

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

GRADUATE PROGRAMS
SOUTHERN METHODIST UNIVERSITY
2009-2010

NOTICE OF NONDISCRIMINATION

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

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

The following catalogs constitute the General Bulletin of the University:

Undergraduate Catalog

Dedman School of Law Catalog

Perkins School of Theology Catalog

Dedman College Graduate Catalog

Cox School of Business Graduate Catalog

Meadows School of the Arts Graduate Catalog

Annette Caldwell Simmons School of Education and Human Development Catalog

Lyle School of Engineering Graduate Catalog

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

Continuing Education

International Programs

Summer Studies

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ACADEMIC YEAR 2009–2010

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, the instructor or supervisor may contact the Office of the Chaplain.

Graduate programs in the Cox School of Business, Perkins School of Theology and Dedman School of Law have different calendars.

Offices of the University will be closed on September 7, November 26–27, December 21–25, 2009; January 1, January 18, April 2, May 31 and July 5, 2010.

FALL TERM 2009

March 30–April 17, Monday–Friday: Enrollment fall 2009 continuing students for all undergraduates and graduate Dedman and Meadows.

May/July/August: Academic Advising, Enrollment and Orientation (AARO) conferences for new first-year and transfer undergraduate students. For a list of dates, contact New Student Programs, Student Life Office; 214-768-4560; smu.edu/newstudent.

August 23, Sunday: Residence halls officially open.

August 25, Tuesday: Opening convocation, McFarlin Auditorium.

August 26, Wednesday: First day of classes.

September 1, Tuesday: Last day to enroll, add courses or drop courses without grade record or tuition billing. Last day to file for graduation in December.

September 7, Monday: University holiday – Labor Day.

September 9, Wednesday: Follows Monday class schedule.

September 11, Friday: Last day to declare pass/fail, no credit or first-year repeated course grading options. Last day to request excused absence for observance of a religious holiday.

October 7, Wednesday: Last day for continuing undergraduate students to change their majors before November enrollment.

October 12–13, Monday–Tuesday: Fall break.

November 2–November 20, Monday–Friday: Enrollment spring 2010 continuing students for all undergraduates and graduate Dedman and Meadows.

November 3, Thursday: 60% point of the term that federal financial aid has been earned if a student officially withdraws from SMU. Prior to this date, a partial calculated return to federal programs will be required.

November 6–7, Friday–Saturday: Homecoming.

November 10, Tuesday: Last day to drop a course.

November 13–14, Friday–Saturday: Family weekend.

November 16, Monday: Last day for December graduation candidates to change grades of Incomplete.

November 24, Tuesday: Students should file for May graduation. Last day to file is January 21.

November 25, Wednesday: No classes.

November 26–27, Thursday–Friday: University holiday – Thanksgiving.

December 1, Tuesday: Last day to withdraw from the University.

December 4–9, Friday–Wednesday: No final examinations or unscheduled tests and papers.

December 7, Monday: Last day for oral/written examinations for December graduate degree candidates.

December 9, Wednesday: Last day of instruction.

December 10, Thursday: Reading day.

December 11–17, Friday–Thursday: Examinations. (No examinations scheduled for Sunday.)

December 18, Friday: Residence halls officially close. (December graduates contact RLSH.)

December 19, Saturday: Official close of term and date for conferral of degrees. Graduation ceremony for December graduates.

December 21–25, Friday: University holidays – Christmas/winter break.

JANUARY INTERTERM 2010

January 1, Friday: University holiday – New Year's Day.

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SUMMER TERM 2010

The summer term consists of three primary sessions: first session, second session and a 10-week full session. There are also shorter and longer sessions to accommodate the particular needs of the various instructional units such as SMU-in-Taos, international programs and Perkins School of Theology.

Full Summer Session



- May 31, Monday:** University holiday – Memorial Day.
- June 1, Tuesday:** First day of full summer session classes.
- June 4, Friday:** Last day to enroll, add courses or drop courses without grade record or tuition billing for full session course. Last day to file for August graduation.
- June 10, Thursday:** Last day to declare pass/fail, no credit or first-year repeated course grading options for a full session course.
- July 4–5, Sunday–Monday:** University holiday – Independence Day.
- July 6, Tuesday:** Follows a Monday class schedule.
- July 10, Saturday:** 60% point of the term that federal financial aid has been earned if a student officially withdraws from SMU. Prior to this date, a partial calculated return to federal programs will be required.
- July 16, Friday:** Last day for August graduation candidates to change grades of Incomplete.
- July 23, Friday:** Last day to file for August graduation.
- July 29, Thursday:** Last day to withdraw from the University.

