



GRADUATE PROGRAMS
SOUTHERN METHODIST UNIVERSITY
2012–2013 CATALOG

BULLETIN OF SOUTHERN METHODIST UNIVERSITY

VOL. VI

2012–2013

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

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OFFICIAL UNIVERSITY CALENDAR

ACADEMIC YEAR 2012–2013

www.smu.edu/registrar/academic_calendar.asp

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

- November 22–23, Thursday–Friday: **Thanksgiving holiday. University offices closed.**
- November 28–December 3, Wednesday–Monday: **No final examinations or unscheduled tests and papers.**
- November 29, Thursday: **Last day for oral/written examinations for December graduate degree candidates.**
- December 3, Monday: **Last day of instruction.**
- December 4–5, Tuesday–Wednesday:

Full Summer Session

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

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

~~June 3, Monday:~~ **First day of classes.**

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

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

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

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

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

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

August 5, Monday: **Follows a Thursday schedule.**

August 6, Tuesday:

July 8, Monday: **Last day to enroll, add courses or dr**

DESCRIPTION OF THE UNIVERSITY

THE VISION OF SOUTHERN METHODIST UNIVERSITY

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

THE MISSION OF SOUTHERN METHODIST UNIVERSITY

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

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

B Goal one: To enhance the academic quality and stature of the University.

B Goal two: To improve teaching and learning.

B Goal three: To strengthen scholarly research and creative achievement.

B Goal four: To support and sustain student development and quality of life.

B Goal five: To broaden global perspectives.

SOUTHERN METHODIST UNIVERSITY

As a private, comprehensive university enriched by its United Methodist heritage

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

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

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

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

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

ACADEMIC ACCREDITATION

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

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

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

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

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

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

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

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

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

EDUCATIONAL FACILITIES

SMU LIBRARIES

www.smu.edu/libraries

FINANCIAL INFORMATION

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

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

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

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

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

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

REFUNDS FOR WITHDRAWAL FROM THE UNIVERSITY

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

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

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

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

Medical withdrawals and mandatory administrative withdrawals allow a prorated refund of tuition and fees. However, a medical withdrawal includes requirements that must be met prior to reenrollment

A

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

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

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

Cell Phones

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

Transcript Service*

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

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

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

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

University. Instructions for requesting a transcript to be mailed or picked up on campus are available at

pletion of required production projects; or having an instructor appointment as part of a teaching fellowship, but not enrolled for the required number of hours; may be certified as a full-time or part-time student

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

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

Students who discover a discrepancy in their enrollment records after the close of enrollment for the term should immediately complete an Enrollment Discrepancy Petition. Petitions are to be submitted to the appropriate academic dean's office or records office within six months of the term in which the discrepancy appeared; contact information is available on the University Registrar's Office website at www.smu.edu/EnrollmentDiscrepancy

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

Withdrawal From the University

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

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

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

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

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

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

Medical withdrawals provide a prorated refund of tuition and fees and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals can only be authorized by a licensed physician or psychologist counselor in the SMU

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

No-Credit Enrollment

Enrollment for no credit is accomplished in the conventional manner of enrollment, with regular admission and enrollment procedures being required. The student pays the regular tuition and fees, participates in class activities, and receives the grade of NC upon completion of the coursework. The student must indicate in writing no later than the 12th day of classes (the fourth day during summer terms or sessions)

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

Interpretation of Course Numbers

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

GRADE POLICIES

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

While there are some variations between the Simmons graduate programs with respect to grading standards, the following information applies to most Simmons programs. Regardless, some exceptions exist; for example, the Master of Liberal

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Grade of F, D or W

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

Grade Changes

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

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

Grades for Repeated Courses

Students will be allowed to repeat courses according to the following rules: Both the initial and the second grades will be recorded on the student's permanent academic

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

ACADEMIC ADVISING AND SATISFACTORY PROGRESS POLICIES

Academic Advising

Academic Progress

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

Graduate students must maintain a cumula

Transfer Coursework

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

GRADUATION POLICIES

Apply to Graduate

Students must file an **Application for Candidacy to Graduate** with their academic dean's office or records office at the beginning of the term in which they will complete all degree requirements. Applications should be filed by the deadline date in the **Official University Calendar**. Students who file an application will be charged an application fee during the term the application is filed.

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

SMU has three degree conferral periods: fall (December), spring (May) and summer (August). Students who complete their degree requirements during a January intersession, May term, or August term will have their degrees conferred at the

ACADEMIC PROGRAMS

ENGLISH AS A SECOND LANGUAGE PROGRAM

www.smu.edu/esl

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

The Courses (ESL)

ESL 1001 (0)

ESL COMMUNICATION SKILLS

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

ESL 1002 (0)

ESL COMMUNICATION SKILLS II

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

ESL 20XX (0)

INTENSIVE ENGLISH PROGRAM

All 2000-level ESL courses are exclusive to the Intensive English Program. This multilevel, yearlong program is designed to prepare students and professionals for academic success at the university level. The course of study consists of English for academic purposes, TOEFL-related skills, and American culture. It is open to currently enrolled and newly incoming students, as and

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

CONTINUING AND PROFESSIONAL EDUCATION

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

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

CAPE also specializes in the following areas:

- B Creative Writing. Creative writing instructors, noted authors and publishers lead noncredit writing workshops. Selected participants are invited to submit manuscripts for review by New York literary agents, editors and publishing houses. Additional information is available at www.smu.edu/creativewriting.
- B Graduate Test Preparation. Study courses for the GRE graduate school entry

STUDENT AFFAIRS

ACADEMIC INTEGRITY AND CODE OF CONDUCT

The Honor Code of Southern Methodist University

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

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

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

Students and faculty members must share the knowledge that any dishonest practices permitted will make it more difficult for the honest students to be evaluated and graded fairly and will damage the integrity of the whole University. Students should recognize that both their own interest, and their integrity as individuals, will suffer if they c6.5(thw(Tc.20-7(h)-dc.s20-i.9(ti61.5(e)-8 Tc.20o)4.e.9(ti61

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

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

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

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

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

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

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

Health Service Records. All health service records are confidential. A copy of medical records may be released to a physician only with a written release by the student. Records are not made available to parents, SMU administrators, faculty or

