



**SIMMONS SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT**

**GRADUATE PROGRAMS**  
**SOUTHERN METHODIST UNIVERSITY**  
**2011–2012 CATALOG**



**BULLETIN OF SOUTHERN METHODIST UNIVERSITY**

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**VOL. V**

**2011–2012**

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**Southern Methodist University publishes a complete bulletin every two years. The undergraduate catalog and**



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# OFFICIAL UNIVERSITY CALENDAR

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ACADEMIC YEAR 2011–2012

[www.smu.edu/registrar/academic\\_calendar.asp](http://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 Offitac**

November 30–December 4, Wednesday–Sunday: **No final examinations or unscheduled tests and papers.**

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

December 5, Monday: **Last day of instruction.**

December 6, Tuesday: **Reading Day.**

December 7–14, Wednesday–Wednesday: **Examinations (No examinations scheduled for Saturday and Sunday).**

December 15, Thursday: **Residence halls officially close.**





First Session

Classes meet 2 hours a day, Monday–Friday.

May 28, Monday: **University holiday – Memorial Day.**

May 31, Thursday: **First day of classes.**

June 1, Friday: **Last day to enroll, add courses or drop courses without grade record or tuition billing.**

June 5, Tuesday: **Last day to declare pass/fail, no credit or first-year repeated course grading options. Last day to file for August graduation.**

June 22, Friday: **Last day to drop a course.**

June 25, Monday: **Last day to withdraw from the University.**

June 29, Friday: **Last day of instruction and examinations.**

Taos Summer I Session

NOTE: The following dates are applicable only for SMU-in-Taos.

May 31, Thursday: **Arrival of students and first day of classes.**

June 1, Friday: **First day of classes.**

June 2, Saturday: **Last day to enroll, add courses and drop courses without grade record or tuition billing. Permission of Taos program required for all enrollments.**

June 28, Thursday: **Examinations.**

June 29, Friday: **Departure of students.**

Second Session

Classes meet 2 hours a day, Monday–Friday.

June 5, Tuesday: **Last day to file for August graduation.**

July 2, Monday: **First day of classes.**

July 3, Tuesday: **Last day to enroll, add courses or drop without grade record or tuition billing.**

July 4, Wednesday:

Major Religious Holidays  
(August 2011–August 2012)

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

Christian

Christmas: **December 25, 2011**

Easter Sunday: **April 8, 2012**

Good Friday: **April 6, 2012**

Easter Sunday (Orthodox): **April 15, 2012**

Hindu

Janmashtami: **August 26, 2011**

Diwali: **November 1, 2011**

Dasera: **October 3–12, 2011**

Jewish\*

Rosh Hashanah: **September 28–30, 2011**

Hanukkah: **December 20–28, 2011**

Yom Kippur: **October 7–8, 2011**

Pesach (Passover): **April 6–8, 2012**

# DESCRIPTION OF THE UNIVERSITY

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

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

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

The University has 109 buildings, a total enrollment that has averaged more than 10,000 the past 10 years, a full-time faculty of 668 and assets of \$2.26 billion – including an endowment of \$1.06 billion (Market Value, June 30, 2010).

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

Of the 10,938 students enrolled for the 2010 fall term, 6,192 were undergraduates and 4,746 were graduate students. The full-time equivalent enrollment was 6,034 for undergraduates and 3,248 for graduate students.

Nearly all the students in SMU's first class came from Dallas County, but now 48 percent of the University's undergraduate student body comes from outside Texas. In a typical school year, students come to SMU from every state; from 92 foreign countries; and from all races, religions and economic levels.

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

A majority of SMU undergraduates receive some form of financial aid. In 2010–2011, 77.4 percent of first-year students received some form of financial aid, and 30.5 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.

The Cox School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730; telephone number 813-769-6500; fax 813-769-6559). The Cox School was last accredited by AACSB International in 2007.

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

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

Accredited programs in the Simmons School of Education and Human Development include the Teacher Education undergraduate and graduate certificate programs, which are accredited by the State Board of Educator Certification (SBEC) and the Texas Education Agency (TEA). The undergraduate program is approved annually by TEA. The Learning Therapist Ce

## EDUCATIONAL FACILITIES

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Underwood Law Library



**and Velma Davis Dozier, E.G. Eisenlohr, Octavio Medellin, Olin Travis, and Janet Turner as well as correspondence of 19th-century French painter Rosa Bonheur. Performing arts holdings include two Japanese gigaku masks dating**



Lajitas seismic array, SMU operates seismic and infrasound arrays at Mina, Nevada; Grenada, Mississippi; and overseas locations. Data collected by the observatory are available to the faculty and advanced students who wish to undertake basic research in seismology, tectonics or infrasound.

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

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

verting natural materials (solids, liquids) into gases suitable for measuring the isotope ratios of hydrogen, carbon, nitrogen and oxygen at natural abundance.

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

The X-ray Diffraction Laboratory houses a Rigaku Ultima III diffractometer for

## FINANCIAL INFORMATION

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The catalog supplement Bursar's Financial Information: Southern Methodist University is issued each academic year. It provides the general authority and reference for SMU financial regulations and obligations, as well as detailed information concerning tuition, fees and living expenses. The supplement can be accessed online at [smu.edu/bursar/financialinformation.asp](http://smu.edu/bursar/financialinformation.asp). More information is available through the Division of Enrollment Services (phone: 214-768-3417).

Students registering in Continuing Student Enrollment must ensure that payment is received in the Division of Enrollment Services by the due date (published on the bursar's website). No confirmation of receipt of payment will be sent. 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. The registration of a student whose account remains unpaid after the due date may be canceled at the discretion of the University. Students registering in New Student Enrollment and Late Enrollment must pay at the time of registration. Students are individually responsible for their financial obligations to the University. All refunds will be made to the student, with the exception of federal parent PLUS loans and the SMU monthly TuitionPay Payment Plan. If the refund is issued by check, the student may

**Reduction of tuition and fees is based on the schedule listed in the Bursar's Financial Information: Southern Methodist University supplement and is determined by the effective date of the withdrawal. The supplement can be accessed online at [smu.edu/bursar/financialinformation.asp](http://smu.edu/bursar/financialinformation.asp). More information is available through the Division of Enrollment Services (phone: 214-768-3417).**

**In order to qualify for financial aid, a graduate student must meet the requirements of half-time status as determined by the University. A student who is ineligible for financial aid should contact a student account specialist in the Bursar's Office for payment plan options: [smu.edu/bursar/paymentplans.asp](http://smu.edu/bursar/paymentplans.asp).**

# ACADEMIC RECORDS, GENERAL AND ENROLLMENT STANDARDS

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Enrollment in the University is a declaration of acceptance of all University rules and



based self-service system. Changes to parent information should be reported on the Web form found at [www.smu.edu/registrar](http://www.smu.edu/registrar). Students may be prevented from enrolling if their information is insufficient or outdated.