THE VISION OF SOUTHERN METHODIST UNIVERSITY

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

THE MISSION OF SOUTHERN METHODIST UNIVERSITY

Southern Methodist University's mission is to be a leading private institution of higher learning that expands knowledge through research and teaching. Among its faculty, students and staff, the University develops skills and cultivates principled thought and wisdom. The University is dedicated to the values of academic freedom and open inquiry 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**To enhance the academic quality and competitiveness of the University.
- b**To improve teaching and learning.
- b**To strengthen scholarly research and creative achievement.
- b**To support and sustain student development and quality of life.
- b**To broaden global perspectives.
- b**To advance the University through select, strategic alliances.

SOUTHERN METHODIST UNIVERSITY

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

Central University Libraries

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

Fondren Library, with more than one million volumes of books, government publications and bound journals, serves students and faculty in the areas of humanities, social sciences, business and education. Its Information Commons provides a single location within the library where students can use library books and online resources, as well as the latest computer software and technology, to prepare their assignments. Fondren Library is a selective depository for government information resources and has large electronic collections of retrospective periodicals and special collections in the humanities and social sciences.

Strengths of the Fondren Library include, but are not limited to, classical studies, late 18th- and early 19th-century English literature, American history, Texas history, contemporary biography and literature, anthropology, political science, economics, and other social sciences. Fondren Library also provides reading materials placed on reserve by classroom faculty and access to holdings from other libraries nationwide via interlibrary loan.

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

The **Jerry Bywaters Special Collections** wing has as its focus the art and artists of the Southwest, the musical life of Dallas, regional theater history, fashion history, and regional architecture. The G. William Jones Film and Video Collection, founded in 1967, holds more than 10,000 films and videos on a wide array of subjects and in all formats. The Jones Collection is best known for its Tyler, Texas, Black Film Collection and for the Sulphur Springs Collection of prenickelodeon films.

The Science and Engineering Library

DeGolyer Library is a noncirculating special collections branch of CUL that contains more than 120,000 volumes. In addition to rare books, it holds over 2 million manuscripts, 500,000 photographs, 2,500 newspaper and periodical titles, 2,000 maps, and an extensive collection of ephemera that includes the largest collection of Texas bank notes in the country. The DeGolyer Library is open to all students and faculty. Great strengths of the DeGolyer Library include a large collection of books on early voyages and travels, especially those bearing on the European discovery and exploration of the New World. The collection of Western Americana is numbered among the finest in the country, and the library also has exceptionally well-developed collections in the fields of business history, such as the JCPenney archives, and transportation history, in particular the history of railroads. Its holdings in the history of science and technology, which include the Texas Instruments archives, have much to offer the researcher. Literary collections include a respectable range of English and American authors and literary genres, from a 16th-century edition of Chaucer's *Canterbury Tales* to dime novels and comic books. DeGolyer collections also afford numerous opportunities for interdisciplinary research in such fields as American studies, Southwestern studies, women's studies, popular culture, the history of photography and the history of the book.

University Archives, part of the DeGolyer Library, is the official repository for SMU records and other materials of historical importance. The archives contain manuscripts, photographs, documents and memorabilia concerning the establishment and growth of the University. SMU administrators, faculty, local historians and media representatives are its principal users, but students and visiting scholars often use its materials for a variety of research projects.

resonance spectrometer, X-ray diffractometers, mass spectrometers and an atomic absorption spectrometer. Advanced undergraduate research is also supported by tissue culture and animal care facilities, as well as several departmental computer laboratories.

SMU-in-Taos, Fort Burgwin, is located 10 miles south of Taos, New Mexico, at an elevation of 7,500 feet. The facility includes classrooms, laboratories, offices, a computer center and a library, as well as living accommodations for students and

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

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

Students registering in Continuing Student Enrollment must ensure that payment is received in the Division of Enrollment Services by the due date (published on the Bursar website). No confirmation of receipt of payment will be sent. Invoice notifications are e-mailed to the student's SMU e-mail address after registration

The standards herein are applicable to all students at the University and constitute the basic authority and reference for matters pertaining to University academic regulations and records management. Enrollment in the University is a declaration of acceptance of all University rules and regulations.

CONFIDENTIALITY

GENERAL POLICIES

Student File Number

A student's SMU identification number is an eight-digit number assigned by the University. The SMU ID number should be furnished on all forms when requested, as it is the primary means for identifying the student's academic records and transactions related to the records.

Stop Enrollment/Administrative Withdrawal

Insufficient or improper information given by the student on any admission or enrollment form, or academic deficiencies, disciplinary actions and financial obligations to the University can constitute cause for the student to be determined ineligible to enroll or to be administratively withdrawn.