GRADUATE RESIDENCE ACCOMMODATIONS

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

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

Special Housing Needs

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

General Housing Information

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

Applications for Residence

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

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

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

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

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

RECREATIONAL SPORTS

Dedman Center for Lifetime Sports

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

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

DISABILITY ACCOMMODATIONS AND SUCCESS STRATEGIES

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

RIGHT TO KNOW

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

- d. The requirements for return of Title IV grant or loan assistance.
 - e. Enrollment status of students participating in SMU study abroad programs, for the purpose of applying for federal financial aid.
4. Student Financials/Bursar: www.smu.edu/srk; www.smu.edu/bursar
University Bursar, Blanton Student Services Building, Room 212
214-768-3417
- a. Tuition and fees.
 - b. Living on campus.
 - c. Optional and course fees.
 - d. Financial policies.
 - e. Administrative fees and deposits.
 - f. Payment options.
 - g. Any refund policy with which the institution is required to comply for the return of unearned tuition and fees or other refundable portions of costs paid to the institution.
5. DASS: www.smu.edu/alec/dass
Disability Accommodations and Success Strategies
Altshuler Learning Enhancement Center
214-768-1470
- a. Description of the process for establishing eligibility for services and documentation guidelines.
 - b. Listings of the various on- and off-campus resources.
 - c. Discussions of transitioning to postsecondary education.
 - d. Tips for faculty on teaching and making accommodations.
6. Athletics: www.smu.edu/srk/athletics
Associate Athletic Director for Student-Athlete Services, 316 Loyd Center
214-768-1650
- a. Athletic program participation rates and financial aid support.
 - b. Graduation or completion rates of student athletes.
 - c. Athletic program operating expenses and revenues.
 - d. Coaching staffs.
7. Campus Police: www.smu.edu/srk; www.smu.edu/pd
SMU Police Department, Patterson Hall
214-768-1582
- Southern Methodist University's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by SMU, and on public property within or immediately adjacent to/accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

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

GENERAL INFORMATION

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

Undergraduate programs include a major and three minors in applied physiology and sport management and a minor in education. The school offers one school-wide

The Department of Dispute Resolution and Counseling
offers an M.A. in dispute reso

offers an M.S. in coun-

INSTITUTES

THE INSTITUTE FOR EVIDENCE-BASED EDUCATION

www.smu.edu/EvidenceBasedEducation

Professor **Patricia G. Mathes**, Director

Established in 2002 as the Institute for Reading Research, the Institute for Evidence-Based Education supports researchers, including those within the school and

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

DEPARTMENTS AND PROGRAMS

DOCTOR OF PHILOSOPHY IN EDUCATION

www.smu.edu/EducationPhD

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

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

Admission

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

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

- B An overall evaluation of the candidate's undergraduate and graduate transcripts.
- B GRE graduate school entry exam scores (ideally 1100+).
- B TOEFL English language proficiency test scores if the student's native language is not English.
- B Written records demonstrating at least three years of full-time teaching or

Course Listings

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

EDU 7119 (1)

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

EDU 7315 (3)

DESIGNING LEARNING ENVIRONMENTS

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

EDU 7316 (3)

ORGANIZATIONAL THEORY

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

EDU 7317 (3)

POLICY ANALYSIS

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

EDU 7318 (3)

PROGRAM EVALUATION

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

EDU 7320 (3)

ADVANCED ASSESSMENT METHODS II

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

DEPARTMENT OF TEACHING AND LEARNING

www.smu.edu/teacher

Professor **Jill Allor**,

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

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

Beginning with students who enter the program in the summer of 2008, all students will be required to pass a comprehensive written examination before

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

Master of Education (continued)

Credit Hours

Specialization Area:

12–14

Master Math Teacher (12 hours)

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

Master Reading Teacher (14 hours)

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

Master Science Teacher (12 hours)

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

Master Technology Teacher (12 hours)

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

Bilingual Supplemental Certification (12 hours)

- EDU 6312 **Applied Linguistics**
- EDU 6320 **Language Teaching Research, Theory, Practice**
- EDU 6321 **Bilingualism/Biliteracy**
- EDU 6339 **Bilingual Content Instruction**

ESL Supplemental Certification (12 hours)

- EDU 6312 **Applied Linguistics**
- EDU 6315 **Diverse Learners**
- EDU 6320 **Language Teaching Research, Theory, Practice**
- EDU 6390 **Classroom Instruction/Assessment for Language Learners**

Gifted and Talented (12 hours)

- EDU 6325 **Educating the Gifted and Talented**
- EDU 6347 **Creativity: Theories, Models, Applications**
- EDU 6388 **Curriculum Development for Gifted and Talented Learners**
- EDU 6397 **Growth and Development of the Gifted**

Other Required Courses:

- Second Specialization Area (from the list above;**
- or Electives (must be EDU courses or approved**

12

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

Master of Education in Reading and Writing

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

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

Admission Requirements

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

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

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

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

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

Master of Education in Reading and Writing (Dallas Cohort) cont. Credit Hours

Tier 3 Reading and Writing (12 hours)

- EDU 6101 **Clinical Therapy Practicum I**
- EDU 6231 **Early Language Development**
- EDU 6330 **Survey of Dyslexia/Related Learning Disorders**
- EDU 6331 **Cognitive & Linguistic Structures of Written Language**
- EDU 6332 **Advanced Cognitive and Linguistic Structures of
Written Language, Part I**

Total 38

Master of Education in Reading and Writing (Houston Cohort) Credit Hours

Core Courses

- EDU 6304 **Interpreting Educational Research**

12

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

Admission Requirements

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

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

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

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

Degree Requirements

Students must complete 36 hours of graduate study.

Master of Education With Certification (EC–Grade 6 Generalist)	Credit Hours
Core Courses	9
EDU 6304 Interpreting Educational Research	
EDU 6315 Diverse Learners	
EDU 6322 Educational and Behavioral Psychology	
Content Courses	18
EDU 6302 Design and Assessment of Learning	
EDU 6303 Learning Environment and Professionalism	
EDU 6329 EC–6 Math	
EDU 6327 Learning to Read and Write	
EDU 6336 Reading and Writing to Learn	
EDU 6326	

M.Ed. With Certification (Middle School/High School) (cont.)	Credit Hours
Field Experience/Student Teaching Courses	9
EDU 5124, 5125, 5126 Field Experience I, II, III	
EDU 5373, 5374 Student Teaching	
or EDU 5375, 5376 Internship I, II	
Total	36

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

Master of Music in Music Education

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

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

Admission and Degree Requirements

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

Contact information

Doctor of Philosophy in Education

PO Box 750455

Dallas TX 75725-0455

214-768-2346

www.smu.edu/EducationPhD

Master of Bilingual Education

PO Box 750455

Dallas TX 75725-0455

214-768-2346

www.smu.edu/education/teacher-education/graduate/bilingual-

GRADUATE TEACHER CERTIFICATION PROGRAMS

Postbaccalaureate Teacher Certification

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

For certification, students must pass two examinations, one that covers content

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 undergradu

Bilingual Education

Preparation for Supplemental Certification

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

Students may apply part of the required 12 hours of bilingual coursework to the Master of Bilingual Education or M.Ed. program pending acceptance into the program. In accordance with Simmons School policy and procedures, only six credit hours may be transferred into the M.B.E. or M.Ed. program. Thus, students wishing

5. **Three recommendation forms from individuals who can attest to the applicant's academic abilities, teaching abilities and personal qualities. One recommendation should be from a principal or immediate supervisor.**
6. **A 500- to 750-word written essay on how the student's career goals would be**

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

3. For applicants from countries where the predominant language is not English, official scores (earned within the previous five years) on the TOEFL English language proficiency test administered by the Educational Testing Service or the IELTS English competency test. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The IELTS minimum score is 6.5. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
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6. A 500- to 750-word written essay on how the student's career goals would be enhanced by realizing the goals of the De

Contact information

Postbaccalaureate Teacher Certification

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

Bilingual Education Supplemental Certification

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

English as a Second Language Certification

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

Gifted Education Certification

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

Learning Therapy Certification

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

Master Mathematics Teacher Certification

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

Master Reading Teacher Certification

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

Master Science Teacher Certification

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

Master Technology Teacher Certification

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

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 Center on Communities and Education

Expressway Towers

6116 N. Central Expressway, Ste. 1410

Dallas TX 75206

Education Courses

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

EDU 5100 (1)

SPECIAL TOPICS

Students work on a personalized system of instruction. Most of the work in this course is to be done as an independent study.