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 may declare this information in lieu of providing cellular telephone numbers. However, students may be prevented from enrolling if their cellular telephone numbers are not on file or if they have not declared "no cellular telephone" or "do not wish to report cellular number."

#### 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. Requests may be delayed due to





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

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

**International Students. Students should consult with the International Center prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than 12 hours, the student's immigration status could be affected. After the consultation, the student may drop a course through Access.SMU Self Service. The consultation is advisory; students are responsible for their enrollment.**

**Students on Merit or Need-Based Financial Aid. Students should consult with their financial aid adviser prior to dropping a course. If dropping a course will cause the student to be enrolled in fewer than 12 hours, the student's financial aid status may be affected. After the consultation, the student may drop a course through Access.SMU Self Service. The consultation is advisory; students are responsible for their enrollment. Questions regarding this procedure or financial aid should be directed to the Office of the Associate Financial Aid Director.**

#### Withdrawal From the University

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

**Students should be aware of the difference between a drop and a withdrawal and remember that they have different deadlines and separate financial policies. The deadlines are posted each term on the Official University Calendar at [www.smu.edu/registrar](http://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**

**Reduction of tuition and fees is based on the schedule listed in the Bursar's Financial Information: Southern Methodist University supplement and is determined by the effective date of the withdrawal. The supplement is online at [smu.edu/bursar/financialinformation.asp](http://smu.edu/bursar/financialinformation.asp). More information is available through the Division of Enrollment Services (phone: 214-768-3417).**

Medical withdrawals provide a daily pro rata refund of tuition and fees, and have conditions that must be met prior to re-enrollment at SMU. Medical withdrawals must be authorized by the medical director, psychiatric director, counseling and testing director, or vice president for student affairs.

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

#### Audit Enrollment (Course Visitor)

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

1. Classroom recitation and participation are restricted; availability of course handouts, tests and other materials is restricted; no grade is assigned and no credit is recorded; no laboratory privileges are included.
2. The student's name does not appear on class rosters or grade rosters.
3. Regular admission and enrollment proc



<b>Grades</b>	<b>Description</b>	<b>Grade Points per Term Hour</b>
<b>D+</b>	<b>Poor Scholarship</b>	<b>1.300</b>
<b>D</b>	<b>Poor Scholarship</b>	<b>1.000</b>
<b>D-</b>	<b>Poor Scholarship</b>	<b>0.700</b>
<b>F</b>	<b>Fail</b>	<b>0.000</b>
<b>P, CR</b>	<b>Pass, Credit</b>	<b>*</b>
<b>I</b>	<b>Incomplete</b>	<b>*</b>
<b>NC</b>	<b>No Credit Received</b>	<b>*</b>
<b>W</b>	<b>Withdrew</b>	<b>*</b>
<b>X</b>	<b>No Grade Received in Registrar's Office</b>	<b>*</b>

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\* Grades not included in GPA

Grade of Incomplete

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

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

#### Grade Point Average

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

#### 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 a written petition requesting the change of grade which may become an official part of any further process at the instructor's discretion. Changes of grades may be made only for the following authorized reasons: to clear a grade of I, to correct a processing error or to reflect a 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



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

#### ACADEMIC ADVISING AND SATISFACTORY PROGRESS POLICIES

##### Academic Advising

**Academic advising is an important process for each graduate student at SMU. Each student must meet with his or her assigned academic adviser prior to enrolling for an academic term. At this meeting, the adviser will assist the student in planning a**

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

Definitions: Academic Probation, Academic Suspension  
and Academic Dismissal

Academic Probation. **Academic probation is a serious warning that the student is**

**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**

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

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

#### The Honor System

All students attending the Annette Caldwell Simmons School of Education and Human Development are subject to the jurisdiction of the Honor Code and are expected to uphold the Honor Code ([www.smu.edu/studentlife](http://www.smu.edu/studentlife)). In support of the Honor Code, the Honor Council has the responsibility to maintain and promote academic integrity. In the Simmons School graduate programs, the Honor Council is composed of representatives from the faculty and students enrolled in graduate programs.

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

**consistent sanctions for behavior that is incongruent with the University's expectations for students.**

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

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

# UNIVERSITY LIFE AND SERVICES

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## ENGLISH AS A SECOND LANGUAGE PROGRAM

John E. Wheeler, Director

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

### The Courses (ESL)

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

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

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

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

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

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

4001. ESL Pronunciation Skills. Students improve their pronunciation by focusing on sentence stress, rhythm, intonation, and body language while learning to mimic American







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 ([smu.edu/healthcenter](http://smu.edu/healthcenter)) for hospital information and location of an urgent care facility.

**Costs.** Undergraduate and graduate students paying full fees (which include a health service fee) receive unlimited primary care physician visits at no charge, as well as all counseling services, at the Health Center for that term. Costs for specialized physician care, laboratory tests, X-rays, pharmaceuticals and supplies may be charged to the student's account or paid at the time of the visit. Undergraduate and graduate students not paying full fees have the option to pay the health service fee of \$140 per term or \$50 per visit, not to exceed \$140 per term. Covered charges for Health Center treatment

health record. Students will not be allowed to register without 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.

Note: Effective January 1, 2010, the Texas legislature passed and the governor signed HB 4189, requiring students living on college campuses to be vaccinated against bacterial meningitis. First-time st



## RIGHT TO KNOW

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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](http://www.smu.edu/srk).

1. Academic Programs: [www.smu.edu/srk/academics](http://www.smu.edu/srk/academics)  
Provost Office, Perkins Administration Building, Room 219  
214-768-3219
  - a. Current degree programs and other educational and training programs.
  - b. Instructional, laboratory and other physical facilities relating to the academic program.
  - c. Faculty and other instructional personnel.
  - d. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed.
2. Enrollment: [www.smu.edu/srk/enrollment](http://www.smu.edu/srk/enrollment)  
Registrar, Blanton Student Services Building, Room 101  
214-768-3417
  - a. Graduation Rates: The completion or graduation rate of the institution's

- 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](http://www.smu.edu/srk); [www.smu.edu/bursar](http://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](http://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](http://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](http://www.smu.edu/srk); [www.smu.edu/pd](http://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 [smu.edu/srk](http://smu.edu/srk).

