family Mediation. With a divorce rate of 50 percent for first marriages and a higher rate for subsequent marriages, domestic relations (family) issues abound and present interesting and challenging opportunities for third-party neutrals. This course provides students with the basic skills and knowledge to help families resolve their disputes. Upon successful completion of this course, students are able to demonstrate knowledge and application of the fundamental legal concepts governing common domestic relations issues, the fundamentals of mediating domestic relations cases, the terminology relating to domestic relations law, and the ethical obligations of a mediator in a domestic relations case. This course fulfills the requirements of §154.052. (b) of the Texas Alternative Dispute Resolution Act for qualification to mediate parent-child relationship issues.

HDDR 6332 (HDCN 6386). Family Law. No area of law touches lives more than family law. While it is an area rife with conflict, it presents more opportunities for third-party neutrals than just about any other kind of dispute. Designed with a non-legal audience in mind, this course provides a solid foundation for students who wish to learn more about alternative dispute resolution and its role in resolving family disputes. Upon successful completion of this course, students are able to demonstrate knowledge and application of legal terminology and principles, the Texas Family Code, other sources of family law, family dynamics, and child development. Students are also able to recognize common family law issues and gain an understanding of alternative dispute resolution from a family law perspective.

HDDR 6333. Advanced Family Mediation. This course builds upon the student's knowledge and ability to serve as a third-party neutral in a domestic relations (family) law case. It covers more complicated facts and issues, such as how an abusive relationship impacts the parties and dispute resolution. Upon successful completion of this course, the student is able to demonstrate the knowledge, application and understanding of more complex domestic relations issues and understand how cases involving these issues can be successfully mediated.

HDDR 6334. Personal Injury and Dispute Resolution. This course discusses the application of dispute resolution to wrongs or damages done to another person's rights, reputation or property.

HDDR 6335. American Legal Systems II. This course builds on the legal methods and procedures introduced in HDDR 6305 Foundations of American Legal Systems. It expands analytical and research skills and explores the law of torts and contracts.

HDDR 6336. Selected Topics in Legal Dispute Resolution. Variable course content covers topics of interest as related to the legal concentration of dispute resolution.

HDDR 6340. Commercial Dispute Resolution. This course focuses on business and corporate dispute resolution procedures. It pays special attention to multiparty negotiation, contract disputes, sexual harassment, wrongful termination and Equal Opportunity Employment Commission complaints.

HDDR 6341. Employment Law. 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. It includes at-will employment, fair labor standards and pay, discrimination, work conditions, and disability and illness. It does not include collective bargaining.

HDDR 6342. Human Resource Management. A growing specialty is the designation within organizations of a dispute resolution consultant capable of diagnosing and applying conflict resolution approaches to avoid costly and time-consuming litigation. Students examine the major functions typically entrusted to a human resources organization within a business environment. The course covers proper applicant sourcing, understanding Equal Opportunity Employment Commission obligations, wage and salary administration, managing employee performance, the disciplinary process, proper investigation of complaints, involuntary terminations, and post-separation activities. It focuses on developing a course of action for identifying causes of disputes. It also allows students to develop a course of action through model best practices and legally compliant practices for resolution of such disputes.

HDDR 6343. Insurance and Dispute Resolution. This course covers multiple forms of insurance issues and conflicts. It allows students the opportunity to apply procedures that serve as the backdrop for role simulations and the development of specific skills.

HDDR 6344. Organizational Change Management. This course provides a model for organizational change and change management. Students learn the sources of conflict and disruption that accompany traumatic organizational transitions. They discuss facilitation skills that are employed in micro-interventions (the facilitation of single teams) and ways to adapt them to meet the facilitation needs of large-scale organizational change projects. They also contrast more traditional problem-solving approaches to change management with those represented by the social constructionist perspective and the use of appreciative inquiry.

HDDR 6345. Organizational Communication. This course focuses on the central role of human communication in creating, sustaining, managing and resolving conflicts in organizational contexts. Substantial attention is given to 1) examining contemporary communication theories and social scientific approaches relevant to understanding the causes, effects and effective management of conflict in organizations and 2) specific communication strategies, tactics, skills and methods that are the most effective in managing conflicts. A graduate-level, seminar format provides advanced opportunities to analyze case studies and to role-play appropriate behavior in conflict scenarios. The student who completes the course is competent to analyze problems and conflict situations in a complex and in-depth way and to demonstrate communication competence in conflict situations.

HDDR 6346. Organizational Consulting Skills. Students apply dispute resolution skills as either external consultants or internal consultants and business partners. This course covers 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. 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 are inclined to handle these conflicts on a case-by-case basis or use adversarial approaches that often escalate the situation and result in expensive solutions later on. In this course, students learn how to use an effective dispute resolution system that can offer a constructive approach for managing a wide range of organizational conflicts. These systems provide an integrative and comprehensive way to minimize conflict and resolve disputes when they arise.

HDDR 6348. Team Building Theory and Practice. This course provides an introduction to two important specialized applications of dispute resolution skills: facilitating work teams in the identification and resolution of critical work and relationship issues, and coaching managers to resolve performance problems. Students learn facilitation skills for identifying team issues, expediting team problem-solving, and addressing performance challenges within and across work teams. The course prepares participants to understand the roles, responsibilities and interpersonal competencies that are critical to success in executive coaching.

HDDR 6351. Workplace Conflict. This course introduces students to the sources and causes of conflict within business organizations and provides an explanation of 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. It uses exercises and case studies to help assess workplace conflicts and to determine the most effective processes for applying dispute resolution support to business clients.

HDDR 6352. Selected Organizational Topics. Variable course content covers topics of interest as related to the organizational concentration of dispute resolution.

HDDR 6360. Counseling and Interviewing. This course focuses on the necessary skills for effective interviewing, with emphasis placed on methods of inquiry and fact finding. Students learn the function of alternate dispute resolution professionals and the professional skills they use during the critical processes of interviewing and counseling. The course also offers a substantive focus on preventive law and client-centered planning. It draws from fields of communication and psychology as well as law, and it emphasizes learning through simulation exercises, case studies and discussions.

HDDR 6361. Cross Cultural and Gender Negotiation. This course focuses on the relationship of identity, gender, culture and ethnicity to conflict dynamics in the negotiation process. It provides a comparison of individual- and collective-oriented cultures, and it discusses the use of body language and physical spacing in negotiation. It also covers the use of language, narratives and metaphors, and how the concept of apology and forgiveness is a culture- and gender-dependent issue. It focuses on increasing the student's sensitivity and awareness of these issues and enabling them to practice skills that make them more effective conflict resolvers.

HDDR 6362. Education and Dispute Resolution. This course provides an overview of the uses of dispute resolution techniques from kindergarten to college. It focuses attention on multiparty disputes between students, faculty, administrators and the educational community. Students learn skills for diagnosis, management and resolution through a combination of didactic and role simulations.

HDDR 6363. Health Care and Dispute Resolution. This course is a survey of situations and issues in which conflict commonly develops in the health care field, with its unique culture and systems. It focuses on quality review standards, malpractice and bio-ethical disputes.

HDDR 6364. International Conflict Management. Students discuss the provocative topic of international relations and dispute resolution. The world is rapidly changing, and these changes are expanding the application of negotiation and mediation as well as other dispute

resolution mechanisms in international settings. This course also probes national and international human rights in the coming global and politically realigned world.

HDDR 6365. Public Policy and Dispute Resolution. This course provides an intensive study of the application of dispute resolution techniques to environmental disputes and the wider areas of public policy. It includes complex, multi-party litigation; multi-stakeholder/citizen group participation; adversarial negotiations with governmental entities; reparation of settlement documents; and the still-new field of negotiated rule making.

HDDR 6366. Religion and Dispute Resolution. When the usually peaceful ambiance of a church becomes embroiled in conflict and controversy involving parishioners, constituent groups, employees, governing bodies or even outside organizations, conflict resolution and mediation become the focus. The emphasis of this course is on equipping students in skills for mediating interpersonal and group conflict in churches, employing a transformational model of mediation placed within the context of family systems theory. Students use an active and practical focus, emphasizing hands-on skills training and real-life role plays based on the types of conflict typically found in churches. The course focuses primarily on the church setting, although the skills learned are directly transferable to other settings. The course satisfies the Texas requirement for basic mediation training.

HDDR 6367. Selected Topics in Social Service Dispute Resolution. Variable course content covers topics of interest as related to the social service concentration of dispute resolution.

HDDR 6370. Assessment and Interview Skills for Executive Coaching. This course serves as the foundation for the three-course executive coaching series and certification program in executive coaching. Students obtain a basic introduction to coaching, including its purpose and applications, and they learn how coaching differs from counseling or mediation. Students learn how to make certain that all parties (the coachee, coachee's manager and sponsoring organization) share the same expectations of the coaching process. Students also learn how to conduct in-depth assessment interviews with their coachees and with other organizational stakeholders. The course introduces students to the use of degree tools and shows them how to integrate 360-degree and interview data into a consolidated assessment report. Finally, students learn how to develop a coaching contract and conduct an initial post-contracting interview.

HDDR 6371. Transitional and Developmental Coaching. This course provides students with an introduction to two unique applications of executive coaching: transitional coaching and developmental coaching. *Transitional coaching* is designed to help leaders make rapid, successful transitions to totally new work cultures and settings. Students learn the unique skills required of transitional coaches and the challenges they are likely to face within transitional coaching assignments. Students also learn how to contract for such assignments and how to adapt coaching interventions to the short-term requirements of this coaching specialty. Finally, students are introduced to tools and techniques they can use to help leaders quickly adapt to new work environments. *Developmental coaching* focuses on preparing leaders to take on broader organizational assignments. Students explore the unique challenges faced by developmental coaches and by those who coach "fast-track" or high-potential leaders. Students also learn how to integrate development coaching into the sponsoring organization's internal development efforts. Finally, they discover how the coaching goal setting process and supporting coaching interventions can be adapted to improve the success of developmental coaching assignments.

HDDR 6372. Performance Coaching. Performance coaching is focused on helping managers turn around performance issues that are related to ineffective leadership styles and behaviors. Students are introduced to the most common performance coaching challenges that are likely to be encountered in performance coaching. They also explore how to meet and address resistance to coaching. Students learn the intricacies of client contracting, with particular attention to establishing clear and detailed expectations for performance improvement. They develop techniques for working with managers, coaches, executive supervisors and other organizational stakeholders to identify clear performance metrics for gauging the effectiveness of the coaching process. Students are also shown how to adapt coaching interventions to this most difficult of coaching areas. Finally, students engage in structured practice in conducting performance coaching interventions.

MASTER OF SCIENCE IN COUNSELING

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

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

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

HDCN 6300 Introduction to Counseling
HDCN 6304 Counseling Diverse Communities
HDCN 6310 Family Systems
HDCN 6311 Foundations of Marriage and Family Therapy
HDCN 6312 Family Therapy
HDCN 6313 Family of Origin
HDCN 6314 Sexual Counseling/Therapy
HDCN 6320 Life Span Development
HDCN 6330 Psychopathology: Adult
HDCN 6340 Assessment
HDCN 6349 Research Design and Statistics
HDCN 6381 Ethics and Mental Health
HDCN 6395 Supervised Clinical Practicum I
HDCN 6398 Internship I
HDCN 6399 Internship II

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

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

School counselor courses

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

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

Electives

HDCN 6194 Independent Study (1 credit hour)
HDCN 6294 Independent Study (2 credit hours)
HDCN 6394 Independent Study (3 credit hours)
HDCN 6306 Advanced Methods: Group
HDCN 6307 Geriatric Counseling
HDCN 6323 Adolescent Development
HDCN 6324 Child Counseling
HDCN 6331 Psychopathology: Child and Adolescent
HDCN 6341 Assessment: Cognitive
HDCN 6343 Play Therapy
HDCN 6345 Music Therapy
HDCN 6346 Career Assessment
HDCN 6350 Introduction to Neuroscience
HDCN 6351 Psychopharmacology and Substance Abuse
HDCN 6352 Psychology of Addictions
HDCN 6353 Treatment Management
HDCN 6360 Advanced Educational Psychology
HDCN 6370 Crisis Intervention
HDCN 6371 Counseling: Disabilities
HDCN 6372 Gender Issues
HDCN 6382 Psychology of Conflict
HDCN 6383 Negotiation and Dispute Resolution
HDCN 6384 Mediation and Dispute Resolution
HDCN 6385 Advanced General Psychology (required for non-psychology majors)
HDCN 6386 Family Law
HDCN 6387 Family Mediation
HDCN 6391 Selected Topics: Counseling
HDCN 6392 Selected Topics: Marriage and Family
HDCN 6393 Selected Topics: School Counseling

Admission Requirements

Program applicants must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.

3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study counseling.
5. A minimum undergraduate GPA of 3.0 (on a 4.0 scale). If the GPA is lower than 3.0, the applicant must submit an acceptable GRE graduate school entry exam score of 1100 (combined mathematics and verbal score) or greater.
6. Students applying to the Master's program must attend a short personal interview.

Degree Requirements

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

CLIENT SERVICES

Center for Family Counseling
smu.edu/FamilyCounseling

The department manages a Center for Family Counseling that offers individual, group, child and family counseling. Personal, social and career-related counseling is provided on a one-on-one basis for individuals 18 years of age and older, including geriatric clients.

Counseling services include parent education groups (for filial therapy and positive discipline), teen groups, activity groups (for children ages 9–12) and play therapy groups (for children ages 3–8) for varied concerns and topics.

The center has opened a branch facility within the Dallas Resource Center (Oaklawn area) that offers many of the same services, including both personal and group counseling.

COUNSELING COURSES

HDCN 6300. Introduction to Counseling. This course provides an overview of the counseling profession and examines the conceptual framework of counseling along with historical, theoretical and legal-ethical issues. It focuses on how the novice counselor approaches situations, uses skills and develops a unique human-to-human relationship with clients. It also includes spirituality, philosophy, diversity and post-modernism, and it considers research and emerging trends.