EDU 5121 (1)

FIELD EXPERIENCE I: ELEMENTARY

This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5122 (1)

FIELD EXPERIENCE II: ELEMENTARY

This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with disabilities.

EDU 5123 (1)

FIELD EXPERIENCE III: ELEMENTARY

This course gives students opportunities to work in appropriate school settings and to plan and teach lessons. Students shadow a teacher in preparation for student teaching.

EDU 5124 (1)

FIELD EXPERIENCE I: SECONDARY

This course gives students opportunities to work in appropriate school settings and allows them to observe a functioning classroom. Includes classroom setup, environment, organization, structure, and discipline.

EDU 5125 (1)

FIELD EXPERIENCE II: SECONDARY

This course concerns special populations. It gives students opportunities to work in appropriate school settings and allows them to observe the teaching techniques used to help children with students with

EDU 5364 (3)

ELEMENTARY STUDENT TEACHING

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

EDU 5373 (3), 5374 (3)

SECONDARY STUDENT TEACHING

Requires a 15-week assignment in a middle/high school that has a diverse student population.

EDU 6110 (1)

AUTOMATICITY AND RATE

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

EDU 6115 (1)

EARLY LANGUAGE DEVELOPMENT: PHONOLOGICAL AWARENESS

This course explores current research that confirms that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even smaller units called phonemes. Since few preschoolers spontaneously attain phonemic aw

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

EDU 6144 (1)

ADVANCED LINGUISTIC STRUCTURES OF ENGLISH PART 3

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

EDU 6231 (2)

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

EDU 6302 (3)

EDU 6322 (3)

EDUCATIONAL AND BEHAVIORAL PSYCHOLOGY

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

EDU 6323 (3)

LITERACY ASSESSMENT

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

EDU 6324 (3)

CONTENT METHODS

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

EDU 6326 (3)

CONTENT AREA STUDIES

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

EDU 6327 (3)

LEARNING TO READ AND WRITE

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

EDU 6328 (3)

STRATEGIC TEACHING

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

EDU 6329 (3)

EC–6 MATH

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

EDU 6330 (3)

INTRODUCTORY COURSE A: SURVEY OF DYSLEXIA AND RELATED LEARNING DISORDERS

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

EDU 6345 (3)

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

EDU 6372 (3)

PHYSICAL SCIENCES: PHYSICS

This course highlights the development of practical methods for demonstrating and using models, planning laboratory experiences, managing science equipment, and handling safety concerns. Students focus on processes, tenets, and assumptions of multiple methods of inquiry

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

EDU 6382 (3)

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

EDU 6388 (3)

CURRICULUM DEVELOPMENT FOR THE TALENTED AND GIFTED

This course builds the foundation for development of differentiated curricula for the gifted.

DEPARTMENT OF EDUCATION POLICY AND LEADERSHIP

Clinical Associate Professor **Lee Alvoid**, Department Chair

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

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

Admission Requirements

1. A baccalaureate degree from an accredited institution.
2. A minimum undergraduate grade point average of 3.000 (on a 4.000 scale). Applicants not meeting this requirement must provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as justification for consideration for admission.
3. Scores from the verbal, quantitative 0.7(e n)Tonw{ca}9(pplic)4.4(a)4.9(ve)5.9(Oca)rionw(7)

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

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

Master of Education in Educational Leadership:

3. Scores from the verbal, quantitative and analytical writing sections of the GRE

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

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

Master of Education in Educational Leadership:
Higher-Education Strand

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

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

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

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

- B Multidisciplinary, field-based projects (internship experiences) integrated throughout the program, with projects that mirror the responsibilities of leaders in higher education.**
- B Input from other programs that provide related essential content (e.g., Cox School of Business, Dedman School of Law).**
- B**

requirements and policies stated above must have the approval of the Master's Degrees Committee. Any courses accepted must exactly match courses in the program. Because of the unique structure

DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

Anthony Picchioni, Department Chair

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

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

Lecturers: **Robert Barner, Betty Iglesias Gilmore.**

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

Master of Arts in Dispute Resolution

Betty Gilmore, Director

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

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

Admission Requirements

Applicants must submit the following:

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

Degree Requirements

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

Graduate Certificate Program in Dispute Resolution

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

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

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

Admission Requirements

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

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

Certificate Requirements

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

Professional Development

Professional Seminar Series

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

Study Abroad

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

Client Services:
SMU Plano Mediation and Conflict Resolution Services

www.smu.edu/adrservices

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

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

Contact information

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

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

SMU Plano Mediation and Conflict Resolution Services
5228 Tennyson Pkwy., Suite 213
Plano TX 75024
972-473-3486
www.smu.edu/adrservices

Dispute Resolution Courses

HDDR 6108 (1), 6109 (1)
PRACTICUM II, III

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

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

HDDR 6122 (1), 6123 (1), 6124 (1)
PROFESSIONAL SEMINAR I, II, III

HDDR 6302 (3)

NEGOTIATION AND DISPUTE RESOLUTION

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

HDDR 6303 (3)

MEDIATION AND DISPUTE RESOLUTION

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

HDDR 6304 (3)

ARBITRATION AND DISPUTE RESOLUTION

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

HDDR 6305 (3)

FOUNDATIONS OF THE AMERICAN LEGAL SYSTEM

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

HDDR 6307 (3)

PRACTICUM I

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

HDDR 6310 (3)

RESEARCH METHODS

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

HDDR 6311 (3)

TECHNIQUES AND SKILLS IN MEDIATION

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

HDDR 6312 (3)

ADVANCED NEGOTIATION

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

HDDR 6313 (3)

ADVANCED MEDIATION

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

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

HDDR 6314 (3)

ADVANCED ARBITRATION

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

HDDR 6315 (3)

COMMUNICATION AND DISPUTE RESOLUTION

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

HDDR 6317 (3)

ON-LINE DISPUTE RESOLUTION

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

HDDR 6318 (3)

FINANCE AND PROPERTY

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

HDDR 6319 (3)

PSYCHOLOGY OF CONFLICT

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

HDDR 6320 (3)

SELECTED TOPICS IN DISPUTE RESOLUTION

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

HDDR 6323 (3)

ENGAGING IN CONFLICT

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

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

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

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

HDDR 6371 (3)

TRANSITIONAL AND DEVELOPMENTAL COACHING

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

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

Licensed Professional Counselor Courses

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

- HDCN 6300 **Introduction to Counseling**
- HDCN 6301 **Counseling Theory**
- HDCN 6302 **Counseling Methods: Individual**
- HDCN 6303

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	

Client Services:
Center for Family Counseling

www.smu.edu/FamilyCounseling

The Center for Family Counseling offers a variety of counseling services to individuals (e.g., geriatric/adult, adolescents and children); groups; couples; and families struggling with personal, social or career-related issues. Some of the general issues that counseling can address include (but are not limited to) grief and loss, depres-

HDCN 6320 (3)

LIFE SPAN DEVELOPMENT

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

HDCN 6321 (3)

LIFESTYLE AND CAREER DEVELOPMENT

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

HDCN 6323 (3)

ADOLESCENT COUNSELING

Theoretical and practical approaches specifically for adolescents are presented.