## GENERAL INFORMATION

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

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

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

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

#### POLICIES AND PROCEDURES

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

#### ADMISSION REQUIREMENTS

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

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

#### DEGREE REQUIREMENTS



# INSTITUTES

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## THE INSTITUTE FOR EVIDENCE-BASED EDUCATION

[www.smu.edu/EvidenceBasedEducation](http://www.smu.edu/EvidenceBasedEducation)

Professor and Texas Instruments Endowed Chair in Evidence-Based Education  
**Patricia G. Mathes**, Director

Established in 2002 as the Institute for Reading Research, the Institute for Evidence-Based Education supports researchers, including those within the school and those from across the SMU campus, who are conducting and disseminating cutting-edge research related to reading and reading disabilities, language acquisition, and learning. The institute provides resources such as budget management and accounting support, database building, data processing, data analysis services, graphic artistry, and technical writing. Researchers affiliated with the institute have been very successful in obtaining external funding, and they provide leadership on a local and national level through the publication of research manuscripts, curricula and coursework packages, and through the delivery of staff development workshops.

Current institute research focuses on

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

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

## GIFTED STUDENTS INSTITUTE

[www.smu.edu/GSI](http://www.smu.edu/GSI)

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

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

### Gifted Education Graduate Certification Program

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

### Distinguished Lecture Series

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

### College Experience for Gifted High School Students

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

### Talented and Gifted for Gifted Middle School Students

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

### Contact information

The Institute for Evidence-Based Education

PO Box 750381

Dallas TX 75275-0381

214-768-8477

[smu.edu/EvidenceBasedEducation](http://smu.edu/EvidenceBasedEducation)

Gifted Students Institute

PO Box 750383

Dallas TX 75275-0383

214-768-0123

[smu.edu/GSI](http://smu.edu/GSI)

# DEPARTMENTS AND PROGRAMS

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## DOCTOR OF PHILOSOPHY IN EDUCATION

[www.smu.edu/EducationPhD](http://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

## Degree Requirements

### Coursework

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

### Exams

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

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

### Advancement to Dissertation

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



## DEPARTMENT OF TEACHING AND LEARNING

[www.smu.edu/teacher](http://www.smu.edu/teacher)

Professor **Jill Allor**, Department Chair

Professors: **Patricia Mathes, Paul Yovanoff**. Associate Professors: **Deborah Diffily, Jiang (JoAnn) Lan, William Pulte, Ken Springer, Paige Ware**. Assistant Professors: **Hector Rivera, Nick Wasserman**. Senior Lecturer: **Kathy Hargrove (Associate Dean)**. Lecturer: **Karen Vickery**. Clinical Associate Professors: **Abigail Bartoshesky, Barbara Morganfield**. Clinical Assistant Professors: **Julia Bore, Laurie Campbell, Caroline Kethley, Nancy Montgomery, Nancy Roberts, Dara Williams-Rossi**.

Doctor of Philosophy in Education

The Simmons School of Education and Human Development offers a single Ph.D. Students may select from three different content strands: 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 [smu.edu/EducationPhD](http://smu.edu/EducationPhD).

Master of Bilingual Education

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

Admission Requirements

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

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript that shows academic work in higher education 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 a recognized U.S. evaluation agency. No copies will be accepted. Applicants not meeting the 3.000 GPA requirement must request an exemption in writing and provide proof of other qualifications, such as long-term experience or expertise in a related specialized field, as a justification for admission.
3. 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 combined

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

3. 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 combined verbal and quantitative reasoning sections is 1000, and the minimum score for the analytical writing section is 4.5.
4. 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. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but must be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.
5. A completed application and a \$75 nonrefundable application fee payable to SMU: Department of Teaching and Learning.
6. 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.
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 [smu.edu/education/teachereducation/ConceptualFramework.asp](http://smu.edu/education/teachereducation/ConceptualFramework.asp). At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.

#### Degree Requirements

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

Master of Education	Credit Hours
Core Courses	12
EDU 6304	Interpreting Educational Research
EDU 6305	Differentiated Instruction
EDU 6315	Diverse Learners
EDU 6322	Educational and Behavioral Psychology

Master of Education (continued)

Credit Hours

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 [smu.edu/education/teachereducation/graduate/med/default.asp](http://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 June. 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. program, all students must provide the following:

1. A baccalaureate degree from an accredited institution in the United States or proof of equivalent training at a foreign university.
2. An official sealed transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field and a 3.000 overall GPA. Transcripts from countries outside the U.S. must be accompanied by an official evaluation of the transcript by a recognized U.S. 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.

4. 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. The minimum score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.Ed. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but



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](http://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.
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 combined verbal and quantitative reasoning sections is 1000, and the minimum score for the analytical writing section is 4.5.
5. For applicants from countries where the predominant language is not English,

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 [smu.edu/education/teachereducation/ConceptualFramework.asp](http://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

**All students will be required to pass a comprehensive written examination before**



## 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](mailto:teacher@smu.edu).

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

An individual who already has a Bachelor's degree and wants to attend SMU to become a certified teacher must satisfy most of the same curricular requirements as



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

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

### Admission Requirements

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

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

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 [smu.edu/education/teachereducation/ConceptualFramework.asp](http://smu.edu/education/teachereducation/ConceptualFramework.asp). At least three of the four goals must be addressed in the essay. This statement of purpose will be used to evaluate the student's competence in English and ability to think critically.
7. A Texas teaching certificate and three years of experience (required to be eligible to sit for the Texas certification exam).