HDCN 6301. Counseling Theory. This course offers an advanced study of the major theories in the field of counseling, as well as an exploration of the historical perspectives and philosophies upon which they are based. It covers classical psychoanalysis, individual psychology, analytical theory, person-centered therapy, rational emotive behavior therapy, behavior therapy, cognitive therapy, gestalt therapy and existential therapy. It places a special emphasis on the axiom "Know thyself."

HDCN 6302. Counseling Methods: Individual. This course covers the major methods used in counseling individuals, with a focus on their effectiveness and applicability to different individual needs. It also discusses in detail the relationship between specific theories and their counseling applications. It uses case study approaches combined with counseling practices to demonstrate developing strategies working with individuals. It emphasizes adjusting counseling for various individuals to reflect their diverse backgrounds and varying ages. It helps students develop their own approach to individual counseling.

HDCN 6303. Counseling Methods: Group. This course discusses the dynamics and major approaches to group counseling, with emphases on starting a counseling group, leading groups effectively and evaluating results. It stresses understanding of group processes,

leadership and membership. It considers special populations, including minorities, the intellectually and/or physically challenged, women, perpetrators, abuse victims, and those with chronic and/or life threatening diseases. It covers support and self-help groups along with the ethical issues unique to group settings. It also covers program planning and development in agencies, schools, higher education and private practice.

HDCN 6304. Counseling Diverse Communities. This course discusses the basic constructs of cultural identity and worldview with respect to how these constructs impact an individual's relationships and therapeutic stance. It helps each student develop counseling skills and strategies reflecting the needs of clients in terms of core values and attitudes related to racial identity, religious affiliation, affectional orientation, nationality, socioeconomic status, gender, age, appearance and ability.

HDCN 6305. Advanced Methods: Individual. This course continues the basic individual methods class with an emphasis on practical counseling skills. The major methods and techniques used in counseling individuals are examined with a focus on applicability to different needs in a variety of settings. The relationship between specific theories and their counseling applications continue to be assessed.

HDCN 6306. Advanced Methods: Group. This course continues the basic group methods class with an emphasis on practical group strategies. The major methods and techniques used in counseling groups are examined with a focus on applicability to different needs in a variety of settings. The relationship between specific group theories and their counseling applications continue to be assessed.

HDCN 6307. Geriatric Counseling. This course is an introduction to the field of gerontology and the treatment modalities and approaches to counseling older adults. It examines the current research knowledge related to gerontology and the aging process. Included is an in-depth study of the special health needs, chronic illnesses, physiological aspects and related services as applied to gerontology. Sociological implications and the approaches to counseling the elderly in institutional settings and dealing with crisis situations, leisure, relocation, retirement, housing, and death and dying are studied.

HDCN 6308. Counseling: Elementary School. This course provides an overview of the role of the elementary school counselor as determined by the developmental guidance plan in Texas. It covers counseling, consulting, coordinating, guidance responsibilities and other issues. Students discuss the variety of ways a counselor functions within a school, and they have an opportunity to integrate the skills they have learned in other courses.

HDCN 6309. Counseling: Secondary School. This course provides an overview of the role of the secondary school counselor as determined by the developmental guidance plan in Texas. It covers counseling, consulting, coordinating, guidance responsibilities and other issues. Students discuss the variety of ways a counselor functions within a school, and they have an opportunity to integrate the skills they have learned in other courses.

HDCN 6310. Family Systems. This course is a study of systems theory as it relates to family function and dysfunction. It covers the theoretical underpinnings of family intervention and the development of the skills and tools necessary to impact the dysfunctional family in a therapeutic setting. It is a "how to" course with the expectation that each student will develop the basic skills needed to orchestrate a family session. Students discuss the influence of culture, race, sex and gender within families. Each student continues to work on understanding his or her own personal family system in order to bring as much congruence as possible into the therapy room.

HDCN 6311. Foundations of Marriage and Family Therapy. This course covers the principles and techniques of effective therapy with couples. It explores various models, with a focus on applicability to different client needs in a variety of settings. It also intertwines relevant topical issues with class assignments, class discussions and role plays. The instructor bases evaluation on several factors, including strengths and deficits in intrapersonal and interpersonal counseling skills as demonstrated in role play and/or written assignments. The course places a special emphasis on the axiom "Know thyself."

HDCN 6312. Family Therapy. This course provides an overview of the field of family therapy, with specific focus on the precursors of the family therapy movement, the major models of family intervention, counseling skills and theoretical techniques, and application of counseling principles to the family setting. It covers the various theories of family structure and process, guiding principles and strategies for assessing, and other techniques for engaging and connecting with families.

HDCN 6313. Family of Origin. This course provides an in-depth study of the principles of Bowen systems theory, as well as related issues in family systems therapy. It places a strong emphasis on theory, on viewing the family as an emotional unit, on understanding the individual client as a continuing presence in his or her family of origin, and on strategies for applying this knowledge in a clinical setting. It gives equal attention to the dynamics of each student's own family of origin/extended family, with the opportunity to explore, study and comprehend that family of origin through at least three generations. The student's differentiation of self within current relationships and other contexts such as the workplace is a primary focus of this course.

HDCN 6314. Sexual Counseling/Therapy. This course provides a study of sexual problems and sexual disorders. It focuses on sexual experiences as a part of life experiences and the development of the skills and tools necessary to strengthen positive relational and sexual functioning in a therapeutic setting. It is a "how to" course, with the expectation being that each student will develop the basic skills needed to orchestrate sexual counseling sessions. The student continues to work on understanding his or her own sexual attitudes and beliefs in order to bring as much congruence as possible into the therapy room. Students are provided the opportunity for an examination of personal values clarification, sex education, cultural messages, gender role development and relational patterns throughout the course.

HDCN 6320. Life Span Development. This course provides an overview of physical, cognitive, communicative/linguistic and social/emotional development throughout the life span. It addresses these topics within the context of the major theories of development, with a focus on age level and cultural and socio-economic diversity. Students learn appropriate developmental practices useful in interventions across the life span.

HDCN 6321. Lifestyle and Career Development. This course covers the interrelationship between culture and related life factors with the world of work. Topics include career counseling, occupational development theories, educational planning, labor market information resources and the use of technology as a tool in career counseling cases.

HDCN 6323. Adolescent Counseling. This course discusses the cognitive, physical and psychosocial development of the adolescent. It places an emphasis on normal development, but special issues are investigated, as is the influence of cultural factors. It includes substance abuse dynamics, gang-related activities, sexual relationships, and legal and ethical issues. It also explores both individual and group counseling techniques.

HDCN 6324. Child Counseling. This course is a study of the physical, cognitive, emotional, moral, social, linguistic and personality development of the child. It covers the period from conception to adolescence. It emphasizes research, psychological principles, cultural issues and the difference between abnormal and healthy development. It also includes school adjustment, peer acceptance, parental child-rearing patterns and family dynamics.

HDCN 6330. Psychopathology: Adult. This course offers an integrative approach including the biological, psychological, social, cultural, familial and political forces that currently define abnormal behavior. More specifically, the course covers abnormal behavior history; theories; research; and *Diagnostic and Statistical Manual of Mental Disorders,* Fourth Edition, Text Revision, diagnostic categories and psychopharmacological treatments. Topics include anxiety, dissociation, mood, eating, substance abuse, sleep, sexual, psychotic, childhood, adolescent, cognitive, personality, impulse control, somatoform and adjustment disorders. The course emphasizes critical thinking, using clinical examples and case studies.

HDCN 6331. Psychopathology: Child and Adolescent. This course focuses on abnormal behavior in children and adolescents. It uses an integrative approach including the biological, psychological, social, cultural, familial and political forces that currently define abnormal behavior. Topics cover abnormal behavior history; theories; research; and *Diagnostic and*

Statistical Manual of Mental Disorders, Fourth Edition, Text Revision, diagnostic categories and psychopharmacological treatments.

HDCN 6340. Assessment. This course covers basic appraisal concepts, various instruments, procedures, methods and interview techniques used for developmental, behavioral, cognitive, learning and personality assessment. It places emphases on understanding, criticizing and using the assessment report to develop a counseling approach. It uses case studies to demonstrate this process.

HDCN 6341. Assessment: Cognitive. This course provides an examination of the various approaches to cognitive testing. It reviews procedures, methods and the use of different testing instruments and ethical considerations in terms of research and practice. It includes case studies as an integral part of the class.

HDCN 6342. Cognitive, Career and Educational Assessment. This course covers basic appraisal and assessment concepts applicable to the school setting. It reviews procedures, methods, the use of various testing instruments, and ethical considerations in terms of research and practice. It includes case studies as an integral part of this examination of cognitive assessment, educational assessment, and career guidance and development.

HDCN 6343. Play Therapy. This course stresses the premise that helping children recognize and accept the feelings they are experiencing is a foundation to their learning healthy ways of coping with anxiety and stress. Because play is the method children use to master the confusing problems in their world, this course focuses on helping counselors select play therapy materials, create the proper therapeutic atmosphere and develop the skills necessary to interact with children in a play-therapy setting. The course examines a variety of play-therapy philosophies and theories.

HDCN 6344. Art Therapy. This course discusses the philosophy, history, theory and practice of therapeutic intervention using art. It introduces the fundamental elements of art therapy through discussion, reading, demonstration and hands-on-technique. It emphasizes the use of the creative process of communicating through art.

HDCN 6345. Music Therapy. In many ways, music is a healing agent, and never more so than in the therapeutic setting. This course provides an overview of the practical considerations (such as improvisation, song writing, musical play, singing and listening skills) in the field of music therapy. It places emphases on the theoretical and historical aspects of the discipline, as well as the principles of music therapy. It provides a review of the application of music therapy with specific physical and emotional disorders and difficulties.

HDCN 6346. Career Assessment. This course reviews the relationship between theory and practice in career counseling settings. It provides a specialized study of educational and psychological assessment techniques, along with such issues as work values, career interests, work skills, work environment, developmental states in career theory and decision-making. It also provides students with an understanding of the complexity of career counseling and the skills for facilitating successful career development in schools, rehabilitation and community settings.

HDCN 6349. Research Design and Statistics. This course covers basic experimental, quasi- and non-experimental research designs and methods, with an emphasis on developing a critical approach to examining the research literature in counseling. It provides a basic introduction to the application of statistics in research. It includes statistical inference, hypothesis testing, analysis of variance, correlation, regression, multiple regression, factor analyses and non-parametric statistics.

HDCN 6350. Introduction to Neuroscience. This course provides a foundation in issues pertaining to the central nervous system structure and function and the relationship of brain and behavior. It places particular emphases on memory, learning, sleep, language, perception and cognition. It discusses the roles of neural, hormonal and immunological mechanisms in behavior. It gives specific emphases on brain damage, mental illness and neurological disease.

HDCN 6351. Psychopharmacology and Substance Abuse. This course reviews the psychological and behavioral effects of drugs, with a focus on substance abuse. It covers historical factors, developmental issues, family system patterns, addiction theory and societal trends that are a part of substance abuse. Students learn case studies, role-playing and the development of counseling strategies.

HDCN 6352. Psychology of Addictions. This course covers the trends of addictive behavior and types of addictions, including substance, gambling, Internet and relationship. The origins of addictions, treatment options and barriers to treatment are explored. Students learn about addiction comorbidity with mental health issues, as well as addictive patterns in minority and culturally diverse communities.

HDCN 6353. Treatment Management. This course prepares the counseling student to take the state licensing exam for alcohol and drug abuse counselors. Substance abuse assessment, case management, documentation, legal concerns, practice management and treatment options are covered.

HDCN 6360. Advanced Educational Psychology. This course is an advanced study of the psychological constructs surrounding instruction and learning in the classroom. It includes concepts and principles such as personality theory, motivation, cognition and a variety of developmental issues. It provides a central focus on knowing how to create healthy relationships. It examines the dynamics of such issues as family systems, classroom discipline, hope, anger, sexuality, gender, change, collegiality and parental interaction.

HDCN 6370. Crisis Intervention. This course covers theories, strategies, skills and an overall introduction to clinical crisis intervention. Topics include models for assessing and responding to crisis. Students also discuss and consider the theoretical and ethical implications of crisis intervention in medical and psychological traumas, post-traumatic stress disorder, and professional burnout. The course places special emphasis on disaster psychology, natural disasters, terrorism, school violence and suicidology.

HDCN 6371. Counseling: Disabilities. This course covers theories of counseling as they are applied to rehabilitation in the context of persons with disabilities. It is a survey of the history, philosophy, goals, objectives, ethics and the most useful techniques of counseling persons with disabilities. It provides an integration of theory with practice, and it discusses concepts of individual counseling and group counseling paradigms. It also focuses on cultural, class and gender components.

HDCN 6372. Gender Issues. This course focuses on the use of gender as a means of understanding ways in which men and women differ. It examines a feminist theory perspective of gendered meanings as attached to social phenomena, as a social system of power relations embedded in others and as identities. It focuses on special problems that women face and interventions for their solutions. It includes issues such as abuse, aging, depression, divorce, eating disorders, poverty, teenage pregnancy and single parenthood.

HDCN 6381. Ethics and Mental Health. This course is an overview of the fundamental ethical principles and their application to legal and related professional issues in the field of counseling. Topics include ethical codes, standards of conduct and the law. Students discuss professional organization guidelines from the American Psychological Association, the American School Counselor Association and the Texas State Board of Examiners of Professional Counselors.

HDCN 6382 (HDDR 6319). Psychology of Conflict. What happens when one party in a conflict wants something that another party resists doing or giving? Conflict can arise in groups and between individuals in many different settings. This course focuses on the psychological context of negotiation, the personal and social influences on the parties in negotiation, and the impact of these conditions and behaviors on the outcome.

