

# SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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## GENERAL INFORMATION

The Annette Caldwell Simmons School of Education and Human Development comprises research institutes, undergraduate and graduate programs, and community enrichment and service centers that focus on areas of professional education, school leadership, dispute resolution, counseling, applied physiology and health management, sport management, sport performance leadership, personal responpp725 TJET

-based undergraduate and graduate programs. The department's teaching and research practices are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist and sociocultural approaches to scholarship. All Teaching and Learning programs prepare educators who are scholars and leaders in professionalism, experts in high-quality differentiated instruction, and able to translate research into practice. The department's undergraduate curriculum prepares students for initial teacher certification. Graduate programs focus on research, literacy and language acquisition, teaching and learning, special education, giftedness, Montessori, bilingual education, ESL, STEM, and mathematics. A variety of enrichment opportunities serve the continuing education needs of practicing educators. The school promotes

high-quality research that combines quantitative and qualitative methodologies, generates new hypotheses, and influences pedagogical practices in early childhood (or EC) Hci [ \ [ FUX12 gW.cc`g

The Department of Applied Physiology and Wellness offers undergraduate and graduate degrees. The undergraduate B.S. in applied physiology and sport management offers three concentrations within the APSM major: applied physiology and health management, sport management, and sport performance leadership. Graduate programs include an M.S. in sport management and a Ph.D. in education, with an emphasis in applied physiology. The department also offers the personal responsibility and wellness courses that are required of all undergraduate students as part of the University Curriculum, and a selection of sports and fitness activity courses are available as electives. The undergraduate and graduate programs have access to the department's four laboratories. The Applied Physiology Laboratory is a teaching laboratory developed with experiential learning in mind and comprises three complete and functional exercise physiology laboratories (teaching pods), a biochemistry lab, in-ground force plates, and a temperature- and humidity-controlled environmental chamber. The Cerebrovascular Research Laboratory is focused on understanding the relationship between brain flow regulation and functional outcome in health and diseased/injured individuals. The Integrative Physiology Laboratory is dedicated to research that measures cardiovascular, neural and thermoregulatory function in human health and disease. The Locomotor Performance Laboratory specializes in terrestrial locomotion and in relating muscle function to metabolic energy expenditure and performance.

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

The Department of Dispute Resolution and Counseling offers an M.S. in counseling, an M.A. in dispute resolution and a graduate certificate in dispute resolution,

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

## INSTITUTES, CENTERS AND RESEARCH

### Center on Research and Evaluation

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

Akihito Kamata, Executive Director

7CF90a Jgg]cb Jg]c Ja d]c] Yh\Yk Y`-being of children, adults and families through knowledge creation and dissemination and through evaluations of programs designed to enhance positive outcomes for individuals and communities. This interaction between knowledge creation and the work of organizations and individuals is essential for these organizations to improve lives and communities. CORE adheres to principles of science to understand how best to improve education and human development and believes the evidence exists to substantially increase the number of individuals who are equipped to make a positive contribution to society. The center provides evaluations for clients such as nonprofits and schools, as well as internal SMU entities. CORE provides undergraduate and graduate students with real-world opportunities to participate in research and evaluation.

### Research in Mathematics Education

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

Leanne Ketterlin Geller, Director

RME conducts and disseminates high quality, evidence-based research to improve teaching and learning. Dr. Leanne Ketterlin Geller, RME is committed to engaging in research and outreach that will make a significant and lasting difference at the student, classroom, school, and district levels. RME educates and empowers teachers and administrators through the provision of evidence-based practices and systems to support mathematics achievement through academic growth and development of all students. Key focal areas include

Creating systems of formative assessment to inform teacher decision-making.  
Designing evidence-based interventions for students struggling in mathematics.

8 Yg] [ b] b [ UbX XY ] j Yf] b [ d] c] Z] g] c] b] U` XY j Y` c] d] a Yb] h] c] g] i] d] d] c] f] h] h] U] W] Y] f] g] U] b] X] U] X] a ] b] ] g] f] U] c] f] g] U] a] d` Ya Yb] h] h] c] b] c] Z] Y] g] h] d] f] U] W] Y] g].

