

SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

GENERAL INFORMATION

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community enrichment and service centers that focus on areas of professional education, school leadership, dispute resolution, counseling, applied physiology and health management, sport management, sport performance leadership, personal responsibility and wellness, and liberal studies. The mission of the school is to integrate the theory, research and practice of education and human development; to promote academic rigor and interdisciplinary study; to prepare students for initial certification and professional practice; and to nurture collaboration across the academic community.

Undergraduate programs include a major and three minors in applied physiology and sport management and a major and a minor in educational studies. The school offers three doctoral degrees and nine master's degrees. Its academic departments include Teaching and Learning, Applied Physiology and Wellness, Education Policy and Leadership, Dispute Resolution and Counseling, and Lifelong Learning.

The school is housed in Annette C. Simmons Hall and Harold C. Simmons Hall, which are two of several LEED-certified buildings on campus. Key features include the Locomotor Performance Laboratory; an integrated physiology laboratory; an applied physiology laboratory equipped with a data acquisition system, an environmental research chamber, and teaching pods; a curriculum design lab; and a teaching assessment center.

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

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

The **Department of Education Policy and Leadership** focuses on preparing educators for leadership roles in complex educational settings, including colleges and universities. Coursework and systematic applications of knowledge are designed to ensure that the education leaders of tomorrow are able to develop and support effective teachers and other education service providers; to select and implement effective curricula and instructional programs; and to identify, implement and sustain effective organizational practices to ensure high levels of student learning and achievement. In service to this mission, the department offers the following M.Ed. degrees: an M.Ed. in accelerated school leadership, an M.Ed. in educational leadership with a specialization in higher education and an M.Ed. in educational leadership with a specialization in urban school leadership. Two doctoral programs are also offered: an Ed.D. in higher education and an Ed.D. in pre-K through grade 12 educational leadership. The department is also dedicated to the preparation and continued education of education policy leaders; to the promotion of research, development and analysis; and to the translation of research into policy and practice at the local, state, national and international levels.

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

The **Department of Lifelong Learning** offers the Doctor of Liberal Studies, the Master of Liberal Studies and a noncredit creative writing program, all of which broaden students' perspectives, insights and understandings of the world. At the heart of the two graduate liberal studies degrees is the belief that people can continue to grow intellectually, personally and professionally throughout their lives.

INSTITUTES, CENTERS AND RESEARCH
The Institute for Evidence-Based Education

www.smu.edu/EvidenceBasedEducation

Patricia G. Mathes, Director

The Institute for Evidence-Based Education performs research concerning reading disabilities, language acquisition, and teaching and learning. The mission of the institute is to increase teacher effectiveness using a two-pronged approach that marries cutting-edge research with improved instructional practices of teachers. Since its founding in 2003, the institute and its collaborating faculty have received approximately \$16 million in external funding for various research studies focusing on

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

The institute increasingly focuses on translating research findings into daily practice in schools through activities that include

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

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

Center on Research and Evaluation

www.smu.edu/CORE

Scott Baker, Executive Director

CORE's mission is to improve the well-being of children, adults and families through knowledge creation and dissemination and through evaluations of programs designed to enhance positive outcomes for individuals and communities. This interaction between knowledge creation and the work of organizations and individuals is essential for these organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes the evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society. The center supports Simmons' faculty in its research efforts and conducts third-party evaluations for clients such as nonprofits and schools, as well as internal SMU entities.

CORE provides undergraduate and graduate students with real-world opportunities to participate in research and evaluation.

Research in Mathematics Education

www.smu.edu/RME

Leanne Ketterlin Geller, Director

RME conducts and disseminates high-quality, evidence-based research to improve students' mathematics performance in Texas. Formed in 2011 under the direction of Dr. Leanne Ketterlin Geller, RME is committed to engaging in research and outreach that will make a significant and lasting difference at the student, classroom, school, district, state and national levels. RME's mission is to cultivate positive change by educating and empowering teachers and administrators through the provision of evidence-based practices and systems to support mathematics achievement through academic growth and development of all students. Key focal areas include

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

RME's externally funded research and development budget has grown beyond \$5 million. Efforts by RME researchers have directly impacted thousands of students across Texas and the nation. Through participation in research activities and conferences, engagement with professional development courses, dissemination of materials through the RME website, and collaborations with other organizations and publications, RME has impacted more than 25,000 educators since 2011.

RME's director actively collaborates with the Bush Institute's Middle School Matters Initiative and the Meadows Center for Preventing Educational Risk at the University of Texas in Austin, and she was named director of K-12 STEM initiatives for SMU's Caruth Institute for Engineering Education in 2014.

RME faculty members teach in the Simmons School's Department of Education Policy and Leadership as well as the Department of Teaching and Learning. Additionally, faculty members disseminate their research findings locally, nationally and globally.

Gifted Students Institute

www.smu.edu/GSI

Marilyn Swanson, Director of Programming

Dedicated to the support of the cognitive and affective development of gifted youth, the Gifted Students Institute offers a range of programs and services for educators and gifted youth and their families.

The Distinguished Lecture Series offers a large selection of one-day sessions and workshops that integrate theory and practice. Lectures are delivered by guest speakers from the SMU faculty and public and private learning institutions throughout the country. The institute developed the school's gifted education teacher preparation courses that are offered through the Department of Teaching and Learning; this 12-credit-hour series of courses prepares teachers to take the TExES supplemental

certification exam in gifted education. In addition, the institute serves precollege gifted students through the Talented and Gifted Program, the College Experience Program, and several one-week student conferences.

The Budd Center: Involving Communities in Education

www.smu.edu/CCE

Regina Nippert, Executive Director

The mission of The Budd Center: Involving Communities in Education is to equip schools and nonprofits with tools and information such that they can work together to meet the extraordinary educational, social and emotional needs of children in poverty. The Budd Center uses the following strategies to accomplish its mission:

- Develops accountability measures and processes to drive collaboration and action between school systems, nonprofits and SMU.
- Trains teachers and nonprofits to use individualized student information to create curricula and targeted intervention plans.
- Connects SMU faculty and students to meaningful teaching and learning experiences.