HDCN 6324 (3)

CHILD COUNSELING

Theoretical and practical approaches specifically for children are presented.

HDCN 6330 (3)

PSYCHOPATHOLOGY: ADULT

Abnormal adult behavior is examined.

HDCN 6331 (3)

PSYCHOPATHOLOGY: CHILD AND ADOLESCENT

Abnormal behavior in children and adolescents is examined.

HDCN 6340 (3)

ASSESSMENT

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

HDCN 6341 (3)

ASSESSMENT: COGNITIVE

Intelligence testing of children, adolescents and adults is examined.

HDCN 6342 (3)

COGNITIVE, CAREER AND EDUCATIONAL ASSESSMENT

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

HDCN 6343 (3)

PLAY THERAPY

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

HDCN 6346 (3)

CAREER ASSESSMENT

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

HDCN 6349 (3)

RESEARCH DESIGN AND STATISTICS

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

HDCN 6350 (3)

INTRODUCTION TO NEUROSCIENCE

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

HDCN 6351 (3)

PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE

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

HDCN 6352 (3)

PSYCHOLOGY OF ADDICTIONS

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

HDCN 6353 (3)

TREATMENT MANAGEMENT

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

HDCN 6370 (3)

CRISIS INTERVENTION

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

HDCN 6371 (3)

COUNSELING: DISABILITIES

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

HDCN 6372 (3)

GENDER ISSUES

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

HDCN 6381 (3)

ETHICS AND MENTAL HEALTH

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

HDCN 6382 (3)

PSYCHOLOGY OF CONFLICT

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

HDCN 6383 (3)

NEGOTIATION AND DISPUTE RESOLUTION

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

HDCN 6384 (3)

MEDIATION AND DISPUTE RESOLUTION

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

HDCN 6385 (3)

ADVANCED GENERAL PSYCHOLOGY

Overview of basic Psychology for counseling students.

HDCN 6386 (3)

FAMILY LAW

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

HDCN 6387 (3)

DOMESTIC RELATIONS

Mediation techniques for divorcing couples are presented.

HDCN 6391 (3)

SELECTED TOPICS: COUNSELING

Various topics in counseling for advanced study.

HDCN 6392 (3)

SELECTED TOPICS: MARRIAGE AND FAMILY

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

HDCN 6393 (3)

SELECTED TOPICS: SCHOOL COUNSELING

Various topics in school psychology are selected for advanced study.

HDCN 6395 (3)

SUPERVISED CLINICAL PRACTICUM

A supervised practicum in counseling is required.

HDCN 6398 (3), 6399 (3)

INTERNSHIP I, II

An internship in counseling is required.

DEPARTMENT OF LIFELONG LEARNING

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

David Chard, Dean and Chair

Master of Liberal Studies

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

Admission Requirements

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

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

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

Degree Requirements

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

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

a specific curricular area, she or he must complete the following requirements:

Academic Requirements

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

A core curriculum of 15 credit hours is drawn from

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

Admission Requirements

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

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

Contact information

Master of Liberal Studies

PO Box 750253

Dallas TX 75275-0253

214-768-4273

www.smu.edu/MLS

Liberal Studies Courses

Behavioral Sciences

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

BHSC 6302 (3)

THE ART OF PUBLIC SPEAKING

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

BHSC 6303 (3)

MARRIAGE AND FAMILY

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

BHSC 6304 (3)

THE TRANSFORMATIVE POWER OF NARRATIVES

Explores the concepts of identity within the organization/collective change process and the importance of conversations/narratives as mediums for change. A major theme is that while

BHSC 6314 (3)

NATIVE AMERICAN HERITAGE OF NORTH AMERICA

Provides an anthropological consideration of the historical and cultural background of the native peoples of North America. Emphasis on the nine major native culture areas of the conti-

speech, implications for victims of hate crimes, and motivations of perpetrators of hate-motivated crimes. Also, the relationship among aggression, hate, and violence; the pros and cons of group distinctions; the distinctions in hate crime and hate speech; the pros and cons of enhanced penalty legislation for hate crimes; the justifications for “isms;” and the brain chemistry and physiology behind aggression and anger. Students debate controversial topics in the areas of race, sexual orientation, gender, identity or expression, and religion. In addition, students develop personal ways to combat hate and violence. This course may be applied to the following concentrations: Humanities; human rights and social justice; gender studies.

BHSC 6355 (3)

PSYCHOLOGY: THE DISCOVERY OF SELF

This course examines the nature of personality development and explores the contributing factors of heredity vs. environment relative to birth order, intelligence, family, and cultural forces. Students have the opportunity to learn and reflect on their own personalities using the Keirsey-Bates Temperament Sorter and Survey. The course explores the many aspects of the personality through learning, behavioral changes, human interactions, and personal growth. The course also offers multiple perspectives with which to view and understand the characteristic changes in personality that make life so interesting. This course may be applied to the following curricular field concentration: Humanities.

BHSC 6363 (3)

THE IMMIGRANT EXPERIENCE

An interdisciplinary approach to immigration in the U.S. that explores the historical, ethical, social, cultural, legal, and political dimensions of the immigrant experience, as well as America's ambivalent and changing attitudes toward the immigrant. Topics include the peopling of America before the Civil War, current waves of immigration, the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration, and America as a multicultural society. This course may be applied to the following curricular field concentrations: Global studies; American studies; human rights and social justice.

BHSC 6374 (3)

THE PSYCHOLOGY OF CREATIVITY

Explores creativity as one of those human abilities that most see as a highly valuable yet mysterious, uncontrollable force. Examines the wealth of knowledge generated by psychologists and educators with respect to creativity and offers clear definitions of creativity while illustrating its complexities. Also, the roles that personality, cognition, biology, and development play in creative abilities as well as the social, historical, and cultural contexts in which one creates. This course reviews contemporary research (including multiple perspectives, methods, and answers), and how the research helps to debunk some myths about creativity.

BHSC 7351 (3)

RELIGION AND DISPUTE RESOLUTION: FLORENCE, ITALY

Study tour focusing on religion and conflict against the backdrop of the artistic and ecclesiastical history of the Italian Renaissance. This course educates students in a powerful transformative mediation model, interspersed with on-site tours that highlight the spirit of the artistic rivalry and revival, conflict, and creativity that blossomed in the Italian Renaissance. This interactive course is designed to prepare leaders to deal effectively with interpersonal, congregational, and other forms of group conflict. Although primarily focused on the religious environment, the skills learned are directly transferable to other settings and are invaluable to business managers, attorneys, mediators, and other professionals who manage conflict. The class satisfies the state of Texas mediation requirements and the mediation course requirements for the Dispute Resolution program. This course may be applied to the following curricular field concentrations: Humanities; organizational dynamics.