HDCN 6383 (HDDR 6302). Negotiation and Dispute Resolution. This course provides theoretical knowledge and practical skills essential to being an effective negotiator. Students learn successful strategies for negotiation and have the opportunity to practice skills in simulation exercises. The course offers a systematic approach to mastering the fundamentals of making favorable agreements that minimize conflict and maximize results. It includes

specific benefits to students: 1) learning how to maximize the potential of making an agreement on their terms, 2) learning how to avoid making an unfavorable agreement, 3) identifying strengths and weaknesses in personal negotiating styles, 4) improving the ability to make good choices in negotiation strategy, and 5) understanding the role of relationships in making good agreements.

HDCN 6384 (HDDR 6303). Mediation and Dispute Resolution. Mediation is a process that employs a neutral third party, the mediator, to help disputing parties make decisions that concern the future of the dispute. This course provides an overview of the theoretical and practical aspects of the mediation process. It includes a step-by-step process for conducting mediations and the opportunity to practice fundamental dispute resolution skills such as listening, reframing, summarizing, problem-solving and creating a safe, nonthreatening environment. Students use lectures, discussions, video simulations, interactive exercises and role plays to gain a functional knowledge of the power and practice of mediation. The course satisfies the 40-hour statutory requirement for serving as a mediator in Texas court-connected programs.

HDCN 6385. Advanced General Psychology. This course offers an overview of the wide spectrum of the field of psychology. It is designed for students who are entering the counseling program with a limited background in psychological studies. It includes topics such as perception, motivation, personality development, memory, therapy and learning theory. A student must receive permission from his or her adviser and the chair of the department to take this course. *(required for non-psychology majors)*

HDCN 6386 (HDDR 6332). Family Law. No area of law touches lives more than family law. It is also an area rife with conflict and presents more opportunities for third-party neutrals than just about any other kind of dispute. Designed with a non-legal audience in mind, this course provides a solid foundation for students who wish to learn more about alternative dispute resolution and its role in resolving family disputes. Upon successful completion of this course, students are able to demonstrate knowledge and application of legal terminology and principles, the Texas Family Code, other sources of family law, family dynamics, and child development. Students also are able to recognize common family law issues while gaining an understanding of alternative dispute resolution from a family law perspective.

HDCN 6387 (HDDR 6331). Family Mediation. With a divorce rate of 50 percent for first marriages and a higher rate for subsequent marriages, domestic relations (family) issues abound and present interesting and challenging opportunities for third-party neutrals. This course provides students with the basic skills and knowledge to help families resolve their disputes. Upon successful completion of this course, students are able to demonstrate knowledge and application of the fundamental legal concepts governing common domestic relations issues, the fundamentals of mediating domestic relations cases, the terminology relating to domestic relations law and the ethical obligations of a mediator in a domestic relations case. This course fulfills the requirements of §154.052. (b) of the Texas Alternative Dispute Resolution Act for qualification to mediate parent-child relationship issues.

HDCN 6391. Selected Topics: Counseling. This course provides various topics in counseling for advanced study. Students may choose a specific interest area in which they wish to pursue additional expertise. Students must get permission of both a cooperating professor and the chair of the department prior to enrollment. The course may be repeated.

HDCN 6392. Selected Topics: Marriage and Family. This course provides various topics in marriage and family therapy for advanced study. Students may choose a specific interest area in which they wish to pursue additional expertise. Students must get permission of both a cooperating professor and the chair of the department prior to enrollment. The course may be repeated.

HDCN 6393. Selected Topics: School Counseling. This course provides various topics in school psychology for advanced study. Students may choose a specific interest area in which they wish to pursue additional expertise. Students must get permission of both a cooperating professor and the chair of the department prior to enrollment. The course may be repeated.

HDCN 6395. Supervised Clinical Practicum. This course reviews advanced counseling methods and techniques that are used in individual and group counseling settings under close supervision. A minimum of 300 clock hours with at least 100 clock hours of direct client contact must be documented for the licensed professional counselor track; hours may vary for licensed marriage and family therapist candidates and school counselor candidates. Audio or video tapes of counselor-client interactions must be submitted to the departmental practicum director. The course emphasizes developing a flexible personal theory of counseling useful in a wide range of counseling settings.

HDCN 6398. Internship in Counseling I. Students learn advanced methods and techniques in individual and group counseling settings under close supervision. To fulfill the requirements of each course, supervised internship hours must be documented, including supervised hours of direct contact with clients; number of hours varies according to licensed professional counselor, licensed marriage and family therapist, and school counselor requirements. Audio or video tapes of counselor-client interactions must be submitted to the departmental internship director. Direct supervision is given in the placement settings by qualified supervisors.

HDCN 6399. Internship in Counseling II. Students learn advanced methods and techniques in individual and group counseling settings under close supervision. To fulfill the requirements of each course, supervised internship hours must be documented, including supervised hours of direct contact with clients; number of hours varies according to licensed professional counselor, licensed marriage and family therapist, and school counselor requirements. Audio or video tapes of counselor-client interactions must be submitted to the departmental internship director. Direct supervision is given in the placement settings by qualified supervisors.

HDCN 6194, 6294, 6394. Independent Study. Students having authorization from their advisers and under the supervision of a full-time faculty member may receive one, two or three credits for research projects relevant to the mental health field.

Contact information

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Dispute Resolution, Master's Degree and Graduate Certificate
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3435
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Counseling, Master's Degree
5228 Tennyson Pkwy., Suite 234
Plano TX 75024
972-473-3402
smu.edu/mastercounseling

Dispute Resolution Professional Seminar Series
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3435
smu.edu/education/disputeresolution/professionalseminars.asp

Counseling, Professional Workshops
5228 Tennyson Pkwy., Suite 234
Plano TX 75024
972-473-3402
smu.edu/education/counseling/workshops

Mediation Clinic
5228 Tennyson Pkwy., Suite 118
Plano TX 75024
972-473-3486
smu.edu/MediationClinic

Center for Family Counseling
5228 Tennyson Pkwy., Suite 102
Plano TX 75024
972-473-3456
smu.edu/FamilyCounseling

Resource Center of Dallas
2701 Reagan Street
Dallas TX 75219
214-528-0144
smu.edu/FamilyCounseling

Department of Lifelong Learning

David Chard, **Dean and Chair**

MASTER OF LIBERAL STUDIES

Michele Mrak, **Director**

Liberal Studies Academic Council, 2009–2010 Professor: John Mears (History). **Associate Professors:** Melissa Barden-Dowling (History), William G. Barnard (Religious Studies), Dennis Simon (Political Science). **Assistant Professor:** Sara Romersberger (Theatre). **Adjunct Professors:** Rick Halperin (History), Janet Harris (English). ***Emeritus* Professor:** John Lewis (English).

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

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

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

Curriculum

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

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

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

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

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

Admission Requirements

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

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

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

Degree Requirements

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

1. Students must take two foundational courses within the first 12 hours of their coursework: HUMN 6316 The Human Experience: An Introduction to Graduate Liberal Studies (three credits) and a designated three-credit writing-intensive course. It is highly recommended that students take these as their initial courses in the program. These courses may not be waived.
2. Students must complete their coursework with at least a *B* (3.0 GPA) average. All courses attempted for credit on a student's graduate program must average *B* (3.0) or better, with no grade less than *C* (2.0) applying toward the degree.
3. Within the 36 hours, students may include up to six hours of transfer graduate credit from another accredited institution or another academic department at SMU. (See below.)
4. Within the 36 hours, students may also include up to six hours of independent study. (See below.)
5. Students may not take more than three one-credit-hour classes unless special permission is given by the director and/or dean.
6. Students must conclude their degree program with a capstone course or thesis during the last year of the program.
7. Students may elect to specialize or concentrate in a particular curricular area through the course of the degree. If a student elects to concentrate or specialize in a specific curricular area, she or he must complete the following requirements: (a) three credit hours for the required introductory course, HUMN 6316 The Human Experience; (b) three credit hours for a designated writing-intensive course; (c) 18 credit hours of approved courses from the chosen area of concentration (see director for academic advisement.); (d) three credit hours for the required capstone course/experience; and (e) nine elective credit hours. Once the student satisfies the requirements for a given concentration, the concentration area will appear on the student's final transcripts.

In addition to a "self-designed" concentration, the curricular concentrations available as of fall 2009 are the humanities, the arts and cultural traditions, global studies, human rights and social justice, and gender studies. As of fall 2010, curricular concentrations in creative writing and American studies will be available. Curricular concentrations that will be available beginning in fall 2011 are organizational dynamics; communication, media and technology; and environmental sustainability.

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

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

Courses taken prior to matriculation must be approved within one year of beginning the MLS program.

Transfer credit will be considered for study by correspondence or online study on a case-by-case basis.

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

CERTIFICATE OF ADVANCED GRADUATE STUDY

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

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

Academic Requirements

The course of study as detailed in this catalog must be completed within four years, and students must maintain a 3.5 GPA throughout the program.

A core curriculum of 15 credit hours drawn from:

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

Admission Requirements

This program is designed primarily for MLS graduates who wish to pursue advanced graduate work. Other applicants must have a Master's degree in the arts or fine arts, humanities, or social sciences, with a GPA of 3.5. The completed application for admission must be accompanied by:

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

LIBERAL STUDIES COURSES

The letters in parentheses following a course name indicate the particular curricular concentration(s) to which the course may be applied. The concentrations are:

Humanities (HUM)	The Arts and Cultural Traditions (ACT)
Global Studies (GLO)	Human Rights and Social Justice (HRJ)
Gender Studies (GEN)	Communication, Media and Technology (CMT)
Organizational Dynamics (ORG)	Environmental Sustainability (ENV)
Creative Writing (CWR)	American Studies (AMS)

Behavioral Sciences

BHSC 6100. Independent Study – Directed Study.

BHSC 6110. The Articulate Voice. (CMT) This short course is designed to help the student understand and practice the vocal skills that contribute to an effective and pleasant speaking voice, focusing on the processes underlying speech production: projection, articulation and resonance. The emphasis in this class is not on what is said, but on how it is said. This is a skills course. Students are graded on individual performances, development, class participation and improvement. Students present two oral presentations along with some written work. *(one credit hour)*

BHSC 6115. Classic Texts in the Behavioral Sciences. This one credit hour course focuses the student's attention on a single, seminal text in the behavioral sciences through close, directed reading, seminar discussion and a final paper. Texts and topics change each term. Topics include, but are not limited to, *Five Lectures in Psycho-Analysis* by Sigmund Freud and *The Prehistory of Egypt.*

BHSC 6301. Sexual Minorities: Issues in Gay, Lesbian, Bisexual and Transgender Communities. (HRJ) (GEN) (HUM) This course focuses on understanding the health and psychosocial factors associated with sexual minorities, primarily in the United States. It explores the construct of the sexual minority and its development primarily in the West. The course surveys ethnic diversity issues within gay, lesbian, bisexual and transgender communities as well. Students identify and discuss health-related behaviors and psychosocial issues that GLBT community members must learn to navigate to achieve wellness in the 21st century.

BHSC 6308. Introduction to Organizational Dynamics. (ORG) This course focuses on the problematic behaviors, challenges and/or concerns pertaining to change, conflict, communication and team dynamics. It also encompasses the leadership and staff issues that interfere with an individual's productivity and work goals. A fundamental understanding of leadership, power, communication and the dynamics of one's employee base can help a student 1) develop and apply strategies that prevent dysfunctional behavior and generational collisions in an organization and 2) reach his/her full potential as a communicator and leader.

BHSC 6314. Native American Heritage of North America. (HUM) (HRJ) (GLO) (AMS) This course provides an anthropological consideration of the historical and cultural background of the native peoples of North America. It emphasizes the nine major native culture

areas of the continent and the role their heritage plays in their participation in modern American life.

BHSC 6315. The Lively Mind: Creative and Critical Thinking. This course explores ways to develop intellectual powers through a twofold approach: 1) an examination of the biological and historical evolution of the human mind, and 2) the development of perception, memory, imagination and judgment.

BHSC 6319. Professional Ethics and Organizational Responsibility. (ORG) Students study ethical issues connected with organizational management. This course is designed to develop the student's capacity to recognize and reason through such issues. The cases and readings integrate ethical reflection and decision-making. The materials are selected because of their topical relevance to contemporary managers, curricular relevance to liberal studies and conceptual relevance to applied ethics.

BHSC 6320. Organizational Leadership. (ORG) Describing and analyzing a wide variety of different theoretical approaches to leadership, this course gives special attention to 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.

BHSC 6322. Psychology of Mind, Body and Health. This course explores the relationship between emotions and illness and the role of psychological factors in health and illness. As an introduction to major concepts and issues in the field of health psychology, methods of coping with and treating illness are discussed.

BHSC 6324. Language, Culture and Beliefs. (GLO) (GEN) Humans have an innate, biological ability to acquire language, and they usually take that ability for granted and overlook its true power. The course examines assumptions about the relationship between language, culture and belief. It seeks to illustrate how language is manipulated to maintain and manufacture status. It explores disparities regarding gender, class and race, and it studies power and ideology in the information age.

BHSC 6325. Anthropology of Speech and Body Language. This course examines in depth the two major systems of communication upon which human interaction is based – language and nonverbal communication – and explores their use in daily life.

BHSC 6326. Communication and Persuasion. (CMT) This course analyzes nonverbal communication's role in structuring experiences and in shaping interactions with, and the understanding of, others. Topics include the effects of space, time, body movements, environment, objects and voice quality on human communication. Persuasive communication ideas and issues are discussed – including modern mass media, classical foundations of persuasive communication theories and the ethics of persuasion.

BHSC 6329. The Psychology of Religious Belief. (HUM) 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 the quest for mental, emotional and spiritual well-being. The course focuses especially on psychoanalytic thought, both Freudian and post-Freudian.

BHSC 6363. The Immigrant Experience. (GLO) (HRJ) (AMS) This course provides an interdisciplinary approach to immigration in the United States. It 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. It begins with an examination of the peopling of America before the Civil War and concludes with discussion and analysis of current waves of immigration. Questions addressed include the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration and America as a multicultural society.