Center for Child and Community Development

www.smu.edu/cccd

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

Center for Family Counseling

www.smu.edu/FamilyCounseling

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

SMU Mediation and Conflict Resolution Services

www.smu.edu/MediationClinic

Mediation, arbitration, facilitation and conflict coaching services are available to parties involved in civil, family and community disputes. Alumni, current students of the Dispute Resolution Program who have completed at least 200 training hours and other conflict resolution professionals serve as volunteer mediators and arbitrators.

The Writer's Path

www.smu.edu/CreativeWriting

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

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor Paige Ware, Department Chair

Professors: Jill Allor, Stephanie Al Otaiba, David J. Chard, Patricia Mathes, Jonathan Stolk, Paige Ware, Paul Yovanoff. **Associate Professor:** Ken Springer. **Assistant Professors:** Doris Baker, Karla del Rosal, Diego Roman, Amy Gillespie Rouse, Candace Walkington, Anne Wilhelm. **Clinical Professor:** Abigail Pruitt. **Clinical Associate Professor:** Nancy Montgomery. **Clinical Assistant Professors:** Ann Batenburg, Roxanne Burlison, Sherril English, Amy Ferrell, Francesca Jones, Caroline Kethley, Nancy Roberts, Dara Rossi, Robert Rouse. **Research Professors:** Charles Knibb, Héctor Rivera, Moses Williams. **Adjunct Faculty:** Karen Vickery.

General Information

Home to undergraduate, postbaccalaureate and graduate programs for both aspiring and practicing educators, the Department of Teaching and Learning offers students a comprehensive curriculum of theory, research, cross-disciplinary studies and practica. The department's teaching and research practices are grounded in multiple perspectives that encompass behaviorist, cognitive, social constructivist and socio-cultural approaches to scholarship. All programs serve to prepare educators who are scholars and leaders in professionalism, committed to high-quality teaching and practice, leaders in translating research into practice and experts in differentiated instruction.

The Bachelor of Science in Educational Studies degree program assists students in obtaining credentials for teaching in elementary, secondary or all-level (EC through grade 12) settings. At the graduate level, a student may pursue an M.Ed., an M.Ed. with a concentration in certification, a Master of Bilingual Education, an M.Ed. with a concentration in reading and writing, an M.Ed. in special education, or a Master of Music in music education, as well as other credentials in areas such as gifted education, special education, reading, mathematics, bilingual education, English as a second language and learning therapy.

Teacher Preparation

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

Field Experience and Student Teaching. The Educator Preparation Program includes extensive field experience to help students prepare for careers in teaching. A personal/criminal background check is required prior to field experience. The student progresses from observational activities in classrooms to practice teaching. Upon completion of all coursework in the Bachelor of Science in Educational Studies degree, students have the opportunity to student teach and/or apply for an internship. The student assumes responsibility for an entire classroom in a carefully managed student-teaching experience. SMU students receive mentoring from faculty members noted for their exceptional records as both master teachers and scholars. Exemplary teachers from inner city to suburban settings also act as mentors during the field experience. Part of the field experience comes in the form of either a one-term student-teaching experience or a two-term internship. During the one-term experience, students work with an experienced teacher full-time for 15 weeks in an

assigned classroom in a preapproved Dallas-area public, private or charter school. During this student-teaching term, the student-teaching experience, which is six credit hours, is regarded as full-time enrollment status at SMU for insurance purposes. Students receiving financial aid should meet with financial aid counselors in advance of the student-teaching term to determine aid status. Student teaching ensures that graduates of the SMU teacher education program are better able to enter the teaching profession ready to meet the dynamic learning needs of today's youth.

Eligibility for Student Teaching. Before being assigned to student teaching, candidates are reviewed by the faculty to determine whether adequate progress has been made in order to assume responsibility for school-age students. Such factors as academic performance, maturity and a demonstrated sense of responsibility are considered. Students must have a 3.000 GPA in all education courses before beginning student teaching, and all qualifiers must be passed prior to the student-teaching/internship experience.

Eligibility for Internship. Students deemed by the director of the undergraduate program to be eligible for a first-year teaching position may forego student teaching to seek an internship in an accredited school in the state of Texas. As an intern, students are enrolled in three credit hours of classes each term for the academic year and work under the supervision of an SMU instructor. As required by the Texas Education Agency, the principal will assign a mentor to work with the intern at the school level. The SMU supervisor will conduct six formal observations during the year and complete a midyear conference and an effectiveness evaluation at the end of the school year. The mentor is involved in this process.

TEXES Exam. All students seeking teacher credentials are required to take and pass the two state-mandated Texas Examinations of Educator Standards tests in the desired teaching fields. Students must attend preparation debriefs and participate in an online preparation module. When a student does not pass the TExES qualifier, a faculty mentor will develop an individual plan of supplemental study to complete a retake of the TExES qualifier. The two TExES tests for grades EC through six include the EC–12 Pedagogy and Professional Responsibilities Test and the EC through grade six Generalist Test. Students preparing for teaching in fourth through eighth grade middle schools must pass the EC–12 Pedagogy and Professional Responsibilities Test and the fourth through eighth grade Generalist Test. Students preparing for teaching in high schools must pass the TExES Pedagogy and Professional Responsibilities Test for grades EC–12 and a TExES test in their content area. Music students must pass the music content test and the EC–12 Pedagogy and Professional Responsibility Test.

Recommendation to the Texas Education Agency. The Department of Teaching and Learning will recommend to TEA a student who has completed both the Bachelor of Science in Educational Studies and another degree major, taken six hours of a satisfactory student-teaching or internship experience, and passed the two Texas Examinations of Educator Standards tests.

Requirements for Admission

Bachelor's Degree. Before applying to the Bachelor of Science in Educational Studies degree program, students must declare a primary grade level/teaching field and complete at least 24 credit hours. After meeting the requirements below, students who wish to be admitted to the program must first meet with an education adviser.