BHSC 7352 (3)

INTERNATIONAL ORGANIZATIONAL CONSULTING AND COLLABORATION AT TRINITY COLLEGE: DUBLIN, IRELAND

This course is presented in the 16th-century halls of Trinity College in Dublin. The class focuses on the processes and approaches that have been

important architectural monuments and church of Taos Pueblo, and the churches of Chimayo and Santa Cruz de la Canada. They also sharpen their ability to see and read visual objects and build-spaces as artworks and works of architecture. Note: This course takes place on SMU's campus near Taos, NM. FNAR 6101 is the writing component of FNAR 6201, which involves a paper that is submitted after the trip. Students enrolling in this course for credit must enroll in FNAR 6201 and 6101, for a total of 3 credit hours. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; global studies; American studies.

FNAR 6301 (3)

ACTION! DRAMATIC WRITING IN PRACTICE

Students participate in a hands-on writing course that focuses on basic requirements for dramatic writing (film, theatre, and solo performance): action, dialogue, and narrative. Geared for both beginners and those already writing screenplays or plays, students learn through a series of in-class exercises and writing assignments how to create a new work or rewrite a work in progress. Scenes from classic plays are studied and emulated. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; creative writing.

FNAR 6302 (3)

THE BLACK AESTHETIC IN THE VISUAL ARTS

This course explores the tenets of the black aesthetic as defined by the black arts movement of the 1960s and how this movement influenced African-American contemporary and postmodern visual art. It contextualizes the development of the black visual arts aesthetic within the African-American cultural revolution throughout the United States from 1966 through 1979. Students discover the roots of the black arts movement through the visual art of the Harlem Renaissance/New Negro period and delineate the ideological differences held by artists working during these two eras. They also investigate the role that artists from other creative disciplines such as literature, music, and theatre played in shaping the development of a black aesthetic in the visual arts. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; human rights and social justice; humanities; and American studies.

FNAR 6305 (3)

FROM SUNRISE TO PSYCHO: FORM AND MEANING IN THE CINEMA

This course examines the evolution of cinematic methods of expression, from the end of the silent era, through the transition to sound and the subsequent development of the movie industry, to 1960. Students screen and closely examine sequences from 14 masterpieces of world cinema, beginning with F.W. Murnau's great silent film *Sunrise* (1927) and concluding with Jean-Luc Godard's *A Bout de Souffle* (*Breathless*) and Alfred Hitchcock's *Psycho* (1960). Selected readings and screenings of short sequences from other relevant films explore the economic, social, and cultural context for these major artistic achievements. This course may be applied to the following curricular field concentrations: Humanities; communication, media, and technology; and arts and cultural traditions.

FNAR 6306 (3)

READING TO WRITE

Good writing is never imitative, but good writers always learn from other writers. Whether analyzing the successful techniques of a classic work by Hemingway, Faulkner, or Munro, or the

conscience through his writing and life experiences. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; and American studies.

FNAR 6315 (3)

CREATING THE MEMOIR

The memoir, a subgenre of creative nonfiction, explores the methodologies for writing about the self. Through the analysis of existing memoirs, suggested strategies for such writing, and a hands-on workshop setting, this seminar enables students to tell their stories. This course may be applied to the following curricular field concentration: Creative writing. Repeatable for credit.

FNAR 6316 (3)

ON BEING FUNNY: PHYSICAL COMEDY AND BEYOND

This course explores the roots of comedy and asks what it is – historically as well as currently – that makes people laugh. Using commedia dell'arte and the European clown as a basis, the class researches and recreates physical comedy from its classical expressions to modern versions in film and television. Individual performance assignments complement the research and scholarship of the course. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6317 (3)

THE ART OF THE BAROQUE

This course examines European painting, sculpture, and architecture of the 17th century, beginning with the foundation of the Baroque in Italy and traveling to France, Spain, and the Netherlands. Students study masterpieces by Bernini, Caravaggio, Poussin, Velazquez, Rubens, Rembrandt, and their contemporaries, explaining their significant contributions in terms of style and subject matter. For full interpretation, the works are discussed within their historical context, paying particular attention to patronage, the religious milieu, and the social position of the artist. Topics include the Counter-Reformation and Protestantism; the status of women artists; the emergence of the art market; and the increase in genre painting, the still life, and the landscape. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6318 (3)

WOMEN IN AMERICAN THEATRE: ACTRESSES, PLAYWRIGHTS, AND DIRECTORS

Throughout the history of American theatre, women have made significant contributions as actresses, playwrights, directors, and managers. Despite this, most of this history has been invisible or defined as exceptional. This course examines the influence and impact of women artists in the development of American theatre as aesthetic, cultural, and economic phenomena. Students attend live productions and view filmed plays from female theatre artists as available; in-class visits from local or national female artists are arranged when possible. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

FNAR 6321 (3)

GREAT BOOKS OF ART HISTORY

This course provides an introduction to the profound, humane, and entertaining scholarship of art history through the principal movements, methods, and writings of the 20th century. Emphasis falls on theory and practice of the discipline, but the course is tailored for students who love to read. It showcases a selection of influential, topical, and elegantly written books and articles. Through such topics and the biography of the artist; philosophies of art; connoisseurship and historicism; and modernist, feminist, and other current critical modes, the student is encouraged to formulate his or her individual place and voice in this evolving humanistic discipline. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6322 (3)

MODERN MOVEMENTS IN EUROPEAN AND AMERICAN PAINTING

Beginning with realism and impressionism, this course traces the development of the avant-garde through such modern styles as expressionism, cubism, futurism, Dadaism, surrealism, abstract expressionism, pop and op art, and photo realism. Readings about the works of representative artists and critics are stressed. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions.

FNAR 6323 (3)

MODERN EUROPEAN PAINTINGS IN FRANCE

(held off-campus) This course takes students in an art history tour to France. The tour explores modern French painting and the significant contributions of realism, impressionism, post-impressionism, fauvism, cubism, and the nonobjective. All lectures are delivered on-site, explaining the works of Courbet, Manet, Renoir, Degas, Pissaro, Cezanne, Ganguin, van Gogh, Matisse, Picasso, Kandinsky, Mondrian, and other artists. Highlights include special visits to artists' studios and residences. A research paper is required to receive credit for the course. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; global studies.

FNAR 6326 (3)

SHAKESPEARE THROUGH THE EYES OF HIS CLOWNS

Present in most of Shakespeare's plays, the fool or clown character is one of the most intriguing and integral figures in Shakespeare's story telling. This course looks at the plays of Shakespeare – primarily the comedies – through the lens of the clown/fool role. Beginning with his roots in ancient Greece and England's Saxon and medieval periods, the class defines and then investigates the importance of the clown in history. Moving to specific clown/fool characters in Shakespeare's tales, the class looks at how the clowns pointed, low humor mirrors the high characters, advances and explicates Shakespeare's plotter i---

reading, observing, and writing workshop includes site visits and presents students with opportunities for creating settings and characters of interest for their writing. This course may be applied to the following curricular field concentrations: Creative writing; environmental sustainability.