BHSC 6371. Cognition: How We Think and Learn From Infancy to Aging. This exploration of the mind is divided into three parts: cognitive development, memory and aging. The course examines the evolution of thought, knowledge and memory from infancy until death. Lecture and discussion address what processes transform the brain and mind of a newborn into that of an adult, what infants and children know, where children's ideas come from, and how intellectual functioning changes with age.

BHSC 6372. Psychology of Aging. This course provides a balanced overview of health and aging, distinguishes aging facts from myths, and explores the physiological and psychological processes of aging from middle age through old age.

BHSC 6398. The Child in Contemporary Society. (GLO) Normal child development stages, both psychological and physiological, are the focus. The course includes discussion of the impact of societal changes, such as family disharmony, divorce and remarriage, drug and alcohol abuse, and the influence of media. Special emphasis is given to the changing role of the school and public policy in the life of the child.

BHSC 7351. Religion and Dispute Resolution: Florence, Italy. (HUM) (ORG) Study-tour focusing on religion and conflict against the backdrop of the artistic and ecclesiastical history of the Italian Renaissance. This course educates students in a powerful transformative mediation model, interspersed with on-site tours that highlight the spirit of the artistic rivalry and revival, conflict, and creativity that blossomed in the Italian Renaissance. This interactive course is designed to prepare leaders to deal effectively with interpersonal, congregational and other forms of group conflict. Although primarily focused on the religious environment, the skills learned are directly transferable to other settings and are invaluable to business managers, attorneys, mediators and other professionals who manage conflict. This class satisfies the State of Texas mediation requirements and the mediation course requirement for the Dispute Resolution program.

BHSC 7352. International Organizational Consulting at Trinity College: Dublin, Ireland. (HUM) (ORG) This course is presented in the 16th-century halls of Trinity College, Dublin. The class focuses on the processes and approaches that have been successfully used by numerous organizations to build and sustain functional international relationships. This course incorporates a unique design format that includes one weekend at the SMU-in-Plano campus followed by a week of activities in Dublin. The format allows students ample time to explore Dublin and integrate a full cross-cultural experience with classroom learning. The course also makes use of a variety of guest speakers to offer students multiple perspectives on the field of international collaboration and consulting.

Fine Arts

FNAR 6100. Independent Study – Directed Study.

FNAR 6115. Classic Works. (ACT) 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.

FNAR 6200. Independent Study – Directed Study.

FNAR 6201, 6101. Art and Architecture in Hispanic New Mexico. (ACT) (HUM) (GLO) (AMS) *(held on SMU's campus near Taos, NM)* Students are given a unique opportunity to study the artistic and cultural legacies of colonial New Mexico: pueblo life and architecture, Spanish town planning and church design; *retablos, santos* and their role in traditional religious experience; and art in the secular life of towns and haciendas of colonial and republican New Mexico. Students take field trips to galleries, collections and historical sites in northern New Mexico. They become familiar with the important architectural monuments and museum collections of the area, such as the Taos and Santa Fe area museums, the plaza and the church of Taos pueblo, and the churches of Chimayo and Santa Cruz de la Canada. They also sharpen their ability to "see" and "read" visual objects and built spaces as artworks and works of architecture. **NOTE:** *FNAR 6101 is the writing component of FNAR 6201, which involves a paper that is submitted after the trip. Students enrolling in this course for credit must enroll in both FNAR 6201 and FNAR 6101, for a total of three credit hours.*

FNAR 6300. Independent Study – Directed Study.

FNAR 6301. Action! The Practice of Dramatic Writing. (ACT) (CWR) Students participate in a hands-on writing course that focuses on basic requirements for dramatic writing (film,

theatre and solo performance): action, dialogue and narrative. Geared for both beginners and those already writing screenplays or plays, students learn through a series of in-class exercises and writing assignments how to "start from scratch" or rewrite a work in progress. Scenes from classic plays are studied and emulated.

FNAR 6302. Black Aesthetic in the Visual Arts. (ACT) (HRJ) (HUM) (AMS) This course explores the tenets of the black aesthetic as defined by the Black Arts Movement of the 1960s and how this movement influenced African-American contemporary and post-modern visual art. It contextualizes the development of the black visual arts aesthetic within the black cultural revolution throughout the United States from 1966 through 1979. Students discover the roots of the Black Arts Movement through the visual art of the Harlem Renaissance/ New Negro period and delineate the ideological differences held by artists working during these two eras. They also investigate the role that artists from other creative disciplines, such as literature, music and theatre, played in shaping the development of a black aesthetic in the visual arts.

FNAR 6309. Art of the Renaissance in Italy. (HUM) (ACT) This course explores painting, architecture and sculpture during the Italian Renaissance from its beginning in the early 14th century through the high renaissance in the 16th century. Major artists and their works are discussed within their cultural contexts, and focus is given to technique, stylistic influence and iconographical developments.

FNAR 6311. Etruscan Art and Archaeology. (HUM) (ACT) *(held off-campus)* This course surveys the art and society of the Etruscans and other peoples of ancient Italy from the beginning of the Iron Age to the Roman conquest. Topics, which are studied in their geographical and cultural context, include Etruscan cities and cemeteries, architecture, tomb painting, sculpture, and metalworking.

FNAR 6312. Art and Architecture of Ancient Pompeii. (HUM) (ACT) This course surveys the history, monuments and society of ancient Rome from about 300 B.C.E. to A.D. 79, as reconstructed from the excavations of Pompeii, Herculaneum, and other cities and sites of ancient Camoania.

FNAR 6314. Arthur Miller: Art, Activism and Life. (HUM) (ACT) (AMS) Arthur Miller was, arguably, one of the greatest playwrights of the 20th century. In addition, he was a prolific essayist, often addressing political and social issues, as he did in his collection *On Politics and the Art of Acting.* The course examines Miller's art through a variety of plays, including *All My Sons, Death of a Salesman* and *The Crucible;* and it examines his activism and social conscience through his writing and life experiences.

FNAR 6316. On Being Funny: Physical Comedy and Beyond. (HUM) (ACT) This class explores the roots of comedy and asks what it is – historically as well as currently – that makes people laugh. Using commedia dell'arte and the European clown as a basis, the class researches and recreates physical comedy from its classical expressions to modern versions in film and television. Individual performance assignments complement the research and scholarship of the course.

FNAR 6318. Women in American Theatre: Actresses, Playwrights and Directors. (HUM) (ACT) (GEN) (AMS) Throughout the history of American theatre, women have made significant contributions as actresses, playwrights, directors and managers. Despite this, most of this history has been invisible or defined as "exceptional." This course examines the influence and impact of women artists in the development of American theatre as aesthetic, cultural and economic phenomena. Students attend live productions and view filmed plays from female theatre artists as available; in-class visits from local or national female artists are arranged when possible.

FNAR 6320. Mummies, Myths and Monuments: Egypt of the Pharaohs. (HUM) (ACT) This course provides an overview of Egyptian art against its cultural background from the formation of Pharonic Egypt through the height of the New Kingdom. Aspects of applied technology, social and religious issues, and political matters of ancient Egypt are considered, concentrating on the vibrancy and meaning of art as a reflection of social and religious practice.

FNAR 6321. Great Books of Art History. (HUM) (ACT) This course provides an introduction to the profound, humane and entertaining scholarship of art history through the principal movements, methods and writings of the 20th century. Emphasis falls on theory and practice of the discipline, but the course is tailored for students who love to read, and it showcases a selection of influential, topical and elegantly written books and articles. Through such topics as the biography of the artist; philosophies of art; connoisseurship and historicism; and modernist, feminist and other current critical modes, the student is encouraged to formulate his or her individual place and voice in this evolving humanistic discipline.

FNAR 6322. Modern Movements in European and American Painting. (HUM) (ACT) 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.

FNAR 6323. Modern Painting in France. *(held off-campus)* (HUM) (ACT) (GLO) This course takes students on an art history tour to France. The tour explores modern French painting and the significant contributions of realism, impressionism, post-impressionism, fauvism, cubism and the non-objective. All lectures are delivered on-site, explaining the works of Courbet, Manet, Renoir, Degas, Pissarro, 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.

FNAR 6326. Shakespeare's Clowns. (ACT) This course looks at the plays of Shakespeare through the lens of the clown/fool role. Beginning with the clown's roots in ancient Greece, as well as England's Saxon and Medieval periods, the class defines and investigates the importance of the clown in history. Moving to specific clown/fool characters in Shakespeare's tales, the class examines the ways in which the clown's pointed and low humor mirrors the high characters of the tales. Advancing and revealing Shakespeare's plots, the clown provides insight into the politics of the polite world. Finally, the course explores Shakespeare's texts for embedded physical comedy in specific scenes that supports Shakespeare's intent and the world of the play, bringing his textual storytelling to life.

FNAR 6337. Imagining Reality: History and Aesthetics of Nonfiction Film. (HUM) (ACT) This course explores the issues and concepts of nonfiction film, using work from a variety of cultures and styles, and including issues of sponsorship and distribution. The course presents a historical overview of the genre from the silent film era to the new social documentaries. Students gain an increased understanding of the filmmaker's decisions concerning style, camera angle and other techniques, as well as increased awareness of social, ethical and legal issues surrounding documentary films.

FNAR 6339. Mortals, Myths and Monuments: Art and Culture of Ancient Greece. (HUM) (ACT) (GLO) This course is designed to familiarize the student with the primary concepts inherent in ancient Greek art and literature as seen through their cultural contexts. Delving into the works of Greek philosophers, painters and architects, the course is designed to establish, to a large extent, the foundations of Western civilization.

FNAR 6340. Greek Odyssey. (HUM) (ACT) (GLO) This course provides students with a visual depiction of the rich tapestry of ancient Greek culture as they visit museums and archaeological sites, with an emphasis on the mythological, archaeological and historical settings in which the art and architecture were created. The course touches on various aspects of ancient Greek life, including religion, Olympic contests, theatrical performances, political developments and artistic expression.

FNAR 6342. Conservation and Preservation: Etruscan Archaeology in Italy. (HUM) (ACT) (GLO) *(held off-campus)* Students get first-hand experience in excavating an important Etruscan site, Poggio Colla, just northeast of Florence. MLS participants join other faculty and students at this ongoing dig and are housed on-site in a converted farmhouse. Archaeologists, art historians, conservators and other professionals instruct participants in the cultural heritage of Tuscany, the archaeological process, and conservation and preservation techniques. Side trips to Rome and Florence introduce students to local museums of Etruscan art.

FNAR 6387. Inspiring Creativity Through Original Art. (ACT) 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.

FNAR 6394. Creating Poetry. (HUM) (ACT) (CWR) Students explore and create a variety of poetic forms. Conducted as a workshop, participants read and interpret a wide variety of poems, craft poetry themselves, and critique and evaluate their classmates' poems.

Humanities

HUMN 6100. Independent Study – Directed Study.

HUMN 6106. Reading Darwin: His Major Works. (HUM) What was the uproar about? When Darwin published *On the Origin of Species* in 1859, his book was greeted with a mixture of shock, consternation and delight by various sectors of the reading public. This classic texts course assumes that before students react to Darwin's arguments, it's a good idea to have read the essential portions of *On the Origin of Species* and its sequel, *The Descent of Man* (1871). Students examine the care with which Darwin builds his case for speciation through natural selection and also respond to his profound and moving vision of the world of living beings.

HUMN 6115. Classic Texts in the Humanities. (HUM) This one-hour course focuses the student's attention on a single, seminal text in the humanities through close, directed reading, seminar discussion and a final paper. Texts and topics change each term. Topics include, but are not limited to Woolf, *Mrs. Dalloway;* Dostoevsky, *The Brothers Karamozov;* Whitman, *Leaves of Grass;* Melville, *Billy Budd;* Proust, *Swann's Way;* Aristotle, *Nicomachean Ethics;* Twain, *The Adventures of Huckleberry Finn;* Poe, *The Short Fiction of Edgar Allen Poe;* Ellison, *The Invisible Man,* Erdrich, *Love Medicine;* Shakespeare's Sonnets; and Welty, *The Short Fiction of Eudora Welty.*

HUMN 6200. Independent Study – Directed Study.

HUMN 6204, 6104. Sacred Places and Spiritual Practices. (HUM) (AMS) *(held on SMU's campus near Taos, NM)* Students get a first-hand glimpse into several aesthetically beautiful, and spiritually potent, sacred places in the area around Taos – places where the spiritual disciplines of numerous religious traditions flourish. They travel to, and participate in, the religious/spiritual life of the following: the Monastery of Christ in the desert in Abiquiu, the Neem Karoli Baba Ashram in Taos, the Hacienda de Guru Ram Das in Espanola, the Haidakhandi Universal Ashram in Crestone and the Crestone Mountain Zen Center. They also have the opportunity to participate in an authentic sweat lodge ceremony, led by Herman Quinones, a traditional native American healer. They can take advantage of an experiential and interactive learning style with many opportunities for small group discussions with representatives of each of the spiritual centers. At each site (and while traveling to these sites), there are prolonged periods of personal engagement with the practices that are central to each tradition (such as chanting, group recitation of sacred texts, selfless service, prayer, yoga, meditation and silent contemplation). Students also read and discuss *The Power of Now* by Eckart Tolle and a handout of short readings on the role of various pertinent spiritual practices. In addition, they have time to reflect and journal on a daily basis about their experiences. **NOTE:** *HUMN 6104 is the writing component of HUMN 6204. A 15–20 page research paper is submitted after the trip. Students enrolling in this course for credit must enroll in both HUMN 6204 and HUMN 6104, for a total of three credit hours.*

HUMN 6205, 6105. Women and the Southwest. (HUM) (ACT) (GLO) (GEN) (AMS) *(held on SMU's campus near Taos, NM)* When female artists such as Georgia O'Keeffe and writers such as Mabel Dodge Luhan, Willa Cather and Mary Austen arrived in the Taos area, they declared that this was the place where they as women, the intellectual artistic community and even civilization could begin again. The environment becomes the classroom as students explore what, for example, inspired Mabel Dodge Luhan to lure to New Mexico the New York intellectual community, including such notables as D.H. Lawrence and Ansel Adams. Students tour the Taos pueblo and the house Mabel Dodge Luhan constructed with her

husband Tony Luhan, a Pueblo Indian. She dreamed their marriage would unite the two civilizations. Students also explore Indian ruins that resemble those in which Willa Cather claims to have been reborn. Students visit the Georgia O'Keeffe Museum and explore the country that so enthralled O'Keeffe. *Students enrolling in this course for credit must enroll in both HUMN 6205 and HUMN 6105, for a total of three credit hours.*

HUMN 6303. Thesis.