<i>Required Before Applying for Admission</i>	<i>Credit Hours</i>
Education Courses	6
EDU 2350, 5327	
Desired Teaching Grade Level	18
<i>EC–6th Grade or 4th–8th Grade:</i> At least 3 hours in each of the following fields, with no grade lower than a C (2.000) English, math, social studies, and science	
<i>7th–12th Grade:</i> At least 12 hours in the student's teaching field, with no grade lower than a C (2.000)	
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Educator Preparation Program. After completing at least 45 credit hours, educational studies students can apply for the Educator Preparation Program. At least a 2.500 cumulative GPA is required for admission. Students must submit a transcript, an essay, a letter of recommendation and appropriate standardized test results. In addition, an interview with an adviser, a background check, and the State of Texas Character and Dispositions Statement are required.

Bachelor of Science in Educational Studies

The Department of Teaching and Learning offers a Bachelor of Science in Educational Studies degree that prepares students to teach at the elementary and secondary levels: early childhood through grade six, grades four through eight (middle school) and grades seven through 12 (high school). All of the courses in the program of study are based on the Texas standards for beginning teachers. Undergraduate students pursuing an approved academic major in Dedman College, Cox School of Business, Lyle School of Engineering or Meadows School of the Arts – or the applied physiology and sport management major with a concentration in sport performance leadership in the Simmons School – may also pursue a minor in educational studies from the Simmons School. Music education students complete the Education Preparation Program requirements within the Simmons School. Students cannot graduate with only the Bachelor of Science in Educational Studies degree; they must in fact complete both the Bachelor of Science in Educational Studies and another degree major.

Each student in the degree program has an education adviser who directs his/her program of study. The education adviser is committed to mentoring and supporting student learning. Students are expected to maintain high levels of performance and to develop habits of reflection as they acquire knowledge and skills of practice.

The program of study is comprised of courses in the Department of Teaching and Learning as well as courses in other departments. The total number of credit hours required will vary depending upon the grade level or the teaching field.

<i>Requirements for the Degree</i>	<i>Credit Hours</i>
Core Courses	15
EDU 2350, 4300, 5318, 5327, 5349	
Focus/Grade Level	15–18
<i>EC–6th Grade (18 hours)</i>	
EDU 5121, 5122, 5123, 5157, 5257, 5330, 5331, 5355, 5358	
<i>Grades 4–8 (18 hours)</i>	
EDU 5124, 5125, 5126, 5330, 5348, 5367, 5371, 6366	
<i>Grades 7–12 (15 hours)</i>	
EDU 5124, 5125, 5126, 5348, 5367, 5371, 6366	
	30–33

Minor in Educational Studies

The educational studies minor requires 15 hours selected from the courses in the Bachelor of Science in Educational Studies degree program, and these hours may be applied to the degree program should the student decide to pursue the Educator Preparation Program. **Note:** Completion of the minor hours alone will not allow the student to become a teacher.

<i>Requirements for the Minor</i>	<i>Credit Hours</i>
EDU 2350, 5327	6
Three from EDU 4300, 5318, 5348, 5349	9
	15

The Courses

Education (EDU)

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

EDU 1099 (0). INTERNSHIP. This course requires a full-year assignment as the teacher of record in a public or accredited private school. Supervision by SMU faculty is required.

EDU 2348 (3). INTRODUCTION TO DIVERSE LEARNERS. A study of diversity, multicultural concepts, and inclusion. Also, explores issues, policies, and professional practice relevant to teaching.

EDU 2349 (3). PSYCHOLOGY OF ADJUSTMENT. This course introduces the field of psychology, with emphasis on how people deal with the problems and challenges of everyday life. Students learn about classical and contemporary theories, recent research, and applications of the science of psychology to everyday situations.

EDU 2350 (3). EDUCATIONAL PSYCHOLOGY. This course focuses on aspects related to the learning process, such as education theories, characteristics of learners, nature and measurements of abilities, motivation, and successful classroom practice.

EDU 2355 (3). LITERACY AND SOCIETY. A structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. Readings and course activities relate to the relationship between literacy and society. Throughout the term, students tutor local elementary school students and complete related assignments.

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

EDU 4300 (3). FOUNDATIONS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. Students will develop/analyze lesson plans in all content areas using TESOL competencies, emphasizing language concepts, acquisition, teaching and assessment strategies, and the role of culture in language acquisition.

EDU 5100 (1). SPECIAL TOPICS. Students work on a personalized system of instruction. Most of the work in this course is done as an independent study.

EDU 5121 (1). FIELD EXPERIENCE I: ELEMENTARY. This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5122 (1). FIELD EXPERIENCE II: ELEMENTARY. With a focus on special populations, this course places students in elementary school settings where they observe the teaching techniques used to help children with exceptional needs.

EDU 5123 (1). FIELD EXPERIENCE III: ELEMENTARY. This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5124 (1). FIELD EXPERIENCE I: SECONDARY. This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5125 (1). FIELD EXPERIENCE II: SECONDARY. Places students in elementary school settings where they observe the teaching techniques used to help children with exceptional or special needs.

EDU 5126 (1). FIELD EXPERIENCE III: SECONDARY. This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5157 (1). PRACTICUM FOR TEACHING EARLY READING AND WRITING. Provides experience applying evidence-based principles of literacy development and learning in young children, early childhood through second grade. Requires tutoring experiences in a local school. *Corequisite:* EDU 5257.

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

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

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

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

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

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

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

EDU 5348 (3). INTRODUCTION TO DIVERSE LEARNERS. A study of diversity, multicultural concepts, and inclusion. Also, explores issues, policies, and professional practice relevant to teaching.

EDU 5349 (3). LEARNING ENVIRONMENT AND PROFESSIONALISM: EC–12. This course focuses on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities of teachers.

EDU 5355 (3). TEACHING MATHEMATICS IN ELEMENTARY SCHOOL. Evaluates learning materials and teaching methods focusing on knowledge and skills required for students EC–grade six.

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

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

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

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

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

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

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

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

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

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

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

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

Education Policy and Leadership (EPL)

EPL 2307 (3). CONTEMPORARY ISSUES IN EDUCATION POLICY REFORM. Examines issues and controversies in public policy for education in the U.S. Students learn how to analyze and communicate to the public the merits of alternative proposals for educational policy change.