FNAR 7352 (3)

CREATING THE SHORT STORY

Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: Creative writing; arts and cultural traditions; humanities.

FNAR 7360 (3)

CREATING THE SHORT STORY

Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of short stories, craft short stories, and critique the stories written by their colleagues. The goal of the course is to move student work toward potential publication. This course may be applied to the following curricular field concentrations: Creative writing; arts and cultural traditions; humanities. (This course may be repeated for credit.)

Humanities

HUMN 6100 (1), 6200 (2)(00 (-)-5.1(2)3

Erdrich's Love Medicine, Shakespeare's sonnets, and the short fiction of Poe and Welty. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6204 (2)

SACRED PLACES AND SPIRITUAL PRACTICES

Students get a first-hand glimpse into several aesthetically beautiful, and spiritually potent, sacred places in the area around Taos – places where the spiritual disciplines of numerous traditions flourish. They travel to, and participate in, the religious/spiritual life of the following: the Monastery of Christ in the desert in Abiquiu, the Neem Karoli Baba Ashram in Taos, the Hacienda de Guru Ram Das in Espanola, the Haidakhandi Universal Ashram in Crestone, and the Crestone Mountain Zen Center. They also have the opportunity to participate in an authentic sweat lodge ceremony, led by Herman Quinones, a traditional Native American healer. Note: HUMN 6104 is the writing component of HUMN 6204. A 20-page research paper is submitted after the trip. Students enrolling for this course for credit must enroll in both

HUMN 6307 (3)

THE ART AND SOCIETY OF THE ETRUSCANS

HUMN 6314 (3)

HISTORY OF PHILOSOPHY: IDEALISM PAST AND PRESENT

In the history of philosophy, idealism is a concept used to describe the nature of reality and how life should be lived by human beings. Thus, idealism in philosophy means both metaphysics and ethics. This course focuses on the work of four notable advocates of both types of idealism: Plato (427–347 B.C.), George Berkeley (1685–1753), Georg Wilhelm Friederich Hegel (1770–1831), and Edgar Sheffield Brightman (1884–1953). This course may be applied to the following curricular field concentration: Humanities.

HUMN 6315 (3)

GENDER AND SEX IN PREHISTORY

HUMN 6321 (3)

INTERNATIONAL HUMANITARIAN AID IN A POST-COLD WAR WORLD

Examines modern day international responses to the emergency needs of people damaged by major natural disasters and by the multitude of inter- and intra-state conflicts that have arisen in much of the world since the end of the Cold War. This course may be applied to the following curricular field concentrations: Global studies; American studies; human rights and social justice; humanities.

HUMN 6323 (3)

THE PSYCHOLOGICAL AND RELIGIOUS SIGNIFICANCE OF DREAMS

Dreams may or may not contain important insights, and even messages, about human life and destiny. Or, perhaps they are merely accidental byproducts of brain activity, of no real importance to the psyche and to human development. This course explores the meaning of dreams in human experience, with particular attention to the integration of psychological and religious understanding of dream material. Includes a close look at what several orientations in psychology, and one ancient religious tradition, have to say about the significance of dreams in human experience. Opportunities are provided for students to learn basic principles of dream interpretation, which they can apply to their own dreams. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6324 (3)

EVIL AND THE CONCEPT OF GOD

This course offers in-depth scrutiny of both classical and contemporary discussions of evil, a central issue in the philosophy of religion and in theology. Attention is also paid to thinkers who sought to deny or evade the problems of evil. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6325 (3)

WOMEN IN MODERN LITERATURE AND FILM

This course examines the representation of women in modern literature and film from the turn of the 20th century to the present. The course begins with late 19th-century works by Chekhov and Ibsen and discusses how these works present a crisis in the cultural context of women's traditional roles. It also examines how women writers from Europe and the United States have struggled against narrow gender definitions in their writings and have tried to define women as active, autonomous, and intelligent beings. The course also looks at how women are represented in more recent European films that deal with the legacy of national socialism and that pose the question of women's historical agency. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6326 (3)

INDIGENOUS PEOPLES' RIGHTS IN A GLOBAL ECONOMY

Provides a critical overview of present-day issues facing indigenous peoples and how they have been categorized in relation to ethnic groups, colonization, and the international system of states. Examines the current debates within the United Nations about indigenous peoples and human rights, and looks at the law and economics of colonization and emerging issues of international trade and globalization. Also, explores the relationship between jurisprudence and tribal customs in literature, history, and anthropology. This course may be applied to the following curricular field concentrations: Human rights and social justice; global studies; humanities; gender studies.

HUMN 6327 (3)

WOMEN IN MODERN LITERATURE

This course considers the role of women, both as characters and very creative writers, in modern short fiction, poetry, and stage plays. Works considered begin with the 19th century and

conclude with the present era. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; gender studies; American studies.

HUMN 6328 (3)

LOVE AND TRANSFORMATION

The transforming and transformative power of love has generated great literature throughout history. In this course, students study a number of works, including plays, poetry, novels, and philosophical texts from the ancient Greek world to modern American literature. The goal is to analyze and understand how authors in different times, cultures, and places use the concept of love to inspire, motivate, and reconfigure their characters' lives and the worlds they live in. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6330 (3)

WIT AND HUMOR IN AFRICAN-AMERICAN LITERATURE

The goals of this course are to reach a better understanding of the aesthetics, cultural/historical experiences, and literary conventions of African-American writers. The focus is on traditional wit and humor in the selected works. Authors include traditional writers such as Hurston and Hughes, and contemporary writers such as Toni Morrison, J. California Cooper, and Ishmael Reed. Since African-American literature is based on oral tradition, students are expected to present individual readings/performances. This course may be applied to the following curricular field concentrations: Arts and cultural traditions; humanities; American studies.

HUMN 6335 (3)

THE BIBLE AND LITERARY CREATION

This study approaches the Bible from the standpoint that it is, among other things, a literary anthology, providing its readers with a cosmic vision and models of literary forms. In that sense, it is both a product of, and a means of stimulating, the imagination. The course aims to raise biblical literacy and awareness of the presence of the Bible in English and other Western literature. This course may be applied to the following curricular field concentration: Humanities.

HUMN 6338 (3)

THE FIRE OF TRANSFORMATION: EXPLORING THE MYSTICAL LIFE

This course explores how certain individuals throughout the world and during different periods of history came to have powerful and transformative spiritual experiences. Students carefully examine the ways in which different religious traditions understand mysticism. They investigate a variety of spiritual techniques designed to catalyze, deepen, and stabilize these alternate levels of consciousness. Students delve into philos

reliance on authorized written texts. This course may be applied to the following curricular field concentrations: Humanities; arts and cultural traditions; American studies.