HUMN 6306. Major Philosophers of the 19th Century. (HUM) This course studies the life, thought and significance of major philosophers of the 19th century, including Hegel, Schopenhauer, Kierkegaard, Nietzsche and Marx in Europe; Bentham and Mill in Britain; and Peirce and James in America. The course aims to develop the student's critical assessment of these philosophers' arguments and influence.

HUMN 6308. Women's Lives and Women's Literature. *(fulfills the writing intensive requirement)* (HUM) (GEN) (ACT) (AMS) This course examines classic texts in the American and British women's literary tradition. Students focus on how texts reflect the ideals and conflicts in the portrayal of women's lives, and the course is organized in stages from childhood to old age. Students are introduced to selected modes of literary theory as a context for reading women's literature. Authors include Alcott, Morrison, Austen, Bronte and Eliot.

HUMN 6310. "Tell About the South": Voices in Faulkner's Novels. (ACT) (HUM) (AMS) William Faulkner's novels belong to the tradition of "Southern Gothic," but their material is typically presented through the multiple voices of conflicting narrators. This course confronts Faulkner's modernist "difficulty" through the exploration of several novels, focusing on their value for students as readers and citizens. Works include *The Unvanquished, As I Lay Dying, The Sound and the Fury,* and *Light in August.*

HUMN 6316. The Human Experience: An Introduction to Graduate Liberal Studies. *(required)* Students examine issues of human existence using interdisciplinary perspectives, primary readings, large group presentations and discussion groups. They learn the various disciplines of human thought and problems, and they contribute to the overall knowledge of the many ways in which humans try to understand themselves and the world around them. They study what it means to be human, including a consideration of the nature of products of human activity and the world in which humans find themselves. They also take a close look at the human condition and human creations such as social institutions, art and literature, and science.

HUMN 6317. Heroes and Heroism. (HUM) (ACT) The hero (either male or female) is a mythical construct through which a society embodies its values, transmits them to the young and celebrates what it wishes to believe about itself. The course begins with the classical or Greek conception of the hero and the Hebraic-Christian ideal. It then examines how these traditional views of the hero were modified in the Middle Ages by the writers of tales of chivalry and romance. Shakespeare's *Hamlet* is read as the embodiment of the Renaissance idea of the hero. Works by Shaw, Woolf and Camus grapple with the modern and contemporary question of heroism.

HUMN 6318. Americans in Paris: The Lives and Literature of the "Lost" Generation. (HUM) (AMS) After World War I, American artists and writers poured into Paris, and the friction between the two cultures sparked some of the great arts and letters of the 20th century. This course examines works by these expatriates, their influential precursors and their European contemporaries. In the process, the course examines modernism and its major works in painting, science, philosophy and music.

HUMN 6319. Ethics and Literature. (HUM) Because of their complexity and density, literary works are fruitful texts for the study of moral philosophy. The works studied in this course evoke questions about individual responsibility, free will, the nature of evil and the resolution of conflicting moral claims. The course examines a variety of literary works in the context of such traditional philosophies as Utilitarianism and Kantianism.

HUMN 6320. Jewish American Literature. (HUM) (AMS) From the Yiddish literature of the European *shtetl* through Woody Allen, Steven Spielberg and the greatness of such writers as Bellow, Malamud and Roth, this course is an exploration of the themes, issues and development of Jewish American literature. Course materials include immigrant literature from the turn of the century, Jewish American responses to the Holocaust and modern

interpretations of ancient themes. The course also addresses the particular issues that arise in studying any distinctive cultural/ethnic literature.

HUMN 6322. Making Sense of the American Spiritual Landscape. (HUM) (AMS) The American spiritual landscape is quickly changing, shaped by trends, both old and new, that have left their marks on the way people understand and practice their faith. This course is designed to provide an understanding of the most significant trends affecting American spirituality today, as well as a theological, conceptual and historical framework in which to consider them. Among the topics are separation of spirituality from theology and religion, diversity and fragmentation in spiritual communities, and changing attitudes toward authority and individualism in religion.

HUMN 6323. Psychological and Religious Significance of Dreams. (HUM) Do dreams contain important insights, and even messages, about human life and destiny? Or, are they merely accidental byproducts of brain activity, of no real importance to the psyche and to human development? This course explores the meaning of dreams in human experience, with particular attention to the integration of psychological and religious understanding of dream material. This study includes a close look at what several orientations in psychology, and one ancient religious tradition, have to say about the significance of dreams in human experience. Opportunities are provided for students to learn basic principles of dream interpretation, which they can apply to their own dreams.

HUMN 6324. Evil and the Concept of God. (HUM) This course offers in-depth scrutiny of both classical and contemporary discussions of evil, a central issue in the philosophy of religion and in theology. Attention is also paid to thinkers who sought to deny or evade the problems of evil.

HUMN 6325. Women in Modern Literature and Film. (HUM) (ACT) (GEN) (AMS) The course examines the representation of women in modern literature and film from the turn of the century to the present. The course begins with late 19th century works by Chekhov and Ibsen and discusses how these works present a crisis in the cultural context of women's traditional roles. It also examines how women writers from Europe and the United States have struggled against narrow gender definitions in their writings and have tried to define women as active, autonomous and intelligent beings. The course also looks at how women are represented in more recent European films that deal with the legacy of national socialism and that pose the question of women's historical agency.

HUMN 6327. Women in Modern Literature. (HUM) (ACT) (GEN) (AMS) This course considers the role of women, both as characters and very creative writers, in modern short fiction, poetry and stage plays. Works considered begin with the 19th century and conclude with the present era.

HUMN 6330. Wit and Humor in African-American Literature. (ACT) (HUM) (AMS) The goals of this course are to reach a better understanding of the aesthetics, cultural/historical experiences and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings/performances.

HUMN 6335. The Bible and Literary Creation. (HUM) This study approaches the Bible from the standpoint that it is, among other things, a literary anthology, providing its readers with a cosmic vision and models of literary forms. In that sense, it is both a product of, and a means of stimulating, the imagination. The course aims to raise biblical literacy and awareness of the presence of the Bible in English and other Western literatures.

HUMN 6338. The Fire of Transformation: Exploring the Mystical Life. (HUM) In this course, students explore 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.

HUMN 6341. Ethical Implications of Children's Literature. (HUM) (GEN) 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, and students become acquainted with different approaches to children's literature by reviewing a variety of literary criticism.

HUMN 6342. The Spiritual Vision of Jesus. (HUM) This course attempts to define the spiritual vision of Jesus as it can be reconstructed from New Testament texts. Attention is given to methodological challenges, the shape of Second Temple Judaism and other issues of relevance, including the attitude of Jesus toward the temple, law and prayer. The course considers recent scholarship from the Jesus Seminar and the search for the historical Jesus, as well as how these considerations impact the contemporary view of Jesus and spirituality.

HUMN 6344. The Kabbalah and Jewish Mystical Tradition. (HUM) This is a historical overview of the Jewish mystical tradition, commonly known as the Kabbalah, from its inception in biblical times (or, more precisely, in the period when the Bible was written) until the end of the 18th century. By reading and discussing the primary texts that have been most influential in shaping this tradition, the course examines how the esoteric experiences and otherworldly journeys of the mystics reflected the condition and needs of the Jewish community, helping it to sustain its identity and to affirm, develop and hone its beliefs and practices. Unraveling the highly symbolic, metaphoric and allusive language of the mystical literature, students plumb its ideas about the structure of the godhead and the human soul, creation and end-time, good and evil, sin and repentance, suffering and redemption, angels and demons, and much more.

HUMN 6350. The Art of African-American Storytelling. (HUM) (ACT) (AMS) The course is designed to establish the traditional roots of African-American storytelling. In tracing the roots of African-American storytelling from Africa through the diaspora, students examine the survival, uses and importance of verbal arts in the African-American culture. The course also allows examination of cultural clashes between descendents whose experiences are disparate: one group dominated by respect for oralities and the other dominated by reliance on authorized written texts.

HUMN 6351. Interpretation and Performance of African-American Poetry. (HUM) (ACT) (AMS) The course is designed to extend the student's knowledge and awareness of the African-American literary, aesthetic and folk traditions. Historical, political and sociological factors are strong influences in African-American poetry. Therefore, selected poets are chosen from early to contemporary periods.

HUMN 6352. Interpretation of Folklore in African-American Fiction. (HUM) (ACT) (AMS) 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.

HUMN 6354. Remembering the Sixties: Culture and Change. (HUM) (ACT) (GLO) (AMS) Was it the decade that America came unraveled, or was it the dawning of the Age of Aquarius? This course examines eyewitness accounts, participants' recollections, and fictional and film representations of the nation's most controversial decade to discover how mass media influenced cultural perceptions and how later commentators on this era have constructed nostalgic or demonized versions as ammunition in continuing contests over values.

HUMN 6356. Oral Interpretation of Literature (CMT). This course introduces the student to the study of literature through performance. Based on the assumption that performance is a method of understanding and enjoying literature, the student participates in performance readings of prose, poetry and dramatic literature. Written work is assigned, but the focus of this course is on the discovery and exploration of literature through the medium of vocal and physical performance.

HUMN 6358. Trances and Dances: Investigations Into Aboriginal Religious Life. (HUM) (GLO) (AMS) This course is designed to introduce students to the religious beliefs and practices of several non-Western (or pre-Western) cultures, such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through readings, videos, lectures, classroom discussion and in-class activities, students examine such phenomena as

spirit possession, sacrifice, masks, shamanism, out-of-body experiences, spiritual healing, visions and pilgrimage. Students delve into the psychological and social functions of trance, exorcism and magic, and they explore the problems and possibilities of cross-cultural religious contact. They also seek out the hidden meanings of myths and dreams.

HUMN 6359. Etruscan Art and Archaeology in Italy. (HUM) (ACT) (GLO) *(held off-campus)* Students learn about art, conservation, archaeology and cultural history in one of the most beautiful regions of Tuscany. They spend two weeks with archaeologists, art historians, conservators and other professionals at an ongoing archaeological research project in Italy, the largest of its kind in the Mediterranean.

HUMN 6360. Philosophers Examine Religion I. (HUM) From antiquity to the present, philosophers have studied religion seriously. Doing so has produced a significant body of literature worthy of careful reading and reflection. This two-part course studies the viewpoints of notable philosophers regarding religion and its claims. Part I begins with the in-depth study of the four classical arguments for the existence of God. The remainder of part I is devoted to careful consideration of such key topics in philosophy of religion as religious experience, revelation, miracle and faith.

HUMN 6361. The Literature of Religious Expression. (HUM) This course primarily examines the expressions of belief (or human values) in literary forms (poetry, fiction and prose) – that is, the works of artists who believe strongly in sharing the intensity of their religious feelings. Selections are drawn from the writings of Donne, Herbert, Bunyan, Defoe, The Book of Common Prayer, the Bible, Wordsworth, Coleridge, Arnold, Tennyson, Browning and contemporary poets.

HUMN 6363. Philosophers Examine Religion II. (HUM) This course continues study of notable philosophers on religion and its claims (see HUMN 6360). The second part focuses on problems of evil and human destiny. It is not necessary to take the courses in sequence; part I is not a prerequisite for part II.

HUMN 6366. Reading St. John's Revelations. (HUM) The course reviews what is undoubtedly the most controversial book in the New Testament. Students review the history of St. John's book, with attention to morality and other elements of the book's socio-historical setting, including the larger context of Jewish apocalyptic literature. They also examine various approaches to interpretation of the text and ways of both reading and appropriating the book's message. Topics include literary and theological study of the book's imagery and the theological implications of various interpretations.

HUMN 6370. The Literate Mind at Work. *(fulfills writing intensive requirement)* This course is designed to ensure that beginning Master of Liberal Studies students have mastered the critical academic skills – reading, discussion and writing the researched argumentative essay – required to succeed in graduate liberal arts studies. The course is writing intensive and includes drafting, rewriting and editing as part of the writing process. Students are also responsible for learning basic research techniques and styles of annotation, as well as a review of academic integrity and issues of plagiarism. **NOTE:** *This course must be taken within the first 12 hours of the MLS curriculum; it is highly recommended that the course be taken in the first term and that it be taken in conjunction with HUMN 7104 Research Methods.*

HUMN 6373. American Regional Literature. (HUM) (ENV) (ACT) (AMS) This course explores the regional literary voices that form the roots of American literature. Out of the unique development of each region comes the diversity and richness of ethnic influence, literary genres and thematic focus that constitute the foundations of American literature. Texts and topics vary from term to term. Topics include, but are not limited to, literature of the Southwest, Southern literature and New England literature.

HUMN 6374. Writing and the Search for Self. (HUM) (ACT) (CWR) What are the defining moments of people's lives, and how do they incorporate the insights gained from these critical experiences into the stories they tell about themselves? Examining memoirs and autobiographies, and offering practical advice on journal keeping and overcoming writer's block, this course is for students interested in developing a strong individual voice, one that can address issues of personal concern with the authority that comes from experience.

HUMN 6375. History of the Freedom of Expression. (HUM) (AMS) Since the invention of the printing press, "freedom of expression" and limits thereto have been the source of much conflict. Heavily influenced by debate in England, guarantees of freedom of expression in America came with the Bill of Rights, which in turn has been at the center of many debates on important national issues. This course traces the history of conflicts surrounding the freedom of expression.