DEPARTMENT OF APPLIED PHYSIOLOGY AND WELLNESS

www.smu.edu/apsm

Professor Lynn Romejko Jacobs, Department Chair

Professors: Lynn Romejko Jacobs, Peter Weyand. **Associate Professor:** Scott L. Davis. **Assistant Professor:** Sushmita Purkayastha. **Clinical Assistant Professors:** David Bertrand, Megan Murphy, Chris Poole. **Professors of Practice:** Susan Holland, Michael Lysko, Michael Stone. **Senior Lecturers:** Brian Fennig, Donna Gober. **Lecturers:** Caitlin Anderson, Randy Canivel, Piotr Chelstowski, Takeshi Fujii, Jessica Gillaspy, Derek Marr, Eleanor Odenheimer-Brin, Laura Robinson, Mark Rudich, Bradley Warren. **Research Professor:** Eric Bing.

General Information

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

Admission Requirements and Application Process

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

- Have a minimum 2.000 GPA overall.
- Complete a minimum of 30 credit hours (currently enrolled hours may be included).
- Complete the two subset courses required for the selected concentration with a minimum of C- in each course.

<u>Concentration</u>	<u>Subset</u>
Applied Physiology and Health Management	APSM 2441 and one of the following: APSM 2442, 3332, 3340, 3343, or 3351
Sport Management	APSM 2310 and one of the following: APSM 3311, 3322, 3340, or 3372
Sport Performance Leadership	APSM 2340 and one of the following: APSM 3300, 3311, 3315, 3322, 3332, or 3351

- Attend a required orientation meeting for prospective majors.
- Submit a completed general application form for the APSM major program.
- Declare an area of concentration.

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

Degree Requirements

The applicable requirements of the major are those in effect during the academic year in which the major is declared *or* those of a subsequent academic year. If an APSM major makes a grade below *C-* in any APSM course, the student must retake the course; a grade below *C-* will not apply toward the major. The Simmons School also requires a cumulative GPA of 2.000 on all courses attempted for completion of a major or minor. All courses attempted that could count toward the major or minor are included in determining the major or minor GPA. Majors must be officially declared (or changed) through the Office of the Dean.

Student Responsibility for Completion of Degree Plan. Students are required to schedule a degree-plan conference with an APSM adviser at the time of their acceptance into the major. **Note:** Each term, students are required to attend an advising session with their assigned adviser. Detailed information concerning academic regulations and degree requirements is provided at that time. Students are individually responsible for knowing and complying with all regulations and requirements that may apply to the APSM program.

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

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

Credits. A candidate for a Simmons School APSM degree must have

- A minimum total of 122 credit hours, including Universitywide requirements and requirements for the APSM major.
- A minimum total of 42 advanced credit hours (3000 level or above).
- A maximum total of two credit hours of PRW courses.
- A maximum total of six credit hours of internship credit.

Grades. A candidate for a Simmons School APSM degree must have

- A minimum cumulative GPA of 2.000 on all work attempted through enrollment at SMU.
- A minimum cumulative GPA of 2.000 on all equivalent work attempted elsewhere, if any.
- A minimum grade of *C-* on any APSM course taken in fulfillment of major or minor requirements.
- A minimum cumulative GPA of 2.000 on all work attempted for completion of major or minor requirements.
- No more than 12 hours with a grade of *P* (Pass).

Minimum Credit Requirement. A candidate for a B.S. degree in APSM from the Simmons School must take the following hours as SMU credit; that is, the credit hours must be earned in SMU courses or SMU-approved international programs.

- A minimum of 60 credit hours.
- A minimum of 18 credit hours of advanced work in the major.

Multiple Concentrations. A student may pursue up to three concentrations within the APSM major in the Simmons School by completing all requirements for each

concentration, along with the general requirements for a B.S. degree in APSM. However, these additional concentrations are not degrees. Students with multiple concentrations within the APSM major are awarded one baccalaureate degree from the Department of Applied Physiology and Wellness.

Additional Degrees. A student may also concurrently pursue a program of study leading to a degree from the Simmons School along with a degree (or degrees) from the Dedman College of Humanities and Sciences, Cox School of Business, Meadows School of the Arts, or Lyle School of Engineering. The student must obtain approval for the proposed program of study from the deans of the schools involved.

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

The APSM program provides a rigorous curriculum for understanding the biological basis of health and fitness and the business background required of professionals in the sport, health, coaching and fitness industries. The program leads to a B.S. degree with concentrations available in applied physiology and health management, sport management, and sport performance leadership. Concentrations require coursework in the physiological sciences and business.

The core curriculum introduces the discipline; establishes the scientific basis of health, fitness and human performance; introduces the business principles and skills necessary to establish and maintain a sport- or fitness-related business; and familiarizes students with the legal and ethical aspects of the fitness, health, coaching and sport industries. Woven throughout the program are experiential learning opportunities as well as science courses structured in accordance with evidence-based practices and augmented by reviews of current research. The program culminates in a research methodology course and an internship. Students are ultimately prepared for a variety of career paths, including commercial health and fitness facility management; corporate fitness and wellness programming; graduate programs in the allied health professions (i.e., physical therapy, nursing, physician assistant); coaching; health management; sports marketing; management of professional, collegiate or amateur sport organizations; representation of professional athletes; sport public relations; and sport facility and event management.

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

Applied Physiology and Health Management Concentration

The applied physiology and health management concentration ensures that students are prepared to develop research-based training methods in order to advise effective lifestyle prescriptions, as well as to design and manage fitness and health facilities. The course offerings within this concentration focus on holistic fitness and health outcomes and are formulated and presented around the central theme of evidence-based practice. This strategy endows students with the analytic skills necessary to evaluate and properly incorporate research results into professional practice. The program provides students with the solid research foundation that is necessary for leaders, educators and practitioners in the prevention of chronic diseases that plague society and affect the health care system.