#### Certification Requirements

**Candidates must complete the following courses:**

Supplemental Certification in Bilingua









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

#### Certification Requirements

Students must successfully complete introductory coursework as well as a minimum of 200 clinical teaching hours during the first year to continue study as a second-year student. If a student lacks any requirement of first-year study, special permission to continue in the program may be granted after a formal review process by the Clinical Teaching Board. The first-year and second-year required courses include the following:

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

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

EDU 6105

### Master Teacher Programs

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

1. **A baccalaureate degree from an accredited institution in the United States or**

Master Reading Teacher Requirements. **Each course includes field experiences. Courses must be taken in the order specified below. A new MRT cohort begins in the fall term of each academic year. The courses include issues related to reading acquisition, second language learners, reading difficulties, and disabilities and dyslexia.**

Master 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 Requirements. **Each course includes field experiences. While courses are “stand-alone” and may be taken in any order, it is advised that EDU 6370 be taken prior to EDU 6371. (Both are physical science courses.)**

Master Science Teacher(12 hours)

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

Gifted Education Certification

PO Box 750455

Dallas TX 75725-0455

214-768-2346

[smu.edu/education/teachereducation/graduate/gifted.asp](http://smu.edu/education/teachereducation/graduate/gifted.asp)

Learning Therapy Certification

5236 Tennyson Pkwy., Suite 108

Plano TX 75024

214-768-7323

[smu.edu/LearningTherapy](http://smu.edu/LearningTherapy)

Master Mathematics Teacher Certification

PO Box 750455

Dallas TX 75725-0455

214-768-2346

[smu.edu/MMT](http://smu.edu/MMT)

Master Reading Teacher Certification

PO Box 750455

Dallas TX 75725-0455

214-768-2346

[smu.edu/MRT](http://smu.edu/MRT)

Master Science Teacher Certification

PO Box 750455

Dallas TX 75725-0455

214-768-2346

[smu.edu/MST](http://smu.edu/MST)

Master Technology Teacher Certification

PO Box 750455

Dallas TX 75725-0455

214-768-2346

[smu.edu/MTT](http://smu.edu/MTT)

#### Professional Development

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

#### Advanced Placement Summer Institute

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

#### Music Educators Summer Workshop

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

Contact information

Advanced Placement Summer Institute

**PO Box 750382**

**Dallas TX 75275-0382**

**214-768-7245**

[smu.edu/AdvancedPlacement](http://smu.edu/AdvancedPlacement)

Music Educators Summer Workshop

**PO Box 750356**

**Dallas TX 75275-0356**

**214-768-3765**

[www.smu.edu/Meadows/AreasOfStudy/Music/OtherPrograms/MusicEducators](http://www.smu.edu/Meadows/AreasOfStudy/Music/OtherPrograms/MusicEducators)

Client Services

The Diagnostic Center for Dyslexia and Related Disorders

[smu.edu/reading](http://smu.edu/reading)

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

Comprehensive initial evaluation services are available to individuals who are

renowned Institute for Evidence-Based Education. Tutoring sessions are individualized, providing one-on-one instruction that is explicit, intensive and specifically designed to address learning differences and disabilities in children.

Contact information

The Mustang Learning Center for Youth  
Expressway Towers  
6116 N. Central Expressway, Ste. 190  
Dallas TX 75206  
214-768-7247  
[smu.edu/MustangLearning](http://smu.edu/MustangLearning)

Education Courses  
(credit bearing only)

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

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

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

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

EDU 5327. M.3(s)







EDU 6144. 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 conc**

**reading development of all students in the school. Prerequisites: EDU 6340 and 6363. All literacy classes require field experiences in local schools.**

EDU 6312 (ANTH 6311). Applied Linguistics.

**This course provides an introduction to basic concepts in linguistics and their application in meeting practical educational goals. It includes an emphasis on first and second language learning.**

EDU 6313. Spanish for Bilingual Teachers.

**This course helps teachers improve their oral and aural skills in Spanish through in-class activities and through projects and assignments. Guest lecturers from the Hispanic community provide opportunities to experience the diversity of Hispanic cultures and language. Course assignments facilitate the acquisition of the social and academic vocabulary necessary to work with students and families whose first language is Spanish. Much of the class lecture and discussion takes place in Spanish, and knowledge of Spanish is required.**

EDU 6325. Educating the Gifted and Talented. **This course includes surveys of the history of the field, basic terminology and definitions, major models and theories, and effective program prototypes for gifted students. Students review characteristics of the gifted and talented and overview identification and assessment procedures for gifted students. Attention is given to analyzing the traits of effective teachers and counselors and to developing models for interaction with gifted students.**

EDU 6326. Content Area Studies. **This course is an exploration of science, social studies, art, music, drama and physical education content for prekindergarten–grade four students, including effective teaching strategies for each content area. Readings from research journals in**

EDU 6340. Literacy Acquisition. **This course presents the most current understanding of early reading acquisition based on recent research. The course focuses on learning experiences that students need to acquire fundamental reading skills, typically learned in prekindergarten through second grade. Specifically, the class focuses on the theory, research base and application of specific procedures for designing and delivering reading and language arts instruction to students, including those who have disabilities or are dyslexic, second language learners, and/or advanced learners. All literacy classes, including EDU 6340, require several field experiences in local schools.**

EDU 6342. Literacy Instruction for Students With Dyslexia and Related Disorders: Introductory Course. **This course is an introduction to the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders.**

EDU 6343. Literacy Instruction for Students With Dyslexia and Related Disorders: Reading Comprehension. **This course provides teachers with evidenced-based practices for teaching students with dyslexia and related disorders. Specifically, the course focuses on research-based vocabulary and reading comprehension instruction. Prerequisite: EDU6342.**

EDU 6344. Literacy Instruction for Students With Dyslexia and Related Disorders: Writing. **This course provides teachers with evidenced-based practices for teaching students with dyslexia and related disorders. Specifically, the course focuses on research-based written expression instruction. Prerequisites: EDU 6342, 6343.**

EDU 6345. Literacy Instruction for Students With Dyslexia and Related Disorders: Advanced Course. **This course is an advanced study of literacy instruction for students with dyslexia and related disorders. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of literacy instruction, and it provides practical implementation of literacy instruction for tier 3 students based on instructional needs.**

EDU 6346. Advanced Linguistic Structures of English Part 1. **This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written-language disorders. Building on terminology and concepts in the teaching-level courses of study, this therapy-level course presents advanced and complex cognitive and linguistic structures of written English related to reading and spelling.**

EDU 6347. Creativity: Theories. **This course surveys the concept of creativity. Topics covered include instruments and techniques for identifying creativity, theories and models of creativity, techniques for creativity enhancement**



such as spreadsheets, databases, grade books, quizzes, rubrics, online surveys, graphs and charts; the design of projects and portfolios using performance-based assessment; formative and summative evaluations; the use of data for instructional planning and improvement; and the use of technology-based applications to assess the effectiveness of student learning and to assist in classroom management.