HUMN 6376. Our Stories, Ourselves. (HUM) (ACT) (CWR) 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.

HUMN 6378. Literature of the Great Plains. (HUM) (ENV) (AMS) Authors from Capote to Cather have been fascinated by the Great Plains. Indeed, one could argue that the Plains almost rise to the level of a character for some authors, a character complicated by the realities of a harsh and forbidding environment on the one hand, and the multilayered ambiguities of the region's myths on the other. To help students explore the environment–myth nexus, they examine major authors from (or who have written about) the Great Plains through two lenses: environmental history and mythology.

HUMN 6380. The News Media in Contemporary Society. (CMT) (HUM) (GLO) (AMS) The course examines the influence of the news media on policymaking and electoral politics and includes a consideration of news ethics. This course is designed to help the student become a more sophisticated news consumer, better able to apply rigorous standards to the products delivered by print and electronic news organizations.

HUMN 6383. Poetese and the Shape of Meaning. (HUM) (ACT) Students familiarize themselves with the types of devices poets can use to make their work transcend the usual bounds of language – making marked leaps toward the eternal. In any literate culture, poetry is placed language. Poets decide where on the page to put questions, long words, and light or dark vowels. This course explains the basic elements and processes of "poetese" (such as rhyme and metaphor) and also shows how corridors – lines of similar elements – can add visual harmony to poetic impact.

HUMN 6385. American Society Through Film: The 20th Century. (HUM) (ACT) (CMT) (AMS) Using commercial film as a mirror, this course takes a look at American history and the nation's shifting social values through most of the 20th century. Issues under consideration include changes in social mores, race relations, attitudes toward war, political idealism, the emergence of the youth culture, social adjustments and alienation, and personal responsibility in a changing world.

HUMN 6387. Story: Fact, Fiction and Truth. (HUM) (CWR) Narratives may be a way of giving flesh to people's desire to know more about what it means to be human. They are a means to express, to celebrate and to instruct others about that which people wish to be true about themselves, but stories can explore the margins of humanity as well. This course explores the ways stories work, how students read and appropriate what they read, and the importance of narratives to their lives. Authors include Ovid, Chekhov, Welty, Joyce, Tolstoy, O'Connor, Faulkner and Hemingway.

HUMN 6389. Voices Riding the Waves. (HUM) (ACT) (CMT) This course gives a close-up, in-depth view of living writers – their influences, methods and habits of working – through contextual readings and anecdotes that illuminate the writers' source materials. Students read several books by past, present and future Writers Studio authors who have appeared or will appear in Dallas.

HUMN 6390. Law and Literature: Parallel Interpretive Strategies. (HUM) (HRJ) This course begins with the assumption that both law and literature require interpretation. From that point, students move to an examination of two methods of interpretation: legal and literary. Ultimately, participants should develop a sense of the law as a text requiring constant mediation and evaluation. Readings juxtapose case law with literary texts by such authors as Browning, Camus, Melville and Glaspell.

HUMN 6391. Classic Texts Seminar (3). (HUM) This course focuses on three classic texts: *Madame Bovary, All the King's Men* and *The Brothers Karamazov.* Students reap benefits from three great authors and a fabulous team of instructors – all in one course.

HUMN 6395. Consuming News in the Digital Age: From Traditional Media to Citizen Media. (HUM) (CMT) (AMS) Students examine the impact of digital technology on news and the free flow of information in a democratic society. The course covers the evolution of American journalism from its founding to its current-day forms. The standards and practices of journalism for traditional media (print, radio and television) and new media (online reporting, blogging, video/audio podcasts, live streaming and Web-feed formats such as RSS feeds) are closely reviewed. Students discover how the different technological methods of news distribution affect who does the coverage, what gets covered, who is reached and why these are important.

HUMN 6396. Literature and the Culture of Disability. (HUM) Students examine issues of disability from literary, cultural and philosophical perspectives. They grapple with current debates in disability studies within a variety of contexts.

HUMN 6397. Troubled Youth: Educating the Young in America. *(fulfills the writing intensive requirement)* (HUM) (AMS) Through fiction, nonfiction and film, this course examines from historical and contemporary American perspectives the paired "problems" of adolescence and education. Students expand their understanding of contemporary issues in adolescent development and education by grounding current concerns in historical perspective.

HUMN 7208. How Lawyers See the World. (HUM) (HRJ) This course concerns general theoretical questions about the nature of law and legal systems, the relationship of law to justice and morality, and the connections between law and the humanities. The question of whether law is an autonomous discipline is an animating theme, and this course considers this question from a variety of angles. Students explore philosophical and literary texts, as well as a number of representative cases.

HUMN 7212. Monastic Spirituality at St. Gregory's Abbey. (HUM) *(held off-campus)* For five days, students experience the life of the Benedictine Order and consider ways in which that experience might inform their own spiritual practice. The schedule consists of meditation and prayer five times daily, following the practice of the monastery, and includes lectures and guidance provided by monastery brothers and a member of the faculty of SMU's Perkins School of Theology. The purpose of the course is to experience disciplined thought and personal contemplation by placing oneself outside the daily routine of the secular world.

HUMN 7311. Capstone: Liberal Studies. This course offers students four project-/analysis-oriented ways to conclude their experience in the Master of Liberal Studies programs in a selected concentration. Students choose from a graduate project, graduate portfolio, creative project or a service experience with analysis.

HUMN 7312. Islam, State and Society. (HUM) (GLO) (GEN) (HRJ) The emergence of so-called "political Islam" as a movement both to reform dominantly Muslim societies and to transform their relationship to non-Muslim nations has had a growing impact on American impressions of Islam and on U.S. foreign policy toward Muslim countries. This course examines the emergence of contemporary Islamic movements as they relate to the evolution of Muslim states and societies and to the attitudes and roles of Muslim minorities in non-Muslim states and societies. This course first explores the historical rise of Islamic states and societies and the classical Islamic legal reasoning that justifies and shapes them. It then explores the emergence of contemporary Muslim discussions about the relationship of Islam to state and society in the modern context. It particularly explores the issues that surround Muslim minorities in non-Muslim states and societies and the rights of non-Muslims in dominantly Muslim states and societies. Important to this exploration is an understanding of human rights, gender, democracy, and economic structures in contemporary Islamic thought.

HUMN 7313. Creating the Short Story. (ACT) (HUM) (CWR) 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.

HUMN 7315. Religions of Asia. (GEN) (HUM) (HRJ) Since the first encounters of Europeans with India, China, and Southeast Asia, westerners have been challenged by the philosophies, religions and world views of Asia. Over the centuries they have become, for many, new ways of thinking about the possibilities of being human and understanding the world. This course surveys Hinduism, Buddhism and Chinese religions. Students are offered the opportunity to understand more fully the world views on traditional Asian societies, the ways in which their religions have met the spiritual and social needs of their adherents, and their present growth and relevance outside Asia. Through lectures and readings, students journey through these world views, learn the stories and rituals in which they are expressed, and discover the ways in which they function in individual lives and the societies as a whole. An important part of the course includes visits to Hindu and Buddhist religious communities in the Dallas area, as well as meetings and discussions with their members and leaders.

HUMN 7320. Lesbian and Gay Literature. (GEN) (HUM) (HRJ) This three-hour course focuses on the manifold ways same-sex love and desire have been represented in literature from ancient times through the present. Tracing the persistence of classical and biblical views and the rise of modern models of sexuality, the course follows ideas from Plato, the Bible, medieval poetry, Shakespeare, Oscar Wilde and Freud that frame the work of gay and lesbian writers today.

HUMN 7333. Reading Plato in Gatsby. (HUM) Plato's *Symposium* and Petronius' *Satyrica,* two seminal texts of classical literature, have greatly influenced later texts, both philosophical and literary, in many ways. This class considers the influence of *Symposium* and *Satyrica,* separately and jointly, on three important works of fiction of the late 19th and early 20th centuries: Henry James' *Daisy Miller,* F. Scott Fitzgerald's *The Great Gatsby,* and Evelyn Waugh's *Vile Bodies,* in order to analyze how these modern writers use classical themes and models to present and articulate contemporary issues and concerns.

HUMN 7335. The Myths of Our Time: Introduction to Media Literacy (CMT) (HUM) (HRJ) (GEN) (AMS) This course explores strategies for interpreting a variety of verbal and nonverbal languages and texts – from print ads and commercials to cable news, from political spots and game shows to church bulletins and alumni magazines, and from dress codes to supermarket displays. Students identify and analyze some of the most fundamental myths the culture employs to frame and interpret reality: myths of competition, celebrity and happiness; the myth of fun (life as entertainment); myths of money, shopping and the (transcendent) market; and myths of patriotism and the American dream. Students pay particular attention to the representation, in word and image, of gender, race, old age, economic class, childhood, etc.

HUMN 7350. Special Topics in the Humanities. (HUM) This course explores varying topics and issues in the humanities.

Science and Culture

SCCL 6100. Independent Study – Directed Study.

SCCL 6101. Matters of Life and Death. (HUM) Developments in science present the community with issues that require re-examination of certain ethical concepts. These lectures focus on beginning of life and end of life concerns. Topics include assisted reproduction, abortion, the prenatal diagnosis of inherited disorders, new definitions of life and death, the right to die, preserving life versus prolonging dying, and case histories to evaluate the ethics of the decisions that were made.

SCCL 6202, 6201. Challenges for Sustainable and Secure Water. (GLO) (ENV) *(held on SMU's campus near Taos, NM).* With water a vital resource for humans and ecosystems, humankind is poised to engage in numerous struggles, given future uncertainties with changing climate, increasing incidence of widespread drought, population growth and large-scale landscape alteration as a consequence of that growth. Countless popular media articles and scientific analyses have raised the alarm regarding this emerging situation of conflict over scarce water resources. On a global level, the situation is considered so serious, with an estimate that one half of the world's human population will reside in countries considered water scarce by 2025, that the United Nations Millennium Declaration and World Summit

on Sustainable Development, in 2000, established 2005–2015 as the Water for Life Decade. This international decade of action has aimed to ensure safe drinking water and sanitation for the world while achieving sustainable water use for biodiversity. This course explores how various human activities within watersheds impact the aquatic ecology of rivers and streams and compromise the safety of the water supply. It examines surface waters within the watershed boundaries of the American Southwest, and specifically the Rio Grande watershed, along with case studies from other regions around the world. **NOTE:** *SCCL 6102 is the writing component of SCCL 6202 and requires that a paper be submitted after the class trip. Students enrolling in this course for credit must enroll in both SCCL 6202 and SCCL 6102, for a total of three credit hours.*

SCCL 6203. Science, Ethics and Societal Concerns. (GLO) (ENV) (HUM) The issues in ethics receiving the most discussion today are those growing from developments in science. Many issues are completely new, but others come in the field of new technologies, which may have been addressed by ancient thinkers. These are issues that affect the entire community. In the course discussions, science is presented at a level consistent with the understanding of an educated layman, requiring little formal scientific background. The course includes discussion of the following: the nature of science, organic evolution, genetic disease, genetic engineering, stem cell research, vaccination and self-inflicted disease.

SCCL 6300. Independent Study – Directed Study.

SCCL 6305. Genetics and Ethics. *(fulfills the writing intensive requirement)* (HUM) (GLO) (GEN) (ENV) The curriculum provides sufficient knowledge of genetics, biology and medical ethics so that students can intelligently discuss the issues that permeate the headlines and present profound moral quandaries for everyone. Students explore issues such as stem cell research, genetic engineering, cloning and prenatal genetic diagnosis.

SCCL 6308. Ecology in Balance: People and Planet. (ENV) (HUM) (HRJ) (GLO) This class studies the impact of population growth on the demand and availability of resources, energy and food. Interrelated effects of people and environment are considered, along with constructive solutions to problems arising from growth.

SCCL 6335. Little but Lethal: Biological Man in a Technological World. (ENV) (HUM) (HRJ) (GLO) Students study the dangers of new technology to men and women. This course examines critical problems confronting humanity in an age of rapidly advancing technology, including overpopulation, malnutrition, pollution and major diseases.

SCCL 6349. Biology of Nutrition. (ENV) (HUM) Nutrition can be defined as the study of foods and how foodstuffs affect health and biological function. This course focuses on the composition and function of nutrients – that is, carbohydrates, fats (lipids), proteins, vitamins and minerals, and water (the "forgotten" nutrient). The course includes consideration of the chemistry of nutrients and their biological function; however, a prior background in chemistry is not required. Definition of terms is a key to understanding the facts and concepts that are presented, including terms often seen in the press or on food labels: low carb, unsaturated fats, saturated fats, high protein and vitamin enriched. A diet analysis for the student is a term project for this course.

SCCL 6359. Frontiers in Astronomy and Cosmology. (HUM) Students study current information and theories concerning the Earth, moon, sun, planets, stars, pulsars, quasars, black holes, galaxies and the structure of the universe. The course is designed for the beginner and does not require a mathematics or science background, even though the results of National Aeronautics and Space Administration space research and current astronomical and physics research are presented and discussed.

SCCL 6364. The Nuclear Age and Culture. (HUM) (ENV) (GLO) (HRJ) Developments in nuclear physics have influenced many features of society: business, culture, ethics, government, medicine, health, literature, art and politics. Opportunities for analysis are plentiful and diverse – including, for example, the study of peace and disarmament movements, nuclear-themed film and literature, the roles of women in science (Marie Curie and others), and the role of Robert Oppenheimer. The course is a broad survey, rooted in a qualitative understanding of nuclear science gained from lectures, readings and class discussion.

SCCL 6366. Understanding Civilization Through Games. (CMT) (HUM) History, including the development of civilization, has been a part of many games. This course analyzes the assumptions that are used in board games that attempt to model civilization and the human condition and examines how board games are used to enhance the understanding of history and the sequencing of historical events. Students create board games that model an aspect of civilization.

SCCL 6389. The Origins and Evolution of Life. (HUM) (ENV) (GLO) (HRJ) Students study the biological aspects of the origin of life on Earth, the history of the subsequent evolution of animal and plant life, and the environmental and geological settings throughout the ages. The mechanisms of evolution and man as an evolving biological species are discussed.