Offering a dynamic community where researchers and educators can collaborate and share ideas and resources.

RA 90] Y] i] h] f] b] U` m] z] b] X] Y] f] g] U] f] W] UbX XY j Y` c] d] a Yb] h] X] [ Y] h] \] U] g] [ f] c] k] b] V] Y] m] c] b] X] \$5 million. Efforts by RME researchers have directly impacted thousands of students across Texas and the nation. Through participation in research activities and conferences, engagement with professional development courses, dissemination of materi-

als through the RME website, and collaborations with other organizations and publications, RME has impacted more than 25,000 educators since 2011.

F A 9 [DjXjFYVcf UWj YmVc`UVcfUHYgk \]h hY6i g\ -bgh\]i hYGA \]XX`YGWcc` A U-](#)nters Initiative and the Meadows Center for Preventing Educational Risk at the University of Texas in Austin, and she was named director of K-12 STEM initiatives for GA I [Dj 7Ufi h\ -bgh\]i hY Zcf 9b\[ \]bYYf\]b\[ 9Xi W\]h\]cb \]b 2014.](#)

F A 9 [ZJW`hma Ya VYfghUW \]b hY G\]a a cbgGWcc`Dj 8YdUfha YbhcZ9Xi W\]h\]cb](#) Policy and Leadership as well as the Department of Teaching and Learning. Additionally, faculty members disseminate their research findings locally, nationally and globally.

### The Budd Center: Involving Communities in Education

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

Regina Nippert, Executive Director

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

- Develops processes to drive collaboration between school systems, nonprofits and SMU.

- Trains teachers and nonprofits to use individualized student information to create curricula and targeted intervention plans.

- Connects SMU faculty and students to meaningful teaching and learning experiences.

### Center for Child and Community Development

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

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

### Center for Family Counseling

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

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

### SMU Mediation and Conflict Resolution Services

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

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

## The Writer's Path

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

The Writer's Path is a creative writing program that guides individuals in the process of writing for fiction or nonfiction publication. Progressive noncredit courses take students from the development of writing ideas, through the preparation of a draft, to the revisions









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

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### Minor in Educational Studies

The educational studies minor requires 15 hours selected from the courses in the Bachelor of Science in Educational Studies degree program, and these hours may be applied to the degree program should the student decide to pursue the Educatores

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

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

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

EDU 5100 (1). SPECIAL TOPICS. Students work on a special topic.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DEPARTMENT OF APPLIED PHYSIOLOGY AND WELLNESS

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

Professor Lynn Romejko Jacobs, Department Chair

Professors: Lynn Romejko Jacobs, Peter Weyand. Associate Professor: Scott L. Davis. Assistant Professor: Sushmita Purkayastha. Clinical Assistant Professors: Gashaw Abeza, David Bertrand, Megan Murphy, Chris Poole. Professors of Practice: Susan Holland, Michael Lysko, Michael Stone. Senior Lecturers: Brian Fennig, Donna Gober. Lecturers: Caitlin Anderson, Randy Canivel, Piotr Chelstowski, Takeshi Fujii, Dere

### *Degree Requirements*

The applicable requirements of the major are those in effect during the academic year in which the major is declared *or* those of a subsequent academic year. If an APSM major makes a grade below *C-* in any APSM course, the student must retake the course; a grade below *C-* will not apply toward the major. The Simmons School

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

**Multiple Concentrations.** A student may pursue up to three concentrations within the APSM major in the Simmons School by completing all requirements for each concentration, along with the general requirements for a B.S. degree in APSM. However, these additional concentrations are not degrees. Students with multiple concentrations within the APSM major are awarded one baccalaureate degree from the Department of Applied Physiology and Wellness.

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

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

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

leaders, educators and practitioners to contribute to the prevention of chronic diseases that plague society and affect the health care system.