	<i>Credit Hours</i>
Core Courses	16
APSM 3411, 3321, 3332, 3340, 5300	
Concentration Courses	20
APSM 2441, 2442, 3343, 5351, 5610	
Elective Courses	12
At least two from APSM 4312, 4349, 3351, 4307	
Remaining hours from	
ANTH 4343	
APSM 4360, 5261, 5370	
MKTG 3310	
PHIL 3376	
	48

Sport Management Concentration

Due to the explosion of interest in sport as a business, curricula to prepare management professionals are growing in number and prevalence. Further, as the business of sport becomes more complex, the preparation of professionals has become increasingly sophisticated, relying heavily on successful business theories and principles. The academic discipline of sport management draws on significant research and practices from organization and information management systems, including budgeting, accounting, managing events, managing personnel and facilities, controlling, directing, evaluating, leading, writing, selling, working with media, developing publications, keeping game notes and statistics, interviewing, promoting, advertising and fundraising.

	<i>Credit Hours</i>
Core Courses	15
APSM 3311, 3322, 3332, 3340, 5300	
Concentration Courses	24
APSM 2310, 3372, 4345, 4371, 4372, 5371, 5672	
	39

Sport Performance Leadership Concentration

The concentration in sport performance leadership provides students with academic and experiential training pertinent to the leadership and instruction of sport. Graduates of the program are equipped with an evidence-based scientific foundation for their leadership and instructional aspirations. The program serves two objectives:

1. To enhance understanding of scientific evidence for human performance improvement in the context of sport.
2. To provide a philosophical and historical foundation for successful, safe and ethical athletic coaching.

Several features distinguish the program from those at other institutions. Most programs include classes on teaching the fundamentals of sport. Fewer programs apply the psychological component of dealing with motivation, confidence, intensity, focus and emotional well-being. Rarely do programs address the communicative aspect of coaching. SMU's program in sport performance leadership addresses all

three components, equipping students with a unique and dynamic skill set to offer the coaching marketplace. Students also complete three hours of experiential learning. This type of exposure to real-world coaching helps to assure superior preparation for graduates of the program.

	<i>Credit Hours</i>
Core Courses	15
APSM 3311, 3322, 3332, 5300	
Concentration Courses	24
APSM 2340, 3300, 3315, 3351, 4310, 4190 (3 enrollments), 4350, 5370, and either 4360 or 4380	
	39

Departmental Distinction

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

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

A candidate for a degree may also complete the requirements of a minor, either in the Simmons School or in one of the other undergraduate schools of the University. Coursework intended to apply toward a minor may not be taken pass/fail. If an APSM minor earns a grade below *C-* in any APSM course, the student must retake the course. In addition, the Simmons School requires a cumulative GPA of 2.000 on all courses attempted for completion of a major or minor. All courses attempted that could count toward the major/minor are included in determining the major/minor GPA. Minors must be officially declared (or changed) through the Office of the Dean.

	<i>Credit Hours</i>
Applied Physiology and Health Management Minor (23 hours)	
APSM 2441, 2442, 3311, 3322, 3351, 4349, 5351 (PSYC 3360 and APSM 3332 <i>recommended</i>)	
Sport Management Minor (18 hours)	
APSM 2310, 3332, 3340 Choice of three electives from the following: APSM 3372, 4345, 4371, 4372	
Applied Physiology Minor (23 hours)	
APSM 2441, 2442, 3411, 3422, 3351, 4412 (APSM 4349 <i>recommended</i>)	
	18–23

Personal Responsibility and Wellness

www.smu.edu/wellness

The personal responsibility and wellness courses reflect the University's philosophy that a well-rounded education enhances the physical and mental well-being of the student. PRW courses help students to become more aware of the comprehensive nature of wellness; to understand the importance of personal life management; to respond positively to imbalances in their lifestyles; to become familiar with campus wellness facilities, equipment and services; to commit to a lifetime of physical

activity and physical fitness; and to utilize opportunities the University provides and promotes in a variety of wellness areas. Each student must complete PRW1 and PRW2 as part of the University Curriculum. Additional information is found in the Universitywide Requirements section of this catalog.

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

Physical Fitness: PRW2. Extensive research supports that regular physical activity is essential for health and vitality. Students take PRW2 to establish personal fitness goals and fitness plans for the term. A variety of individual and group fitness courses are available; in both cases, students work with instructors. Each course contains central core objectives and student-learning outcomes based on health-related fitness components. Topics and activities include the following: comprehensive physical fitness assessments, cardiorespiratory workshops, resistance exercise workshops, individual goals and individual or group training, post-training assessments, counseling, and a final exam under the auspices and leadership of a qualified instructor. Grades are based on attendance, understanding of training and health principles, and satisfactory improvements toward the goals that students set for themselves. The aim is to help each student achieve immediate fitness benefits and inculcate positive, lifelong fitness habits. Grading is on a letter (A, B, C) basis. PRW2 courses are offered in the fall and spring terms. All courses share a congruent syllabus with core student-learning outcomes and assessments, as well as outcomes specific to the modality through which the core objectives are met. All health-related fitness courses meet the criteria for the required PRW2 credit. Students may take up to four additional PRW2 courses beyond the required graded course for their own personal benefit during their college career. These additional PRW2 courses can only be taken after the student has completed the PRW2 required course. Additional courses are graded on a pass/fail basis only, do not count toward the minimum hours for the degree and must meet the criteria outlined in the Pass/Fail Option section of this catalog.

The Courses

Personal Responsibility and Wellness (PRW)

PRW 1101 (1). PRW1: CONCEPTS OF WELLNESS. PRW1 is required for graduation, and it should be taken in the first term upon entering SMU. The course introduces students to the University and explores three sets of issues: 1) the role of personal responsibility in coping with college and life's other transitional periods; 2) challenges and opportunities such as managing time and stress, benefiting from diversity and autonomy, dealing with pitfalls related to alcohol and drugs, and exploring resources and activities on campus; and 3) personal finance decisions while at SMU and later in life, including managing money, using credit cards, and making major purchases. Also, introduces the e portfolio that students use to record and reflect upon their activities. Grading is on a pass/fail basis. (Fall term restricted to first-year standing only.)