EDU 6386. Multimedia Design and Development for Educators.

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

Required Non-EDU Courses

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



## DEPARTMENT OF EDUCATION POLICY AND LEADERSHIP

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

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

**Established in 2008, the Department of Education Policy and Leadership focuses on preparing educators for leadership roles in complex school settings for early childhood through grade 12 and for coll**

**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**

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

### One-Year Principal Certification Courses

EDU 6140. Instructional Leadership Development. **This 1-hour seminar is required for Texas Principal Certification. The seminar will be conducted by certified trainers from the Region 10 Educational Service Center with SMU faculty participation.**

EDU 6240. Legal and Ethical Aspects of Leadership. **This course focuses on the legal and policy issues critical to effective educational leadership. Topics include compliance; equity; code of ethics; and the development, communication, and implementation of effective policy.**

EDU 6241. Organizational Behavior. **This course is a study of behavior in educational organizations. Topics include vision, culture, organizational climate, perceptions, attitudes, motivation, goal setting, influence, decision-making, and leadership.**

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

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

EDU 6244. Organizational Leadership. **This course focuses on leadership theories and models that could be applied to projects such as campus planning, goal setting, consensus building, and resource allocation.**

EDU 6245. Leading Organizational Change. **This course focuses on practical models and change tactics that leaders can use to make their organizations more effective. Topics include effective approaches and potential barriers to change.**

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

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

EDU 6248. Academic Leadership: World Languages and Social Sciences.  
**addresses the trends and issues that affect instructional programs in world l**

**This course**

**work a specified amount of time in an urban school setting is required of candidates upon acceptance into and completion of the program.**

Admission Requirements

**exception of residency, Internship 1 and field studies classes, which meet on an as-**

EDU 6245. Leading Organizational Change. **This course is a study of behavior in educational organizations. Topics include vision, culture, organizational climate, perceptions, attitudes, motivation, goal setting, influence, decision-making, and leadership.**

EDU 6240. Legal and Ethical Aspects of Leadership. **This course focuses on the legal and policy issues critical to effective educational leadership. Topics include compliance; equity; code of ethics; and the development, communication, and implementation of effective policy.**

EDU 6268. Current Education Policy. **This course familiarizes candidates with policy that has impacted school leaders during this decade. It includes an overview of how Texas compares and contrasts with the national policy landscape.**

EDU 6269. High Performance Operating Systems. **This course supports candidates in learning to develop, communicate, and effectively implement clear and strategic actions aligned with educational priorities that lead to performance against goals.**

EDU 6270. Instructional Leadership: Data Planning and School Improvement. **This course examines school improvement planning, the strategic use of data, the use of assessments to measure and support student achievement, th**

**B Organizational Leadership: Identifying, implementing and sustaining effective organizational practices.**



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

### Higher Education Courses

EDU 6148. Synthesis Seminar: Planning and Mentoring. **This 1-hour seminar is a checkpoint, which is an assessment of progress and documentation of program competencies after year one and plans for case study and portfolio development for year two.**

EDU 6241. Organizational Behavior. **This course is a study of behavior in educational organizations. Topics include vision, culture, organizational climate, perceptions, attitudes, motivation, goal setting, influence, decision-making, and leadership.**

EDU 6243. Field Studies 1.

**facing academic administration, and the dynamics of the working relationships between the provost, department chairs, and faculty.**

DEPARTMENT OF DISPUTE RESOLUTION AND COUNSELING

Senior Lecturer **Anthony Picchioni**, Department Chair

Senior Lecturer: **Thomas Hartsell**. Lecturers:

### 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, 6306, 6107 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. 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

[smu.edu/adrservices](http://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.**

HDDR 6302 (HDCN 6383). Negotiation and Dispute Resolution.

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

HDDR 6303 (HDCN 6384). Mediation and Dispute Resolution.

Mediation is a process that employs a neutral third party, the mediator, to help disputing parties make decisions that concern the future of the dispute. This course provides an overview of the theoretical and practical aspects of the mediation process. It provides a step-by-step process for conducting mediations and the opportunity to practice fundamental dispute resolution skills such as listening, reframing, summarizing, problem solving and creating a safe, nonthreatening environment. It also allows students to use lectures, discussions, video simulations, interactive

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

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

HDDR 6317. Online Dispute Resolution. **Due to challenges of costs, speed and jurisdiction, courts are not the best choice to handle online disputes. Rapidly expanding e-commerce, the growth in cross-boundary transactions and the inability of traditional legal processes to deal with disputes arising over the Web have created a need for redress options. Online dispute resolution connects capable neutrals with parties in ways that bring efficiencies to inefficient online marketplaces. This course focuses on an examination of the development of ODR; the**



**dispute resolution. Upon successful completion of this course, the student is able to demonstrate the knowledge, application and understanding of more complex domestic relations issues and understand how cases involving these issues can be successfully mediated.**

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

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

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

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

HDDR 6341. Employment Law. **The employer/employee relationship drives the economic**



HDDR 6365. Public Policy and Dispute Resolution.

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

HDDR 6366. Religion and Dispute Resolution.

**When the usually peaceful ambiance of a church becomes embroiled in conflict and controversy involving parishioners, constituent groups, employees, governing bodies or even outside organizations, conflict resolution and**



## School Counselor Certification Courses

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

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

## Electives

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

Study Abroad

**During the five-week summer term, students may earn credit toward the Master's**

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

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

development of the skills and tools necessary to impact the dysfunctional family in a therapeutic setting. It is a “how to” course with the expectation that each student will develop the basic skills needed to orchestrate a family session. Students discuss the influence of culture, race, sex and gender within families. Each student continues to work on understanding his or her own personal family system in order to bring as much congruence as possible into the therapy room.

HDCN 6311. Foundations of Marriage and Family Therapy.

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

HDCN 6312. Family Therapy.

This course provides an overview of the field of family therapy, with specific focus on the precursors of the family therapy movement, the major models of



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

HDCN 6331. Psychopathology: Child and Adolescent. This course focuses on abnormal behavior in children and adolescents. It uses an integrative approach including the biological, psychological, social, cultural, familial and political forces that currently define abnormal behavior. Topics cover abnormal behavior history; theories; research; and Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision, diagnostic categories and psychopharmacological treatments.