HUMN 6351 (3)

INTERPRETATION AND PERFORMANCE OF AFRICAN-AMERICAN POETRY

This course is designed to extend the student's knowledge and awareness of the African-American literary, aesthetic, and folk traditions. Historical, political, and sociological factors are

HUMN 6360 (3)

PHILOSOPHERS EXAMINE RELIGION I

From antiquity to the present, philosophers have studied religion seriously. Doing so has produced a significant body of literature worthy of careful reading and reflection. This study of the

HUMN 7301 (3)

GREEK MYTHOLOGY AND LITERATURE

This course examines the myths and legends of Ancient Greece through ancient poetry and plays. It is through myth that ancient societies examined their most complex questions about the relationships between gods and men, the nature of mortality, war and peace, glory and ignominy, and suffering and happiness. Ancient myths changed over time, manipulated by each generation and by innovative artists, to address new questions and to answer old questions in new ways. Students read the most important literary sources for Greek myth and discuss the roles of these works in ancient Greek cultures and their legacies across time. May be applied to the following curricular field concentration: Humanities.

HUMN 7302 (3)

TRANSNATIONAL TRADITIONS

This comparative course, which focuses on the 20th- and 21st-century novel in the United States and Latin America, offers students the opportunity to think about the literary traditions of the Americas from a transnational, rather than national, perspective. Each of the novels chosen for this course addresses issues or themes central to the experiences of many different nations in the Americas and high8-.0004 Tc.08572135 t

HUMN 7315 (3)

RELIGIONS OF ASIA

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

HUMN 7320 (3)

LESBIAN AND GAY LITERATURE

This course focuses on the manifold ways same-sex love and desire have been represented in literature from ancient times through the present. Tracing the persistence of classical and biblical views and the rise of modern models of sexuality, the course follows ideas from Plato, the Bible, medieval poetry, Shakespeare, Oscar Wilde, and Freud that frame the work of gay and lesbian writers today. This course may be applied to the following curricular field concentrations: Gender studies; human rights and social justice.

HUMN 7333 (3)

READING PLATO IN GATSBY

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

HUMN 7335 (3)

THE MYTHS OF OUR TIME: INTRODUCTION TO MEDIA LITERACY

This course explores strategies for interpreting a variety of verbal and nonverbal languages and texts – from print ads and commercials to cable news, from political spots and game shows to church bulletins and alumni magazines, and from dress codes to supermarket displays. Students identify and analyze some of the most fundamental myths the culture employs to

First 0015, 0102, 0104, 0108, 0110, 0114, 0118, 0122, 0126, 0130, 0134, 0138, 0142, 0146, 0150, 0154, 0158, 0162, 0166, 0170, 0174, 0178, 0182, 0186, 0190, 0194, 0198, 0202

HUMN 7345 (3)

in ways that a single-dimensional analysis fails to reveal. The course builds on Crenshaw's concept to explore the various ways race, gender, class, and sexuality intersect in shaping the identity of mixed-race women and girls and their relationships with other women and girls. This course may be applied to the following curricular field concentrations: American studies; gender studies; human rights and social justice; humanities.

Science and Culture

SCCL 6100 (1)

INDEPENDENT STUDY

Directed study.

SCCL 6101 (1)

MATTERS OF LIFE AND DEATH

Developments in science present the community with issues that require re-examination of certain ethical concepts. These lectures focus on beginning of life and end of life concerns. Topics include assisted reproduction, abortion, the prenatal diagnosis of inherited disorders, new definitions of life and death, the right to die, preserving life versus prolonging dying, and case histories to evaluate the ethics of the decisions that were made. This course may be applied to the following curricular field concentration: Humanities.

SCCL 6200 (2)

INDEPENDENT STUDY

Directed study.

SCCL 6203 (2)

SCIENCE, ETHICS, AND SOCIETAL CONCERNS

The issues in ethics receiving the most discussion today are those growing from developments in science. Many issues are completely new, but others come in the field of new technologies, which may have been addressed by ancient thinkers. These are issues that affect the entire community. In the course discussions, science is presented at a level consistent with the understanding of an educated layman, requiring little formal scientific background. The course includes discussion of the following: the nature of science, organic evolution, genetic disease, genetic engineering, stem cell research, vaccination, and self-inflicted disease. This course may be applied to the following curricular field concentrations: Global studies; environmental sustainability; humanities.

SCCL 6300 (3)

INDEPENDENT STUDY

Directed study.

SCCL 6303 (3)

BIOETHICS AND PUBLIC POLICY

A study of the ethical dilemmas caused by rapidly changing medical technology. Issues to be examined include in vitro fertilization, reproductive medicine, stem cell research, genetic screening and manipulation, abortion, fetal tissue experimentation, use of human subjects in research, organ transplants, euthanasia, and end-of-life care. Public policy issues related to the allocation of medical resources are also discussed. This course may be applied to the following curricular field concentrations: Environmental sustainability; global studies; humanities; gender studies.

SCCL 6305 (3)

GENETICS AND ETHICS

The curriculum provides sufficient knowledge of genetics, biology, and medical ethics so that students can intelligently discuss the issues that permeate the headlines and present profound moral quandaries for everyone. Students explore issues such as stem cell research, genetic engineering, cloning, and prenatal genetic diagnosis. This course fulfills the writing intensive

requirement and/or may be applied to the following curricular field concentrations: Environmental sustainability; humanities; gender studies; global studies.

SCCL 6312 (3)

ENERGY AND ECONOMY

This course examines the role of energy and economics in the development of a sustainable world view. It surveys the fundamental sources of energy, the processes used to harness energy, and the prospects of an industrial economy dominated by fossil fuels. It examines how energy systems are woven into economic systems and how industrial capitalism began and evolved. The fundamental concepts behind sustainability (physical, philosophical, and political) are discussed with an eye to synthesizing information about the field of energetics and economic behavior in an environmentally challenged world. This course may be applied to the following curricular field concentrations: Global studies; environmental sustainability; American studies.

SCCL 6319 (3)

THE SCIENCE OF EVERYDAY LIFE

This course is intended for students having little or no background in science or advanced mathematics. Everyday life is immersed in substances that are composed of materials and processes that owe their function to the science of the chemicals. This course examines the properties of foods, fuels, consumer goods, environmental materials, and even the physical materials of the human body in terms of simple scientific principles. This course may be applied to the following curricular field concentration: Environmental sustainability.

SCCL 6335 (3)

LITTLE BUT LETHAL: BIOLOGICAL MAN IN AN INFECTIOUS WORLD

Students study the dangers of new technology to men and women. This course examines critical problems confronting humanity in an age of rapidly advancing technology, including overpopulation, malnutrition, pollution, and major diseases. This course may be applied to the following curricular field concentrations: Environmental sustainability; humanities; human rights and social justice; global studies.

SCCL 6389 (3)

THE ORIGIN AND EVOLUTION OF LIFE

Students study the biological aspects of the origin of life on Earth, the history of the subsequent evolution of animal and plant life, and the environmental and geological settings throughout the ages. The mechanisms of evolution and man as an evolving biological species are discussed. This course may be applied to the following curricular field concentrations: Environmental sustainability; global studies; humanities; human rights and social justice.