SCCL 7205, 7105. Flowering Plants of the Southern Rockies. (ENV) (AMS) *(held on SMU's campus near Taos, NM)* This course provides an intense introduction to plant identification and collections using field-collected or observed specimens from the SMU-in-Taos campus and from surrounding areas. Students learn the botanical language, plant names and classification. Students are required to learn 24 families and collect plants from 20 plant families and press them. *Students enrolling in this course for credit must enroll in both SCCL 7205 and SCCL 7105, for a total of three credit hours.*

SCCL 7206, 7106. Biotic Communities and Environments of the Southwest. (ENV) (AMS) *(held on SMU's campus near Taos, NM)* Each student brings his or her hiking shoes, hat, water container, backpack, rain gear and sunscreen and explores the major life zones of the Southern Rocky Mountains of north central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Field trips include the Fort Burgwin campus on the first day and a trip to the Taos Pueblo followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, trail 69, Italionalis canyon and finally a longer trip to Williams Lake in Ski Valley. Students begin with easier drives and hikes and finish with a more moderate hike to 11,000 feet at Williams Lake. The Fort Burgwin campus in Taos, New Mexico, is a rich environment for examining the major life zones through lectures and field trips during this week-long course that includes the annual firework celebration in Taos, as well as a concluding dinner at the Stakeout Restaurant in Taos. **NOTE:** *SCCL 7106 is the writing component of SCCL 7206 and requires that each student submit a paper after the trip. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of three credit hours.*

SCCL 7350. Special Topics in Science. This course explores a variety of topics and issues in science and the natural sciences.

Social Science

SOSC 6100. Independent Study – Directed Study.

SOSC 6102. Traveling Through the Middle Ages. (HUM) During the Middle Ages, humanity did not cease to move: to buy and sell, to explore, to work, to fight and conquer, to convert, and to escape persecution. On foot or by mule, by wagon or by boat, travelers crossed the continent of Europe, eventually reaching the Far East, sub-Saharan Africa and the Americas. The Middle Ages started with the massive migration of the German tribes into the Roman Empire boundaries and ended with the first sea expeditions commissioned by the kings of Spain and Portugal.

SOSC 6115. Classic Texts in the Social Sciences. (HUM) This one credit hour course focuses the student's attention on a single, seminal text in the social sciences through close, directed reading, seminar discussion and a final paper. Texts and topics change each term. Topics include, but are not limited to *The Federalist Papers;* Walter Prescott Webb, *The Great Plains;* Josiah Gregg, *The Commerce of the Prairies;* Andy Adams, *The Log of a Cowboy;* Marx and Engels, *The Communist Manifesto;* and *The Autobiography of Benjamin Franklin.*

SOSC 6200. Independent Study – Directed Study.

SOSC 6300. Independent Study – Directed Study.

SOSC 6305. The History of Time. (HUM) The passing of time is a universal human experience, but the control, measure and politics of time differ among cultures. This reading seminar addresses changing perceptions of time from the rise of astronomy and astrology

in the ancient Near East to Medieval and Renaissance ideas of time and the development of clocks and other modern ideas and scientific theories. The course concludes with an examination of the social and political consciousness of and control over time in American society. Readings incorporate the works of historians, archaeologists, scientists, novelists and poets, from the classical Greeks to H.G. Wells.

SOSC 6307. History of Consumer Culture in the United States. (CMT) (HUM) (AMS) This course considers the business, cultural and political history of the rise of consumer culture in the United States between the Colonial period and the present. It focuses on the development of institutions that promote advertising, desire and luxury.

SOSC 6309. The Struggle for Human Rights: America's Dilemma. (HUM) (HRJ) (GEN) (AMS) The course examines certain violations of human rights within their historical context. Attention is also given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide.

SOSC 6310. Dignitas and Decadence: The Society and Culture of Imperial Rome. (GLO) (HUM) (ACT) This course examines the main currents and ideas of Roman imperial society from the establishment of monarchical rule by the first emperor, Augustus, to the fall of the empire in the fifth century A.D. Students examine the profound social changes experienced by Roman society as a result of its military expansion; the incorporation of new peoples; developments in polytheistic and monotheistic religion; the spread of Stoic philosophy; and changes in the definition of *Romanitas* and Roman citizenship, including developments in gender- and class-based rights.

SOSC 6311. Seminar in Dallas History. (HUM) (HRJ) (AMS) Some people have asserted that Dallas is a place devoid of an interesting or even significant past. This course is based on the opposite view, a conviction that important and fascinating events have occurred in Dallas and that an understanding of how one of the nation's largest cities came about is worthy of anyone's careful attention.

SOSC 6312. Julius Caesar and the Fall of the Roman Republic. (HUM) The course considers important historiographical questions concerning the fall of the Roman Republic and the rise of the monarchical Roman Empire as a direct consequence of the life and death of Julius Caesar.

SOSC 6313. Native Americans and the Young American Republic. (HUM) (AMS) (HRJ) Students study the history and culture of the Iroquois nations, from pre-European contact to Colonial and Revolutionary America, to the present.

SOSC 6314. Living Through the American Revolution. (HUM) (HRJ) (AMS) This course explores the social history of the American Revolution and what the revolution meant 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 both the course of history and themselves.

SOSC 6315. From Hannibal to the Fall of Rome: Empire at War. (HUM) This course provides an introduction to Roman warfare and diplomacy, with special attention to Roman theories of imperialism and the just war. These scholarly problems are particularly familiar to modern Americans. Focus is on primary texts, monuments and artifacts that illustrate Roman expansionism and military life.

SOSC 6316. Farms, Plantations and Towns: Diversity in the New World. (HUM) (AMS) This course explores the interaction of native, British and African cultures in the early period of settlement. Special attention is focused on the daily life of small communities, including native villages, Southern plantations and New England towns, and the interaction between them. The course shows how America was a "new world" for all three groups, though in different ways for each.

SOSC 6319. The Medieval City. (HUM) This course takes into consideration the historical importance and cultural creativity of the European urban tradition from the Roman Empire to the end of the Middle Ages. The study of cities provides a singular perspective upon

European history, for within this environment some of the greatest achievements of human energy and talent have emerged. Following a chronological and thematic path, the class leads students through the evolution of the urban settlement system, bearing in mind not only "the city of stones" but also "the living city."

SOSC 6323. History of Schools and Education in American Society. (ORG) (AMS) This course focuses on the evolution of schools in American society. Students use an interdisciplinary approach to explore schools from Colonial America to the present. The focus is on the study of relationships and tensions between children, families and schools and between social and political ideals and the realities of mass education.

SOSC 6327. American Citizenship. (HUM) (AMS) This seminar weaves together the disciplines of history, law and political science to confront the problems of American citizenship in the past, present and future. It is a lecture course.

SOSC 6329. The American Presidency. (HUM) (GLO) (AMS) The course examines issues concerning the "modern" or post-war presidency, an institution at the center of the political system that is fascinating, perplexing and in many senses paradoxical. This study exposes students to a variety of perspectives and methods that can be employed to analyze the institution, and the decisions and effectiveness of specific presidential administrations.

SOSC 6330. Politics and Film. (HUM) (GLO) (AMS) Designed to use film as a vehicle for enhancing students' understanding of real-world politics and culture in the United States, the course considers political ambition, electoral politics, the nature of political leadership, theories of decision-making and the role of the media in politics. Additionally, the course examines the "two faces of film": a portrayal (accurate or not) of politics, and a political act in itself. From the 1940s to the present, films have had the potential to deepen people's understanding of political change but have also raised questions as to the political agenda of their makers, the use or misuse of history, and the extent to which filmmaking is motivated by the profit incentive and the cultural norms that govern the industry.

SOSC 6331. Presidential Elections and American Politics. (GLO) (AMS) This course studies presidential elections in the United States in two tracks. In the first, the modern history of presidential elections, the methods used to study these contests and the conclusions of the research community that analyzes these elections are examined. Both the nomination phase and the general election campaign are covered. This provides the intellectual background necessary to follow and to understand modern presidential election campaigns and American politics generally. The second track looks specifically at "Campaign 2008."

SOSC 6332. Ideas Shaping the American Character I: 1607 to 1876. (HUM) (HRJ) (AMS) Through the biographies and writings of key early Americans, this course explores the political, economic, religious, social, intellectual and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Discussion begins with key figures, including John Winthrop, Anne Hutchinson and John Edwards; moves to the founding members of the republic; continues with 18th century figures such as Tecumseh, Emerson, Thoreau, Frederick Douglass and feminists Elizabeth Cady Stanton, Sojourner Truth and Susan B. Anthony; and concludes with Civil War figures Jefferson Davis and Abraham Lincoln.

SOSC 6333. Ideas Shaping the American Character II: 1877 to the Present. (HUM) (HRJ) (AMS) Through the biographies and writings of key Americans since the Civil War, the course explores the political, economic, religious, social, intellectual and artistic ideas that have shaped the American character. Specific attention is given to the free enterprise system and democracy as twin pillars upholding the edifice of the republic. Key figures include Frederick Jackson Turner, Willa Cather, Eugene Debs, W.E.B. DuBois, Carrie Chapman Carr, Frank Lloyd Wright, Bob Dylan, Ronald Reagan and Madeleine Albright. **NOTE:** *This course constitutes the second half of Ideas Shaping the American Character but is self-contained; SOSC 6332 is not a prerequisite for this course.*

SOSC 6336. History of the Ancient Near East and Egypt. (HUM) (GLO) This course examines the ancient cultures of Mesopotamia and Egypt from the origins of writing in the fourth millennium B.C.E. to the time of Alexander the Great. Students examine the histories, literature and archaeological remains, reading original sources in translation and viewing

original artifacts. Topics include *The Epic of Gilgamesh,* the law code of Hammurabi, Assyrian imperialism and warfare, the rise of the Egyptian empire, Egyptian myths and poetry, Egyptian religion and beliefs in the afterlife, and Egyptian medicine.

SOSC 6342. America's Defining Moment: The American Civil War and Reconstruction. (HUM) (HRJ) (AMS) The modern South has yet to shake the tragedy of the War Between the States. This course examines the origins of this struggle, the battles, the reasons for Northern victory, the effect on today's South and the reasons it continues to fascinate Americans.

SOSC 6343. America: Conflicting Values in a Capitalist Democracy. (HUM) (AMS) This course examines the special relationship between American democratic politics and the free market economy, as well as the rationale of free enterprise. Individuals interested in the political and philosophical questions raised by this country's system of democratic capitalism find the course particularly relevant. Current issues, problems, values and criticisms of the free enterprise system are discussed.

SOSC 6344. Contemporary Economic Issues. (GLO) (HUM) (AMS) Economics topics are subject to intense political, philosophical and moral debate. How should we care for our poor? Is the current distribution of wealth and income fair? Should we allow our jobs to be outsourced? What is the role of government in restricting or promoting business objectives? This course examines "the market" in the context of efficiency, fairness and moral justifications. Through a combination of lectures, readings and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources.

SOSC 6345. Contemporary Economic Issues II. (GLO) (HUM) (AMS) This course expands on the topics presented in SOSC 6344 Contemporary Economic Issues; however, SOSC 6344 is not a prerequisite for this course.

SOSC 6346. Queen Victoria's England. (GLO) Queen Victoria's long reign – 63 years, from 1837 to her death in 1901 – encompassed a time of remarkable change for Britain. The country moved from an early stage in which the polarizations of the class system came to the forefront, to a period of relative peace and prosperity based on the economic and technological progress symbolized by the Crystal Palace, followed by a decline in the influence of the aristocracy and the rise of the political significance of the working classes. This, along with the erosion of confidence in the institutions of church and state, the challenges to Victorian patriarchy, and the problems of empire and Ireland, made Great Britain a nation that would have been hardly recognizable to Queen Victoria at the beginning of her reign.

SOSC 6347. Placers, Placitas and Pachyderms. (HUM) (AMS) The 50 years that marked the heyday of America's great overland trails of commerce and migration were punctuated by some of the most defining moments in the 19th century, America's age of western expansion. In the vernacular of those who experienced overland trail travel, someone who survived the trip was said to have "seen the elephant." This course examines the three most legendary elephantine haunts: the Oregon, California and Santa Fe trails.

SOSC 6348. The Changing Landscape of Political Thought. (HUM) (GLO) Political theory gives people ways of seeing, describing and altering the political world. This course is an introduction to the way political thinkers do these things in the process of creating political theory. There is no single, agreed-upon definition of politics, no privileged methodology for examining politics and no universal agreement as to the values that should shape politics. It is important to understand why this is so. The course addresses this situation and examines the questions raised by theorists such as Emma Goldman, Ayn Rand, John Locke and John Stuart Mill.

SOSC 6350. First-Person American Lives. (HUM) (AMS) Since the 17th century, Americans have been telling their stories. Two of the most famous storytellers are Benjamin Franklin and Malcolm X. Students read a wide range of first-person American stories describing the authors' lives, as well as the times in which the authors lived, the problems each faced and about how they dealt with their difficulties. This course explores not only what made each of these people unique, but also what they held in common.

SOSC 6353. Women in U.S. History. (HUM) (GEN) (HRJ) (AMS) Students survey the history of women in the United States from the Colonial era to the present. They explore the diverse historical experiences of Native-American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists and other women. They examine the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity. They pay careful attention to the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual and political change during the course of U.S. history.

SOSC 6355. America Enraged: From Integration to Watergate. (HUM) (HRJ) (AMS) The 20-year era spanning 1954–1974 was tumultuous, exalting, foreboding and bewildering. A nation that had prided itself on political stability found its political system no longer capable of meeting the demands for change. A nation that had taken for granted a collective commitment to public order suddenly was stunned by the fragility of its institutions and the assault upon the values professed by the society. In this era, Americans for the first time took to the streets by the thousands, sometimes by the tens of thousands, to resolve disputes once left to the established governmental processes.