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

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

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

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

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

HDCN 6345. Music Therapy. In many ways, music is a powerful tool for communication and self-expression. It provides a unique and effective way to help individuals with various disabilities and challenges. Music therapy is a field that uses music to address physical, emotional, cognitive, and social needs. It is a collaborative process where the therapist and the client work together to create and explore music. Music therapy can be used in a variety of settings, including schools, hospitals, and community centers. It is a powerful tool for promoting healing and growth.





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

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

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

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

Contact information

Counseling, Master's Degree Program Office  
5228 Tennyson Pkwy., Suite 234  
Plano TX 75024  
972-473-3402  
[smu.edu/mastercounseling](http://smu.edu/mastercounseling)

Counseling, Professional Workshops  
5228 Tennyson Pkwy., Suite 234  
Plano TX 75024  
972-473-3402  
[smu.edu/education/counseling/workshops](http://smu.edu/education/counseling/workshops)

Center for Family Counseling  
5228 Tennyson Pkwy., Suite 102  
Plano TX 75024  
972-473-3456  
[smu.edu/FamilyCounseling](http://smu.edu/FamilyCounseling)

Resource Center Dallas  
2701 Reagan Street  
Dallas TX 75219  
214-528-0144  
[smu.edu/FamilyCounseling](http://smu.edu/FamilyCounseling)

## DEPARTMENT OF LIFELONG LEARNING

[smu.edu/education/departments/lifelonglearning.asp](http://smu.edu/education/departments/lifelonglearning.asp)

**David Chard**, Dean and Chair

Master of Liberal Studies

**Michele Mrak**, Director

Liberal Studies Academic Council, 2010–2011 Professor: **John Mears (History)**.

Associate Professors: **Melissa Barden-Dowling (History)**, **Dennis Simon (Political Science)**.

Adjunct Professors: **Rick Halperin (History)**, **Janet Harris (English)**. Emeritus Professor:

**John Lewis (English)**.

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

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

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

#### Curriculum

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

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

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

**chemistry, geology, physics and biology. Students find the historical and philosophical approach to these subjects accessible and challenging.**

**Social Science. Social science courses provide a blend of history, economics and political science in the study of wealth, power and status. These courses enable the student to step away from the headlines and slogans of the day and take a long look**









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

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

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

designed to prepare leaders to deal effectively with interpersonal, congregational and other forms of group conflict. Although primarily focused on the religious environment, the skills learned are directly transferable to other settings and are invaluable to business managers, attorneys, mediators and other professionals who manage conflict. This class satisfies the State of Texas mediation requirements and the mediation course requirement for the Dispute

**It contextualizes the development of the black visual arts aesthetic within the African-American cultural revolution throughout the United States**

FNAR 6315. Creating the Memoir. (CWR) 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.

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

FNAR 6317. The Art of the Baroque. (ACT) (HUM) 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 will study masterpieces by

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

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

FNAR 6387. Inspiring Creativity Through Original Art. (ACT) Most encounters with works of art are limited to learning objective information about them – when, where, why and by whom they were created. Seldom are visitors invited to spend thoughtful time with the works

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

HUMN 6205, 6105. Women and the Southwest.

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

HUMN 6311. Objectivity and Bias in the News. (CMT) (HUM) (AMS) This course identifies the various forces that critics say bias the news media and looks for evidence of these biases in media products. Students explicate the terms bias and objectivity, and examine the different forms of alleged media bias, from the frequently cited partisan or ideological bias to the "structural" bias that often occurs as a result of the way newsrooms operate.

HUMN 6312. *Odysseys, Ancient and Modern*. (HUM) *Odyssey*, a journey of exploration and discovery, is coined from the Greek hero Odysseus and his adventurous travel homeward to Ithaca after the Trojan War. Earlier, the word described more generally the search for meaning through trials and enlightenment in the great Mesopotamian epic "Gilgamesh." Students read selections from a number of works from this earliest epic through the modern era, and attempt to understand each within the context of its own cultural and compositional settings, as well as its larger significance in humanity's eternal quest for meaning.

HUMN 6313. *Extending the Convivencia: Meaning and Value Across Wisdom Traditions*. (HUM) (GLO) This course is a response to two interrelated global cultural phenomena: the emerging demand for sapiential literacy (for tools necessary to make rationally autonomous decisions regarding fundamental questions of meaning and value), and the fact that people are increasingly engaging in such questions across, rather than just within, wisdom traditions. The course begins by exploring the contexts of interreligious engagement in the present period (globalization and the "return" of religion) and then turns to the different ways of engaging religious diversity. Finally, students enter two substantive debates: the question of God, and the question of the relationship between religion, politics/spirituality, and civilization across religious traditions.

HUMN 6314. *History of Philosophy: Idealism, Past and Present*. (HUM) 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).

HUMN 6315. *Gender and Sex in Archeology*. (HUM) (GEN) (GLO) Sex and gender in past societies have been seriously studied by archeologists only in the last few decades. How does one recognize and interpret gender in the archaeological record? How does one know what the lives of men, women, and children as slaves, household members, and kings and queens were like? To what extent does one's understanding of women in the past been influenced by the roles and perceptions of women in modern society? The course explores how and why archeologists studied gender and sexual identities in the past and uncovers the diversity in these institutions across cultures through time.

HUMN 6316. *The Human Experience: An Intr*





fiction, poetry and stage plays. Works considered begin with the 19th century and conclude with the present era.

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

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

HUMN 6338. The Fire of Transformation: Exploring the MI

HUMN 6356. Oral Interpretation of Literature.

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

HUMN 6358. Trances and Dances: Investigations Into Aboriginal Religious Life.

**(HUM)**

**(GLO) (AMS)** This course is designed to introduce students to the religious beliefs and practices of several non-Western (or pre-Western) cultures such as the Australian aboriginals, African tribal peoples, and native North and South Americans. Through readings, videos, lectures, classroom discussion and in-class activities, students examine such phenomena as spirit possession, sacrifice, masks, sham

topics vary from term to term. Topics include, but are not limited to, literature of the Southwest, Southern literature and New England literature.

HUMN 6374. Writing and the Search for Self.

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

HUMN 6375. History of the Freedom of Expression.

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

HUMN 6376. Our Stories, Ourselves.

(HUM) (ACT) (CWR) How people see themselves and how others see them are not just a matter of looking in the mirror. For better or for worse, self-image is embedded in the stories people tell about themselves, both internally and in their

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

HUMN 6395. Consuming News in the Digital Age: From Traditional Media to Citizen Media. (HUM) (CMT) (AMS) **Students examine the impact of digital technology on news and the free flow of information in a democratic society. The course covers the evolution of**

experiences of heritage and new beginnings, and their creative imaginations. The course offers students the opportunity to cross the new bridge into multicultural America.