SCCL 6395 (3)

ENVIRONMENTAL SUSTAINABILITY: CURRENT ISSUES IN ENERGY, POLITICS, AND ECONOMIC DEVELOPMENT

Students examine current issues in the political economy of environmental sustainability: sustainable energy systems, political influence on Americans' views of energy and environmental issues, use of the integrated systems approach to transform the energy infrastructure, and successful sustainable development. Students develop a thesis on environmental sustainability and defend it in a research paper written over the course of the term. This course may be applied to the following curricular field concentration: Environmental sustainability.

SCCL 6397 (3)

EARTH MATTERS: AN INTRODUCTION TO GLOBAL ENVIRONMENTAL QUALITY

A focus on the environment and how people interact with it. This course explores 1) environmental quality indicators for air, water, land, and climate (while introducing the pros and cons of environmental issues); 2) anthropogenic activities, impacts, and societal drivers; and 3) various measures for environmental performance and sustainability. Includes a student

applied to the following curricular field concentrations: environmental sustainability; global studies.

SCCL 7105 (1)

WILDFLOWERS OF THE SOUTHERN ROCKIES: RESEARCH PAPER

SOSC 6305 (3)

THE HISTORY OF TIME

The passing of time is a universal human experience, but the control, measure, and politics of time differ among cultures. This reading seminar addresses changing perceptions of time from the rise of astronomy and astrology in the ancient Near East to medieval and Renaissance ideas of time and the development of clocks and other modern ideas and scientific theories. The course concludes with an examination of the social and political consciousness of and control over time in American society. Readings incorporate the works of historians, archeologists, scientists, novelists, and poets, from the classical Greeks to H.G. Wells. This course may be applied to the following curricular field concentration: Humanities.

SOSC 6307 (3)

HISTORY OF CONSUMER CULTURE IN THE UNITED STATES

This course considers the business, cultural, and political history of the rise of consumer culture in the United States between the Colonial period and the present. It focuses on the development of institutions that promote advertising, desire, and luxury. This course may be applied to the following curricular field concentrations: Communication, media, and technology; humanities; American studies.

SOSC 6309 (3)

THE STRUGGLE FOR HUMAN RIGHTS: AMERICA'S DILEMMA

The course examines certain violations of human rights within their historical context. Attention is also given to the evolution of civil and human rights as entities within global political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide. This course may be applied to the following curricular field concentrations: Humanities; human rights and social justice; gender studies; global studies; American studies.

SOSC 6310 (3)

DIGNITAS AND DECADENCE: THE SOCIETY AND CULTURE OF IMPERIAL ROME

This course examines the main currents and ideas of Roman imperial society from the establishment of monarchical rule by the first emperor, Augustus, to the fall of the empire in the

SOSC 6315 (3)

FROM HANNIBAL TO THE FALL OF ROME: EMPIRE AT WAR

This course provides an introduction to Roman warfare and diplomacy, with special attention to Roman theories of imperialism and the just war. These scholarly problems are particularly

recent presidential campaign or election process. This course may be applied to the following curricular field concentrations: Global studies; American studies.

SOSC 6332 (3)

SOSC 6344 (3)

CONTEMPORARY ECONOMIC ISSUES I

Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? This course examines the market in the context of efficiency, fairness, and moral justifications. Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. This course may be applied to the following curricular field concentrations: Global studies; humanities; American studies.

SOSC 6345 (3)

CONTEMPORARY ECONOMIC ISSUES II

Economics topics are subject to intense political, philosophical, and moral debate. How should society care for the poor? Is the current distribution of wealth and income fair? Should Americans allow jobs to be outsourced? What is the role of government in restricting or promoting business objectives? This course examines the market in the context of efficiency, fairness, and moral justifications. Through a combination of lectures, readings, and class discussions, students examine the theoretical basis of capitalism and its variations as a means of organizing and allocating resources. Note: SOSC 6344 is not a prerequisite for this course. This course may be applied to the following curricular field concentrations: Global studies; humanities; American studies.

SOSC 6348 (3)

THE CHANGING LANDSCAPE OF POLITICAL THOUGHT

Political theory gives people ways of seeing, describing, and altering the political world. This course is an introduction to the way political thinkers do these things in the process of creating political theory. There is no single, agreed-upon definition of politics, no privileged methodology for examining politics, and no universal agreement as to the values that should shape politics. It is important to understand why this is so. The course addresses this situation and examines the questions raised by theorists such as Emma Goldman, Ayn Rand, John Locke, and John Stuart Mill. This course may be applied to the following curricular field concentrations: Humanities; global studies.

SOSC 6350 (3)

FIRST-PERSON AMERICAN LIVES

Since the 17th century, Americans have been telling their stories. Two of the most famous storytellers are Benjamin Franklin and Malcolm X. Students read a wide range of first-person American stories describing the authors' lives, as well as the times in which the authors lived, the problems each faced, and about how they dealt with their difficulties. This course explores not only what made each of these people unique, but also what they held in common. This course may be applied to the following curricular field concentrations: Humanities; American studies.

SOSC 6353 (3)

WOMEN IN U.S. HISTORY

Students survey the history of women in the United States from the Colonial era to the present. They explore the diverse historical experiences of Native-American women, African-American women, immigrants, workers, girls, wives, mothers, reformers, feminists, and other women. They examine the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity. They pay careful attention to the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual, and political change during the course of U.S. history. This course may be applied to the following curricular field concentrations: Humanities; gender studies; human rights and social justice; American studies.

SOSC 6355 (3)

AMERICA ENRAGED: FROM INTEGRATION TO WATERGATE 1954–1974

The 20-year era spanning 1954–1974 was tumultuo

state's responses, and consider the types of popular change that may result in the state and in civil society.

SOSC 7100 (1)

SPECIAL TOPICS IN HUMAN RIGHTS

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course examines certain violations of human rights within their historical context, and focuses on America's human rights record with regard to its own policies and its relationship to human rights violations in other countries. Attention is given to the evolution of both civil and human

general elements of food history on the economic, social, and cultural level as a means for understanding former civilizations in the western, eastern, and Mediterranean areas/regions of Europe as well as other areas. This course may be applied to the following curricular field concentrations: Humanities; environmental sustainability.

SOSC 7320 (3)

ALEXANDER THE GREAT: MYTH AND REALITY

DEPARTMENT OF APPLIED PHYSIOLOGY AND WELLNESS

www.smu.edu/apsm

Associate Professor **Peter Gifford**, Chair

Associate Professors: **Lynn Romejko Jacobs, Peter Weyand**. Assistant Professor: **Scott L. Davis**. Research Professor: **Eric Bing**. Senior Lecturers: **Marilyn "Birdie" Barr, Brian Fennig**. Research Assistant Professor: **Jeffrey Hastings**. Clinical Assistant Professor: **Megan Murphy**. Professors of Practice: **Susan Holland, Michael Lysko, Michael Stone**. Lecturers: **Piotr Chelstowski, Jessica Gillaspay, Donna Gober, Megan Knapp, Kristen McAlexander, Vicki Wood**.

The Department of Applied Physiology and Wellness offers a B.S. in applied physiology and sport management, a Ph.D. in education with an emphasis in applied physiology, and the Personal Responsibility and Wellness courses that are part of the undergraduate University Curriculum.

Doctor of Philosophy in Education

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

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