PRW 2101 (1). PRW2: PHYSICAL FITNESS: BENCH AEROBICS. Offers an intense aerobic workout using benches. Also, body contouring using dumb bells, body bars, and mats. Includes selected activities designed to target health-related fitness.

PRW 2102 (1). PRW2: PHYSICAL FITNESS: JOGGING. This class provides an excellent means for improving cardiovascular endurance by running. Introduces selected activities designed to target health-related fitness. Students are expected to increase their jogging ability and set personal running goals.

PRW 2105 (1). PRW2: PHYSICAL FITNESS: WEIGHT TRAINING. Accommodates all levels of weight training experience. Proper mechanics, safety, and principles of strength building with

machines and free weights are presented and practiced. Includes selected activities designed to target health-related fitness.

PRW 2106 (1). PRW2: PHYSICAL FITNESS: WEIGHT TRAINING FOR WOMEN. Accommodates all levels of weight training experience. Proper mechanics, safety, principles of strength building, and endurance training with machines and free weights are presented and practiced in a friendly setting. Includes selected activities designed to target health-related fitness.

PRW 2110 (1). PRW2: PHYSICAL FITNESS: INDIVIDUAL FITNESS. Students develop a personal exercise program, and they test and evaluate their own strengths and weaknesses in terms of health and fitness. Accommodates all levels of fitness. Activities aim to improve cardiovascular endurance, muscular strength and endurance, and flexibility.

PRW 2112 (1). PRW2: PHYSICAL FITNESS: WALKING. Walks of 2–2.5 miles during class, and diet and nutrition information. Includes selected activities designed to target health-related fitness.

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

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

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

PRW 2120 (1). PRW2: PHYSICAL FITNESS: SPINNING. Spinning utilizes specialized, stationary cycles in a controlled, group setting. This indoor class is uniquely tailored to suit a wide range of abilities. Training principles are inspired by road cycling, and the pace is self-directed. Includes selected activities designed to target health-related fitness. Special activity fee: \$10.

PRW 2122 (1). PRW2: PHYSICAL FITNESS: ROCK CLIMBING. Introduces the sport and fitness of rock climbing. Students learn safety skills and techniques necessary for successful rock climbing and have opportunities to climb outdoors and indoors. Introduces selected activities designed to target health-related fitness. Special activity fee: \$50.

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

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

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

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

PRW 2133 (1). PRW2: PHYSICAL FITNESS: RACQUETBALL I. Classes are held on Dedman Center’s racquetball courts and are designed to accommodate all levels of physical skill. Rules, safety, skill techniques, strategy, and competitive play are progressively introduced throughout the term. Activities include workouts designed to target health-related fitness.

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

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

PRW 2144 (1). PRW2: PHYSICAL FITNESS: SCUBA. Students need only basic swimming skills to participate. Presents basic physics and physiology (in class) and practical scuba methods and techniques. Includes an introduction to animal behavior so divers can better understand their own behavior underwater. On balance, class time is divided equally among academics, pool work, fitness activities, and open-water diving at area lakes. Students earn certification as open-water scuba divers upon completion of the course. Special activity fee: \$175.

PRW 2145 (1). PRW2: PHYSICAL FITNESS: ADVANCED SCUBA. Introduces several diving specialties: night diving, wreck diving, search and recovery, and overhead environments. The course is 1/3 academics, 1/3 pool work, and 1/3 open water diving at one of the in-state, area lakes. Also introduces the use of advanced equipment such as lift bags, diver propulsion vehicles, and full-face masks. Students meet experienced and accomplished divers and earn advanced scuba certification upon completion of the class. Fitness activities designed to target health-related fitness are included. Special activity fee: \$175.

PRW 2151 (1). PRW2: PHYSICAL FITNESS: SELF-DEFENSE. Teaches students how to prepare physically and mentally for an attack using the ancient Japanese martial art jujitsu and a mix of other martial arts techniques (aikido, judo, kickboxing, and various schools of karate). Includes lessons in blocking, striking, joint locks, release and escape, the proper method of falling, and defense while lying on the ground. Includes fitness activities designed to target health-related fitness.

PRW 2161 (1). PRW2: PHYSICAL FITNESS: BASKETBALL. Teaches the fundamentals of playing basketball using team drills and offensive and defensive formations and strategy. Augments skill development with game-like conditions. Includes fitness activities designed to target health-related fitness.

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

Applied Physiology and Sport Management (APSM)

Elective Courses

These courses are elective courses offered to APSM students with faculty approval.

APSM 4159, 4259, 4359, 5160,
5260, 5261, 5360, 5361

APSM 2310 (3). CONTEMPORARY ISSUES IN SPORT MANAGEMENT. Explores the functional areas of business, management principles, contemporary issues, and future considerations for organizations within the fitness and sports industries. Gateway course for sport management concentration majors; successful completion is mandatory to be invited into the program. First-year, sophomore, or junior standing only (less than 90 hours).

APSM 2340 (3). COACHING AND LEADERSHIP FOR PERFORMANCE. Examines what coaches do, the qualities of expert coaches, strategies for effective and cohesive programs, a sound coaching philosophy, and the art and science of coaching. Serves as the gateway course to the major. Students must complete this course with a C- or better to be eligible to declare sport performance leadership as a major. *Prerequisite:* First-year, sophomore, or junior standing (less than 90 hours).

APSM 2441 (4). HUMAN ANATOMY AND PHYSIOLOGY I WITH LABORATORY. A systemic approach to the study of the human body, with a focus on the anatomical structure and function of the human neuromusculoskeletal systems. Gateway course for applied physiology and enterprise concentration majors; successful completion is mandatory to be invited into program. Lab fee: \$30.

APSM 2442 (4). HUMAN ANATOMY AND PHYSIOLOGY II WITH LAB. Examines the gross anatomy and physiology of the endocrine, cardiovascular, respiratory, digestive, and urinary

systems, and their relationship with human health and performance. Lab fee: \$30. *Prerequisite:* APSM 2441. APSM majors and minors only.