SOSC 6356. Civil Rights: The Unfinished Revolution. (HUM) (HRJ) (GEN) (AMS) This course involves a week off-campus that focuses on the history and politics of the movement that destroyed the system of racial segregation, dissolved barriers to political participation by African Americans, and influenced the culture and politics of the United States. The course combines readings and classroom discussion with an extended trip over spring break to historical civil rights venues.

SOSC 6367. Comparative Revolutions: A Historical Perspective. (GLO) (HUM) (HRJ) (AMS) 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 answers to these and other related questions, this course attempts to provide interdisciplinary perspectives on a topic of special interest in this age of monumental upheaval and rapid societal change. Drawing especially on the American, French, Russian and Chinese revolutions as case studies, a comparative analysis underscores the common denominators of the revolutionary experience.

SOSC 6376. Cultural and Intellectual History of Modern Europe: Renaissance to Enlightenment. (HUM) (ACT) (GLO) This course analyzes predominant themes in the literature, philosophy, art and music of European civilization, from the Italian Renaissance through the French Enlightenment. It emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. *This course is part I of a two-part series, but the two courses need not be taken sequentially.*

SOSC 6377. Cultural and Intellectual History of Modern Europe: Romanticism to the Present. (HUM) (ACT) (GLO) This course explores major trends in the development of European literature, philosophy, art and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. *Part II of a two-part series; part I is not a prerequisite.*

SOSC 7100. Special Topics in Human Rights. (HUM) (HRJ) (GEN) (GLO) This course explores varying topics and issues in human rights.

SOSC 7302. Studies at Oxford University: War and Diplomacy in Europe, 1815–Present. (HUM) (HRJ) (GLO) *(held off-campus)* The course provides a study of the dynamics of nationalism that arose in Europe after 1815 and how those dynamics led to the 20th century's two cataclysmic global wars. On the campus of University College, one of Oxford's oldest institutions, students are housed in college rooms and attend lectures by faculty of the SMU-in-Oxford program and by guest lecturers from Oxford. The study of war and diplomacy continues with a visit to London and a tour of famous World War I and II sites in Belgium and France, including the American cemetery and memorial at Normandy Beach.

SOSC 7303. In the Camps: Historical Field Trip to Poland. (HUM) (HRJ) (GEN) (GLO) *(held off-campus)* In the West, the Holocaust plays a significant role in the memory and conscience of civilizations. This journey to sites in Poland, including the Warsaw Ghetto and

several death camps, including Treblinka, Auschwitz/Berkinau, Belzec and Chelmno, is designed to give students a deeper understanding of the Holocaust and its victims and perpetrators.

SOSC 7305. Special Topics in Human Rights. (HUM) (HRJ) (GEN) (GLO) This course explores varying topics and issues in human rights. For example, the course on genocide explores events and global action before, during and after the Holocaust and the genocides in Cambodia (1975–1979), Bosnia (1993–1995) and Rwanda (1994) to learn how such genocidal processes start, how they escalate, and how they might be stopped or even prevented. Students critically examine historical accounts to answer the following questions: What is the nature and ideology of the law? What is human rights law, and how does it treat survivors, punishment and accountability of perpetrators? What are the lessons learned since the Holocaust? Is genocide inevitable or eradicable?

SOSC 7313. Athens and Democracy: The Great Experiment. (GLO) (HUM) Athens invented democracy, which ultimately proved to be one of the great stories of Western civilization. From its beginnings with the reforms of Draco, to its height under Pericles, to its fall and restoration at the end of the Peloponnesian War, the story is a riveting one that is explored with primary readings and other texts, slide presentations, and ongoing discussions about the form and nature of ancient democracy and its modern counterparts.

SOSC 7316. Field Studies: Human Rights: Lithuania, Latvia and Estonia. (HUM) (GLO) (HRJ) (GEN)

SOSC 7317. Field Studies: Human Rights: Japan. (HUM) (GLO) (HRJ) (GEN)

SOSC 7318. Man and Food: History of Nourishment Through the Middle Ages. (HUM) (ENV) The course focuses on the role and prominence of food during history, mainly in the Middle Ages. It covers the entire historical period, casting a glance at ancient times and the Modern Age and focusing on the western, eastern and Mediterranean areas/regions of Europe. While it might seem a nontraditional approach to history, it is nonetheless savory food for thought and good for understanding former civilizations. The class focuses on general elements of food history on economic, social and cultural levels. Although the primary historical focus is on Europe during the Middle Ages, the class is open to different experiences and customs, foods, and cultural mixtures in other geographical areas.

SOSC 7320. Alexander the Great: Myth and Reality. (HUM) Alexander the Great, one of the most charismatic figures in history, conquered the known world through a combination of brilliant leadership, masterful tactical and strategic war victories, and sheer grit and determination. He spread Greek culture all the way to India and ushered in the so-called Hellenistic era of broad Greek influence throughout the eastern Mediterranean world. In this course, students study his life and career and consider where and how myth became reality and vice versa with this transformative figure.

SOSC 7350. Special Topics in Social Science. This course explores varying topics and issues in the social sciences.

Contact information

Master of Liberal Studies
PO Box 750253
Dallas TX 75275-0253
214-768-4273
smu.edu/MLS

NONDEGREE CREDIT STUDIES

The Office of Nondegree Credit Studies provides access to courses throughout the various SMU curricula for students who do not want to work toward a degree but do want to take undergraduate or graduate credit courses for personal enrichment or for transfer to another institution. The admission policies and procedures reflect the special needs and circumstances of part-time students.

Contact information

Nondegree Credit Studies
PO Box 750382
Dallas TX 75275-0382
214-768-4272
smu.edu/NDCS

CONTINUING AND PROFESSIONAL EDUCATION

Informal Courses for Adults

Informal Courses for Adults provides rich intellectual experiences that can broaden perspectives of the world. Participants can explore the globe, study other cultures, learn new languages, write beautiful prose or learn to meditate – all without ever leaving the classroom. Noncredit courses are offered in the areas of history, creative writing, the fine arts, literature, communication, philosophy, religion, personal finance, food and travel, and international languages. Classes are taught by professional educators and experts but held informally, which means attendance records are not kept, grades are not assessed and transcripts are not provided.

Contact information

Informal Courses for Adults
PO Box 750275
Dallas TX 75275-0275
214-768-8446
smu.edu/informal

Professional Development

Graduate Test Preparation. Structured test preparation classes for the GMAT and GRE graduate school admission/entry tests, LSAT law school aptitude test, and Certified Financial Planner test focus on reviewing test content and presenting test-taking strategies.

Nonprofit Leadership Certificate Program. Together with the Center for Nonprofit Management, SMU offers a Nonprofit Leadership Certificate. Uniquely defined for nonprofit executive directors and chief executive officers, the SMU Certificate in Nonprofit Leadership draws from the best of current theories and practices in leadership, SMU and the Center for Nonprofit Management's seasoned faculty, and expert resources steeped in nonprofit culture. The series provides the insights and skills needed to practice the art of leadership with greater deliberation, grace and impact.

Financial Planning Certificate. Students learn how to provide comprehensive financial planning services with an emphasis on high-quality client service. They also acquire the educational requirements needed to sit for the Certified Financial Planner certification examination and earn a certificate in financial planning from SMU.

Contact information

Professional Development (general, noncredit)
PO Box 750275
Dallas TX 75275-0275
214-768-8446
smu.edu/professional

Graduate School Admissions Exam Preparation
PO Box 750275
Dallas TX 75275-0275
214-768-8378
smu.edu/TestPrep

Nonprofit Leadership Certificate Program
PO Box 750275
Dallas TX 75275-0275
214-768-2327
smu.edu/cape

Financial Planning Certificate
PO Box 750275
Dallas TX 75275-0275
214-768-2737
smu.edu/cfp

Summer Youth Program

The Summer Youth Program, for students ages 5 through 18, offers one- and two-week enrichment workshops throughout the summer in the areas of technology, computers, multimedia, writing, art, mathematics, science, literature, gaming, the Internet, study skills and social skills. The Summer Youth Program includes workshops developed by the University's Learning Therapy program to address issues of academic performance – including reading comprehension, reading difficulties, vocabulary, writing, mathematics and test taking.

Contact information

Summer Youth Program
PO Box 750382
Dallas TX 75275-0382
214-768-5433
smu.edu/youth

Department of Applied Physiology and Wellness

Associate Professor Peter Gifford, **Chair**

Associate Professors: Lynn Romejko Jacobs, Peter Weyand. **Assistant Professor:** Scott L. Davis. **Lecturers:** Birdie Barr, David Bertrand, Piotr Chelstowski, Brian Fennig, Donna Gober, Vicki Wood. **Specialists:** Carol Clyde, Randal Diercoff, Ted Gellert, Mandy Golman, Gloria Hook, Bryan Robbins, Rhonda Trietsch, Arthur Zwolski.

The Department of Applied Physiology and Wellness offers a B.S. in applied physiology and sport management and the Choices for Living (i.e., Wellness) courses that are part of the undergraduate General Education Curriculum. In addition, the school offers a Ph.D. program that is available to qualified candidates in all of its departments, including the Department of Applied Physiology and Wellness.

The B.S. in applied physiology and sport management prepares graduates to enter a variety of professional positions within the sport and fitness industries. The department's Choices for Living offerings are grounded in the belief that a well-rounded education should address the physical and mental well-being and growth of the student.

ADMINISTRATION

David J. Chard, *Leon Simmons Endowed Dean of Annette Caldwell Simmons School of Education and Human Development*
Katheine Hargrove, *Associate Dean for Academic Affairs*
Yolette Garcia, *Assistant Dean for External Affairs and Outreach*
Rebecca Hood, *Assistant Dean for Finance and Operations*
Patricia Addington, *Director of Development*
Sharon Hartley, *Executive Assistant and Assistant Financial Officer*

FACULTY

Jill Allor, *Associate Professor of Teaching and Learning,* Ed.D., Vanderbilt
Lee Alvoid, *Senior Lecturer of Education Policy and Leadership,* Ph.D., Texas Woman's
B. Harold Barkley, Jr., *Lecturer of Dispute Resolution and Counseling,* Ph.D., North Texas
Robert Barner, *Lecturer of Dispute Resolution and Counseling,* Ph.D., Fielding Institute
Marilyn Barr, *Lecturer of Applied Physiology and Wellness,* Ph.D., Texas Woman's
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Leanne Ketterlin Geller, *Associate Professor of Education Policy and Leadership,* Ph.D., Oregon
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Caroline Kethley, *Lecturer of Teaching and Learning,* Ph.D., Texas (Austin)
Jiang (JoAnn) Lan, *Associate Professor of Teaching and Learning,* Ed.D., Northern Illinois
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Nancy Roberts, *Clinical Assistant Professor of Teaching and Learning,* M.Ed., North Texas
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Right to Know

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

1. **Academic Programs:** http://smu.edu/srk
   Provost Office, Perkins Administration Building, Room 219
   214-768-3219
   a. Current degree programs and other educational and training programs.
   b. Instructional, laboratory and other physical facilities relating to the academic program.
   c. Faculty and other instructional personnel.
   d. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed.

2. **Enrollment:** http://smu.edu/srk
   Registrar, Blanton Student Services Building, Room 101
   214-768-3417
   a. Graduation Rates – The completion or graduation rate of the institution's certificate- or degree-seeking, full-time undergraduate students and students who receive athletically related financial aid.
   b. Privacy of Student Education Records – The Family Educational Rights and Privacy Act (FERPA) governs Southern Methodist University's maintenance and disclosure of a student's education records. FERPA provides students the right to inspect and review their education records and to seek amendment of those records that they believe to be inaccurate, misleading or otherwise in violation of their privacy rights. Further, FERPA prevents SMU from disclosing personally identifiable information about a student to outside third parties, except under specific circumstances outlined in SMU's Policy Manual.
   c. Withdrawal – Requirements and procedures for officially withdrawing from the institution.

3. **Financial Aid:** http://smu.edu/srk
   Director of Financial Aid, Blanton Student Services Building, Room 212
   214-768-3417
   a. Financial assistance available to students enrolled in the institution.
   b. Cost of attending the institution, including tuition and fees charged to full-time and part-time students; estimates of costs for necessary books and supplies; estimates of typical charges for room and board; estimates of transportation costs for students; and any additional cost of a program in which a student is enrolled or expresses a specific interest.
   c. Terms and conditions under which students receiving Federal Direct Loan or Federal Direct Perkins Loan assistance may obtain deferral of the repayment of the principal and interest of the loan for
      i. Service under the Peace Corps Act;
      ii. Service under the Domestic Volunteer Service Act of 1973; or
      iii. Comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

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

4. **Student Financials/Bursar:** http://smu.edu/srk
University Bursar, Blanton Student Services Building, Room 212
214-768-3417
   a. Tuition and fees.
   b. Living on campus.
   c. Optional and course fees.
   d. Financial policies.
   e. Administrative fees and deposits.
   f. Payment options.
   g. Any refund policy with which the institution is required to comply for the return of unearned tuition and fees or other refundable portions of costs paid to the institution.

5. **Disability Accommodations and Success Strategies:** http://smu.edu/srk
Altshuler Learning Enhancement Center
214-768-1470
   a. Description of the process for establishing eligibility for services and documentation guidelines.
   b. Listings of the various on- and off-campus resources.
   c. Discussions of transitioning to post-secondary education.
   d. Tips for faculty on teaching and making accommodations.

6. **Athletics:** http://smu.edu/srk
Associate Athletic Director for Student-Athlete Services, 316 Loyd Center
214-768-1650
   a. Athletic program participation rates and financial aid support.
   b. Graduation or completion rates of student athletes.
   c. Athletic program operating expenses and revenues.
   d. Coaching staffs.

7. **Campus Police:** http://smu.edu/srk
SMU Police Department, Patterson Hall
214-768-1582
Southern Methodist University's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by SMU, and on public property within or immediately adjacent to/accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

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