HUMN 7311. Capstone: Liberal Studies.

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

HUMN 7312. Islam, State and Society.

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

HUMN 7313. Creating the Short Story.

(ACT) (HUM) (CWR) Students explore and create the short, short story (or flash fiction) and the longer short story. Conducted as a workshop, participants read and interpret a wide variety of

**market; and myths of patriotism and the American dream. Students pay particular attention to the representation, in word and image, of gender, race, old age, economic class, childhood, etc.**

HUMN 7336. Creativity: Historical and Personal.

(fulfills the writing intensive requirement) **Through a historical analysis of aspects of the Renaissance (among the most creative of Western cultural times), this course explores methods for advancing personal creativity. Materials for the seminar are highly interdisciplinary, and the course aims to apply the ideas of creativity to each student's current interests.**

HUMN 7350. Special Topics in the Humanities.





hat, water container, backpack, rain gear and sunscreen and explores the major life zones of the Southern Rocky Mountains of north central New Mexico. In an area 7,000 feet in elevation, this course provides a wealth of field experience. Field trips include the Fort Burgwin campus on the first day and a trip to the Taos Pueblo followed by trips to Bandelier National Monument, Ghost Ranch, the La Junta clear-cut forest, trail 69, Itationalis canyon and finally a longer trip to Williams Lake in Ski Valley. Students begin with easier drives and hikes and finish with a more moderate hike to 11,000 feet at Williams Lake. The Fort Burgwin campus in Taos, New Mexico, is a rich environment for examining the major life zones through lectures and field trips during this week-long course that includes the annual firework celebration in Taos, as well as a concluding dinner at the Stakeout Restaurant in Taos. Note: SCCL 7106 is the writing component of SCCL 7206 and requires that each student submit a paper after the trip. Students enrolling in this course for credit must enroll in both SCCL 7206 and SCCL 7106, for a total of three credit hours.

SCCL 7350. Special Topics in Science.  
science and the natural sciences.

This course explores a variety of topics and issues in

#### Social Science

SOSC 6100. Independent Study – Directed Study.

SOSC 6102. Traveling Through the Middle Ages.

(HUM) During the Middle Ages, humanity did not cease to move: to buy and sell, to explore, to work, to fight and conquer, to convert, and to escape persecution. On foot or by mule, by wagon or by boat, travelers crossed the continent of Europe, eventually reaching the Far East, sub-Saharan Africa and the Americas. The Middle Ages started with the massive migration of the German tribes into the Roman Empire boundaries and ended with the first sea expeditions commissioned by the kings of Spain and Portugal.

SOSC 6115. Classic Texts in the Social Sciences.

(HUM) This one credit hour course focuses the student's attention on a single, seminal text in the social sciences through close, directed reading, seminar discussion and a final paper. Texts and topics change each term. Topics include, but are not limited to The Federalist Papers; Walter Prescott Webb, The Great Plains; Josiah Gregg, The Commerce of the Prairies; Andy Adams, The Log of a Cowboy; Marx and Engels, The Communist Manifesto; and The Autobiography of Benjamin Franklin .

SOSC 6200. Independent Study – Directed Study.

SOSC 6300. Independent Study – Directed Study.

SOSC 6301. Terrorism, Torture, and International Law.

(HUM) (GLO) (GEN) (HUM) (AMS) The purpose of this course is to analyze the crimes of terror and torture from the perspective of international law, government, literature, culture, and philosophy. The course examines the origins and development of terror and torture in literature and the legal status of rights under United States domestic law and international law. It analyzes tensions between universal and culturally specific definitions of rights, state sovereignty, and humanitarian intervention. Finally, it looks at regulating terrorism and torture in international law in the future.

SOSC 6305. The History of Time.

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

SOSC 6307. History of Consumer Culture in the United States.

(CMT) (HUM) (AMS) This course considers the business, cultural and political history of the rise of consumer culture in the United States between the Colonial period and the present. It focuses on the development of institutions that promote advertising, desire and luxury.

SOSC 6309. The Struggle for Human Rights: America's Dilemma.

(HUM) (HRJ) (GEN) (AMS) The course examines certain violations of human rights within their historical context. Attention is also given to the evolution of civil and human rights as entities within global

**political thought and practice. Students learn to recognize the use of propaganda to justify or deny violations of human rights, from torture to terrorism and from slavery to genocide.**

SOSC 6310. Dignitas and Decadence: The Society and Culture of Imperial Rome.

system that is fascinating, perplexing and in many senses paradoxical. This study exposes students to a variety of perspectives and methods that can be employed to analyze the



African Americans, and influenced the culture and politics of the United States. The course combines readings and classroom discussion with an extended trip over spring break to historical civil rights venues.

SOSC 6367. Comparative Revolutions: A Historical Perspective. (GLO) (HUM) (HRJ) (AMS) What is the nature of modern political revolutions? What are the conditions that tend to produce a revolutionary explosion? What are the characteristics of revolutionary leaders? Why do people follow them? By considering answers to these and other related questions, this course attempts to provide interdisciplinary perspectives on a topic of special interest in this age of monumental upheaval and rapid societal change. Drawing especially on the American, French, Russian and Chinese revolutions as case studies, a comparative analysis underscores the common denominators of the revolutionary experience.

SOSC 6368. The Silk Road and the Silicon Highway. (ENV) (GLO) (HUM) This course explores the complex interaction between religion, politics, economics, and ecosystem from a global comparative historical perspective. The course helps students understand the present wave of globalization in the context of earlier waves of globalization, specifically the emergence of the Silk Road trade network in the period around 200 BCE.

SOSC 6376. Cultural and Intellectual History of Modern Europe: Renaissance to Enlightenment. (HUM) (ACT) (GLO) This course analyzes predominant themes in the literature, philosophy, art and music of European civilization, from the Italian Renaissance through the French Enlightenment. It emphasizes those aspects of the European heritage that have been of primary importance in shaping Western culture in the 20th century. This course is part I of a two-part series, but the two courses need not be taken sequentially.