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

APSM 3311 (3). EXERCISE PHYSIOLOGY. Uses an organ system approach to examine the body's responses and adaptations to exercise and movement. *Prerequisite:* APSM 2310 or 2340.

APSM 3315 (3). COMMUNICATION IN SPORT. Facilitates the improvement of communication skills for coaches through the introduction of various communication styles and techniques and furthers an understanding of conflict resolution and negotiation. *Prerequisites:* DISC 1311, 1312.

APSM 3322 (3). BIOMECHANICS. Introduces the scientific basis of support and motion in humans and other vertebrate animals, drawing equally on musculoskeletal biology and Newtonian mechanics. *Prerequisite:* APSM 2310 or 2340.

APSM 3332 (3). LEGAL AND ETHICAL ASPECTS OF APPLIED PHYSIOLOGY AND SPORTS MANAGEMENT. Explores legal and ethical implications related to careers within the fitness and sport industries as well as ethical practices and legalities related to safety, risk management, personnel, and contracts. *Prerequisite:* APSM 2310, 2340, or 2441.

APSM 3340 (3). APPLIED MANAGEMENT SKILLS IN SPORTS AND FITNESS. An extensive study of organizational functions, methods of operation, and types of ownership. Also, the role of organizations in contemporary society as they relate to fitness and sport enterprises today. *Prerequisite:* APSM 2310 or 2441.

APSM 3343 (3). HEALTH PROMOTION PRACTICE. Focuses on understanding, influencing, and modifying health status and behaviors in populations. Explores the assessment, planning, execution, and evaluation of health promotion programming, as well as different applications and delivery methods of health promotion.

APSM 3351 (3). NUTRITION. An examination of the role that nutrition plays in health and optimal function, including the impact of nutrition on obesity, heart disease, stroke, cancer, eating disorders, and specific populations.

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

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

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

APSM 4159 (1). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310 or 2441.

APSM 4190 (1). EXPERIENTIAL LEARNING LAB. Explores practical and theoretical aspects of the discipline with hands-on experience in the sport-coaching industry. Possible topics and/or activities include shadowing a coach, working on a community outreach project, and satisfying professional certification requirements. A total of 3 credit hours from among APSM 4190, 4290, and 4390 are required for the sport performance leadership concentration. *Prerequisites:* Instructor approval and junior standing (minimum of 60+ hours).

APSM 4259 (2). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310 or 2441.

APSM 4290 (2). EXPERIENTIAL LEARNING LAB. Explores practical and theoretical aspects of the discipline with hands-on experience in the sport-coaching industry. Possible topics and/or activities include shadowing a coach, working on a community outreach project, and satisfying professional certification requirements. A total of 3 credit hours from among APSM

4190, 4290, and 4390 are required for the sport performance leadership concentration. *Prerequisites:* Instructor approval and junior standing (minimum of 60+ hours).

APSM 4307 (3). GLOBAL AND PUBLIC HEALTH. Provides an overview of issues in international health, with a focus on contributions of anthropology and anthropologists to international public health issues. *Prerequisites:* 60 credit hours or more. Reserved for applied physiology and sport management majors in the applied physiology and health management concentration program.

APSM 4310 (3). PSYCHOLOGY OF SPORT. Explores various psychological theories and research related to sport and exercise behavior. *Prerequisite:* APSM 2340.

APSM 4345 (3). SPORTS MARKETING. This course provides a strategic framework to understand market dynamics, trends, consumer behavior, products, delivery systems, and marketing and promotional strategies that shape and drive the sports marketing industry. *Prerequisite:* APSM 2310.

APSM 4349 (3). HEALTH CARE: FROM POLICY TO PRACTICE. Explores the development and transformation of health care policy and the environmental factors that influence the delivery of health care services. Also, financial, economical, and operational issues related to health care.

APSM 4350 (3). MOTOR LEARNING. Focuses on the principles of learning as they relate to the acquisition and development of motor skills, motor performance, and motor learning throughout life. Also, learning in the context of sports and performance-related skills acquisition. *Prerequisite:* APSM 3300.

APSM 4359 (3). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310 or 2441.

APSM 4360 (3). STRENGTH AND CONDITIONING PROGRAMS. Examines the essentials of strength training and conditioning that are key to completion of the Certified Strength and Conditioning Specialist certification and the Certified Personal Trainer certification. *Prerequisites:* APSM 2340, 3300, 3311, and 3351.

APSM 4371 (3). REVENUE IN SPORTS. This course covers sports industry revenue topics, including professional league and team revenue generation, franchise ownership and valuation, corporate sponsorship, sports media revenue, and industry selling practices. *Prerequisite:* APSM 2310.

APSM 4372 (3). SPORT FACILITY AND EVENT MANAGEMENT. This course examines the principles of sport facility planning, design, and management. Topics include venue design, operations, revenue streams, budgeting, personnel, security, media relations, crisis control, and legal considerations. *Prerequisite:* APSM 2310.

APSM 4380 (3). TECHNOLOGY AND SPORT. Provides an overview of the role technology plays in modern coaching, specifically in student-athlete development, monitoring, and recruitment. Emphasizes organization of team and individual video analysis, tactics of competition, and administration of an athletic program. Also, scouting opponents, determining playing time, and making annual training plans. *Prerequisites:* APSM 3300, 3311, 3322.

APSM 4390 (3). EXPERIENTIAL LEARNING LAB. Explores practical and theoretical aspects of the discipline with hands-on experience in the sport-coaching industry. Possible topics and/or activities include shadowing a coach, working on a community outreach project, and satisfying professional certification requirements. A total of 3 credit hours from among APSM 4190, 4290, and 4390 are required for the sport performance leadership concentration. *Prerequisites:* Instructor approval and junior standing (minimum of 60+ hours).

APSM 4412 (4). ADVANCED EXERCISE PHYSIOLOGY. Introduces measurement techniques used to assess physiological responses to exercise. Students take measurements on themselves (or one another if they prefer) in structured laboratory experiences. Lab fee: \$30. *Prerequisites:* APSM 2441, 2442, 3411, 3422. APSM majors and minors only.