	<i>Credit Hours</i>
<b>Core Courses</b>	16
APSM 3411, 3321, 3332, 3340, 5300	
<b>Concentration Courses</b>	20
APSM 2441, 2442, 3343, 5351, 5610	
<b>Elective Courses</b>	12
At least two from APSM 4312, 4349, 3351, 4307	
Remaining hours from	
ANTH 4343	
APSM 4360, 5261, 5370	
MKTG 3310	
PHIL 3376	
DANC 4363 (Dance Majors Only)	
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### *Sport Management Concentration*

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

	<i>Credit Hours</i>
<b>Core Courses</b>	15
APSM 3311, 3322, 3332, 3340, 5300	
<b>Concentration Courses</b>	24
APSM 2310, 3372, 4345, 4371, 4372, 5371, 5672	
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### *Sport Performance Leadership Concentration*

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

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

Several features distinguish the program from those at other institutions. Most programs include classes on teaching the fundamentals of sport. Fewer programs

apply the psychological component of dealing with motivation, confidence, intensity, focus and emotional well-being. Rarely do programs address the communicative components of coaching. The program consists of three components, equipping students with a unique and dynamic skill set to offer the coaching marketplace. Students also complete three hours of experiential learning. This type of exposure to real-world coaching helps to assure superior preparation for graduates of the program.

	<i>Credit Hours</i>
Core Courses	12
APSM 3311, 3322, 3332, 5300	
Concentration Courses	27
APSM 2340, 3300, 3315, 3351, 4310, 4190 (3 enrollments), 4350, 5370, and either 4360 or 4380	
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### Departmental Distinction

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

#### Minors in Applied Physiology, Applied Physiology and Health Management, Sport Management, and Sport Performance Leadership

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

	<i>Credit Hours</i>
Applied Physiology Minor	21
APSM 2441, 2442, 3411, 3321, 3351, 4312 (APSM 4349 <i>recommended</i> )	
Applied Physiology and Health Management Minor	20
APSM 2441, 2442, (PSYC 3360 and APSM 3332 <i>recommended</i> )	
Choice of two courses from: APSM 3311, 3322, 3351, 4360, 5370	
Choice of two courses from: APSM 3343, 4307, 4349, 5351	
Sport Management Minor	18
APSM 2310, 3332, 3340 Choice of three electives from the following: APSM 3372, 4345, 4371, 4372	



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**Sport Performance Leadership Minor****15**

APSM 2340, 3300, 3311, 4310

Choice of one elective:

APSM 4360 or 5370

(APSM 3315, 3322, 4350 recommended)

**Personal Responsibility and Wellness**[www.smu.edu/wellness](http://www.smu.edu/wellness)

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

## The Courses

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

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

PRW 2127 (1). PRW2: PHYSICAL FITNESS: PILATES. Pilates is a total body conditioning exercise method designed to develop the mind and body uniformly. Combines flexibility and strength activities to improve balance, flexibility, and posture and to strengthen core muscles.



execution, and evaluation of health promotion programming, as well as different applications and delivery methods of health promotion.

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

APSM 3372 (3). ADVANCED PUBLIC RELATIONS IN SPORT. Examines the role of public relations specific to the industry of sport, focusing on the conceptual, strategic, and technical understanding of the operation and business of public relations in sport communication. *Prerequisite:* APSM 2310.

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

APSM 4159 (1). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310, 2340, or 2441. Minimum 60 credit hours.

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

APSM 4259 (2). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or research capabilities. Enrollment is by faculty invitation only. *Prerequisite:* APSM 2310, 2340, or 2441. Minimum 60 credit hours.

APSM 4290 (2). EXPERIENTIAL LEARNING LAB. Explores practical and theoretical aspects of the discipline with hands-on experience in the sport-coaching industry. Possible topics and/or activities include shadowing a coach, working on a community outreach project, and satisfying professional certification requirements. A total of 3 credit hours from among APSM 4190, 4290, and 4390 are required for the sport performance leadership concentration. *Prerequisites:* Instructor approval and junior standing (minimum of 60+ hours).

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

APSM 4359 (3). INDEPENDENT STUDY IN APPLIED PHYSIOLOGY AND SPORT MANAGEMENT. For APSM majors or minors seeking to increase their experiential presence and/or



## *Human Development (HDEV)*

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

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

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

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

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

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

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

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

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

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

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

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

HDEV 2308 (3). **CAREER DEVELOPMENT THEORY AND PRACTICE**.