SOSC 6377. Cultural and Intellectual History of Modern Europe: Romanticism to the Present. (HUM) (ACT) (GLO) This course explores major trends in the development of European literature, philosophy, art and music in the 19th and 20th centuries. Primary attention is devoted to the role of arts and ideas in the shaping of the contemporary world. Part II of a two-part series; part I is not a prerequisite.

SOSC 7100. Special Topics in Human Rights. (HUM) (HRJ) (GEN) (GLO) This course explores varying topics and issues in human rights.

SOSC 7302. Studies at Oxford University: War and Diplomacy in Europe, 1815–Present. (HUM) (HRJ) (GLO) (held off-campus) The course provides a study of the dynamics of nationalism that arose in Europe after 1815 and how those dynamics led to the 20th century's two cataclysmic global wars. On the campus of University College, one of Oxford's oldest institutions, students are housed in college rooms and attend lectures by faculty of the SMU-in-Oxford program and by guest lecturers from Oxford. The study of war and diplomacy continues with a visit to London and a tour of famous World War I and II sites in Belgium and France, including the American cemetery and memorial at Normandy Beach.

SOSC 7303. In the Camps: Historical Field Trip to Poland. (HUM) (HRJ) (GEN) (GLO) (held off-campus) In the West, the Holocaust plays a significant role in the memory and conscience of civilizations. This journey to sites in Poland, including the Warsaw Ghetto and several death camps, including Treblinka, Auschwitz/Berkeinau, Belzec and Chelmo, is designed to give students a deeper understanding of the Holocaust and its victims and perpetrators.

SOSC 7305. Special Topics in Human Rights. (HUM) (HRJ) (GEN) (GLO) This course explores varying topics and issues in human rights. For example, the course on genocide explores events and global action before, during and after the Holocaust and the genocides in Cambodia (1975–1979), Bosnia (1993–1995) and Rwanda (1994) to learn how such genocidal processes start, how they escalate, and how they might be stopped or even prevented. Students critically examine historical accounts to answer the following questions: What is the nature and ideology of the law? What is human rights law, and how does it treat survivors, punishment and accountability of perpetrators? What are the lessons learned since the Holocaust? Is genocide inevitable or eradicable?

SOSC 7313. Athens and Democracy: The Great Experiment. (GLO) (HUM) Athens invented democracy, which ultimately proved to be one of the great stories of Western civilization. From its beginnings with the reforms of Draco, to its height under Pericles, to its fall and restoration at the end of the Peloponnesian War, the story is a riveting one that is





LIFELONG LEARNING PROGRAMS

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[smu.edu/NDCS](http://smu.edu/NDCS)

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practices in leadership, SMU and the Center for Nonprofit Management's seasoned faculty, and expert resources steeped in nonprofit culture. The series provides the insights and skills needed to practice the art of leadership with greater deliberation, grace and impact.

Financial Planning Certificate. Students learn how to provide comprehensive financial planning services with an emphasis on high-quality client service. They also acquire the educational requirements needed to sit for the Certified Financial Planner certification examination and earn a certificate in financial planning from SMU.

Contact information

Professional Development (general, noncredit)

PO Box 750275

Dallas TX 75275-0275

214-768-8446

[smu.edu/education/professional](http://smu.edu/education/professional)

Graduate School Admissions Exam Preparation

PO Box 750275

Dallas TX 75275-0275

214-768-8378

[smu.edu/TestPrep](http://smu.edu/TestPrep)

Nonprofit Leadership Certificate Program

PO Box 750275

Dallas TX 75275-0275

214-768-2327

[smu.edu/education/nonprofitleadership](http://smu.edu/education/nonprofitleadership)

Financial Planning Certificate

PO Box 750275

Dallas TX 75275-0275

214-768-2737

[smu.edu/cfp](http://smu.edu/cfp)

Summer Youth Program

[smu.edu/youth](http://smu.edu/youth)

The Summer Youth Program, for students ages 5 through 18, offers one- and two-week enrichment workshops throughout the summer in the areas of technology, computers, multimedia, writing, art, mathematics, science, literature, gaming, the Internet, study skills and social skills. The Summer Youth Program includes workshops developed by the University's Learning Therapy program to address issues of academic performance – including reading comprehension, reading difficulties, vocabulary, writing, mathematics and test taking.

Contact information

Summer Youth Program

PO Box 750382

Dallas TX 75275-0382

214-768-5433

[smu.edu/youth](http://smu.edu/youth)



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**Dara Williams-Rossi**, Clinical Assistant Professor of Teaching and Learning, **Ph.D., North Texas**

**Vicki Wood**, Lecturer of Applied Physiology and Wellness, **M.A., Amberton**

**Emeritus Professors**

**Shirley Corbitt**, Professor Emerita of Physical Education, **Ph.D., Texas Woman's**

**Dale E. Davis**, Professor Emeritus of Teacher Preparation

**Paul Gordon Hook**, Professor Emeritus of Physical Education, **Ph.D., North Texas**

**George McMillion**, Professor Emeritus of Physical Education

**Bryan Robbins**, Professor Emeritus of Physical Education

**R. Jack Roberts**, Professor Emeritus

**Patricia K. Webb**, Professor Emerita of Teacher Preparation, **Ed.D., North Texas**

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# APPENDIX

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## 2011–2012 SIMMONS GRADUATE CATALOG

### Summary of Corrections and Changes

The table below lists corrections and changes to the official *Southern Methodist University 2011–2012 Simmons School of Education and Human Development Graduate Programs Catalog* as found online at [smu.edu/catalogs](http://smu.edu/catalogs).

*Updated November 14, 2011*

#### Section: University Life and Services: Health Services

Paragraph	Summary of Change	Page	Date
Immunizations	Replace the paragraph with the two paragraphs in the addendum.	42–43	11/14/11
Note	Replace the paragraph with the Meningitis Vaccination paragraph in the addendum.	43 Added a note referring readers to the addendum.	11/14/11



# UNIVERSITY LIFE AND SERVICES

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## (HEALTH SERVICES)

**Immunizations.** All students (undergraduate, graduate, part-time and full-time, to include international and IEP/ESL students) are required to have an SMU medical history form on file in the (1) 616 (H) 163 (e) 167a) 171 (1) 166t) 16.2 (t) comply with SMU policy, all students must also submit to the Health Center immunization record that provide proof of immunization against measles, mumps and rubella. These MMR immunizations must be documented by a physician, public health record, military health record or school health record. (Stu) 31-2.2(e) 31.4s) 3.7(w) 3-1.7

**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 the requirement due to health