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

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

APSM 5261 (2). RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY. Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5300 (3). SENIOR PROJECT. Teaches the process of formal inquiry to plan, execute, and report results regarding a scientific question of interest. *Prerequisite:* STAT 2301 or 2331. Reserved for APSM majors. Senior standing only (at least 90 credit hours required).

APSM 5351 (3). FITNESS AND HEALTH ENTERPRISE. Prepares students who aspire to careers in the health and fitness industries. Topics include the fundamentals of entrepreneurship, leadership, salesmanship, certification, and liability. Requires visits to off-campus fitness and health-related facilities for which students must provide their own transportation. *Prerequisites:* APSM 2441 or 4441, and junior-year standing.

APSM 5360 (3). TEACHING PRACTICUM. Students assist the instructor in conducting a course in which they have previously excelled. Maximum of 3 credit hours allowed. *Prerequisites:* Junior or senior standing, A- or better for any previous enrollment in this course, and instructor approval.

APSM 5361 (3). RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY. Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5362 (3). DIRECTED STUDIES IN APPLIED PHYSIOLOGY. This directed research course is necessary to be considered for departmental distinction. Students must have an APSM faculty sponsor and a written structured course plan to enroll. *Prerequisites:* Instructor invitation, APSM 5361, senior standing, 3.000 overall GPA, and 3.500 GPA within the major.

APSM 5363 (3). DIRECTED STUDIES IN SPORT MANAGEMENT. This directed research course is necessary to be considered for departmental distinction. Students must have an APSM faculty sponsor and a written structured course plan to enroll. *Prerequisites:* Instructor approval, APSM 4359, senior standing, 3.000 overall GPA, and 3.500 GPA within the major.

APSM 5364 (3). DIRECTED STUDIES IN APPLIED PHYSIOLOGY AND ENTERPRISE. This directed research course is necessary to be considered for departmental distinction. Students must have an APSM faculty sponsor and a written structured course plan to enroll. *Prerequisites:* Instructor approval; APSM 4159, 4259, or 4359; senior standing; 3.000 overall GPA; and 3.500 GPA within the major.

APSM 5370 (3). EXERCISE PROGRAM DESIGN. Focuses on evidence-based exercise prescriptions that promote health and maximize performance in the elite and recreational athlete. *Prerequisites:* APSM 2340, 3300, 3311, and 4360.

APSM 5371 (3). SPORT MANAGEMENT PRACTICUM. Prepares students for a career in the sport industry, including sport management. Students assess and clarify their personal skills and competencies to better align with their career goals within the sport marketplace. (Students are required to provide their own transportation to and from their assigned off-campus sports-related events.) *Prerequisite:* Junior standing. *Recommended:* APSM 3372, 4345, 4371, 4372.

APSM 5461 (4). RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY. Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5561 (5). RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY. Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5610 (6). APPLIED PHYSIOLOGY AND ENTERPRISE INTERNSHIP. Experiential learning at a local fitness or health organization as an intern for a total of 250 hours. (Students are required to provide their own transportation to and from their assigned off-campus fitness and/or health-related internship site.) *Prerequisites:* APSM 5351 and senior standing. Reserved for APSM majors.

APSM 5661 (6). RESEARCH PRACTICUM IN APPLIED PHYSIOLOGY. Intended for students considering a career in laboratory-based biological research. Students conduct supervised research with an APSM research faculty member in his/her laboratory. Enrollment is by invitation from an APSM research faculty member in whose lab the research is conducted. *Prerequisites:* APSM 2441, 2442, 3311.

APSM 5672 (6). SPORT MANAGEMENT INTERNSHIP. Experiential learning at a local sports industry organization as an intern for a total of 250 hours. (Students are required to provide their own transportation to and from their assigned off-campus sports-related internship site.) *Prerequisites:* APSM 5371 and senior standing. Reserved for APSM majors.

Human Development (HDEV)

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

HDEV 1110 (1). READING AND LEARNING STRATEGIES. A one-term graded course that counts as a University free elective. Designed to improve reading and learning efficiency, this course is directed to undergraduate students who want to acquire advanced reading and learning techniques.

HDEV 1211 (2). SUCCESS STRATEGIES. Students learn study skills and other strategies for creating success in their academic, professional, and personal lives. Includes self-assessment and journal writing to identify academic strengths and challenges. Provides an opportunity to explore the campus resources to succeed at SMU.

HDEV 1306 (3). DEVELOPMENTAL MATHEMATICS. This course refreshes and strengthens algebraic skills, especially those needed for success in precalculus. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 1307 (3). ESSENTIALS OF COLLEGE WRITING. This course emphasis is placed on reading comprehension, grammar, and punctuation mastery appropriate to university-level thinking. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 1308 (3). PSYCHOLOGY OF LEARNING. This course is a theoretical overview of how human learning occurs. Only SMU students who are approved to take this course on the SMU campus may receive credit. This course is not eligible for transfer credit from other institutions.

HDEV 1401 (4). AMERICAN SIGN LANGUAGE I. An introductory study of grammar and language, with an emphasis on developing question-and-answer skills. The student learns conversational strategies to help maintain a conversation.

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

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

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

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

HDEV 2201 (2). DIVERSITY: FITTING INTO A WORLD OF DIFFERENCE. This course is a study of human diversity and identity development. Students learn about their own identities and about fitting into the communities of which they are a part. Topics include elements of oppression, cycle of socialization, identity development models, privilege, race, sex, gender, sexuality, ability, ethnicity, class, and faith.

HDEV 2308 (3). CAREER DEVELOPMENT THEORY AND PRACTICE. A study of the history of theories and practice in career development. Topics include leaders in vocational education, legislative initiatives, social issues, and organizations involved in and impacting career development. Also, the study and application of career development and choice, and traditional and emerging career development theories, models, and strategies. Using these models and strategies, students develop abilities to work constructively to build individualized career plans. The format includes lecture, discussion, demonstration, and experiential components.

HDEV 2310 (3). LEADERSHIP DYNAMICS: THEORY, PRACTICE, AND INNOVATION. An examination of the theories and skills necessary for the development of effective leadership.