Name Change

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

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

Each student must provide the University registrar with a current home address,

Division of Enrollment Services – University Registrar. The effective date of the withdrawal is the date on which the Student Petition for Withdrawal is processed in the Registrar’s O

his or her schedule **prior to the payment due date**, the transaction is considered a **payment in full** and does not result in financial penalty or impact the student's transcript. Reduction of tuition and fees is based on the schedule listed in the publication

offered (or, in the case of a nondepartmental course, to a faculty agent designated by the dean for the course). After discussing the matter with the student, and bearing in mind that the final authority in matters of academic judgment in the determination of a grade rests with the course instructor, the chair (or faculty agent) will consult with the course instructor, who will subsequently report to the student the disposition of the appeal.

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

ACADEMIC INTEGRITY AND CODE OF CONDUCT

The Honor Code of Southern Methodist University

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

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

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

Students who are aware that others in a course are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an accusation to the Honor Council.

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

The Honor System

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

Academic dishonesty includes plagiarism, cheating, academic sabotage, facilitating academic dishonesty and fabrication. Plagiarism is prohibited in all papers,

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

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

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

Code of Conduct

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

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

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

The University expects all students to be responsible citizens and to abide by all federal, state and local laws. Personal irresponsibility – including, but not limited to, that evidenced by dishonesty, gambling, hazing, irresponsible conduct, and the misuse of drugs and s tlnlh(m)-ton2(r)TJ0 Tc 34(h)-25(i)2(h)1(on)-3(e)-2(s)2(u)-4(s)ts,

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 they may become more participatory in their classes and integrate more readily with their native English-speaking peers. The course 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.

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.

Fitness

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

Outdoor Adventures

Outdoor Adventures comprises Outdoor Recreation (outdoor trips), The Rental Shop (renting outdoor equipment), SMU Climbing Center (climbing wall and bouldering wall), and challenge and team-building activities (incorporating a portable challenge course). SMU OA offers fun and challenging outdoor recreation activities, community-building programs and leadership opportunities through backpacking, rock climbing, kayaking, canoeing and more.

Mustang Band

Founded in 1917, the Mustang Band was named the “Best College Marching Band” in Texas in Kirk Dooley’s *Best College Bands*. Long known as “the hub of SMU spirit,” the band represents the University at football and basketball games, produces the *SMU Spirit* during homecoming, and performs at special University- and community-related events. Membership is open to all SMU students by audition, regardless of major, and scholarships based on need and ability are available.

Spirit Squads

The cheerleading squad, pom-pom squads and Peruna mascot are integral parts

e-mail account, access to enrollment and financial data online, Internet access both on and off campus, telephone services, Web-based services, technical support, and a variety of software and hardware discounts.

SMU offers high-speed network connections throughout campus. Students can take advantage of both wired and wireless connections throughout all areas of the residence halls. Wireless coverage also extends throughout the campus in most classrooms, libraries, common areas and several outdoor locations. In addition to on-campus Internet connections, OIT provides off-campus connections through dial-up access and virtual private networks.

All students receive an SMU e-mail account, which remains active throughout their enrollment at the University. The e-mail account may be accessed online via webmail.smu.edu. In addition, students have access to a variety of Web-based services, including Access.SMU; personal Web space; network storage space; and academic applications, including the Blackboard Course Management System. All academic information including grade history, financial information, transcripts and class registration is available through the Access.SMU system.

The OIT Help Desk provides technical support for most computing issues from 7:30 a.m. to 6:30 p.m., Monday through Thursday, and from 7:30 a.m. to 5:30 p.m. on Fridays. Both phone and in-house support is available for on- and off campus connectivity issues and computer virus issues. The Help Desk also offers phone support for the Microsoft Office Suite and other common applications.

Although most students have their own computers, there are a number of public computer labs available for use. Labs are located in each of the residence halls and throughout the campus libraries. Almost all of the labs contain both Mac and PC workstations and support a variety of programs. There is also 24-hour computer access available in the Hughes-Trigg Student Center.

The Computer Corner by HiEd, located in the Hughes-Trigg Student Center, is the on-campus computer store. It offers a number of discounts on hardware and other peripherals. Students also may take advantage of software discounts on Microsoft and Adobe applications through a campus license agreement. Computer repair service is offered on a per-charge basis.

OIT also provides on-campus telephone and voicemail services and discounts on cellular services, which students may obtain at any time throughout the year.

For additional information on services provided by OIT, visit smu.edu/help or call the Help Desk, 214-768-HELP.

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 Programs, Informal Courses and Nondegree Credit Studies – is the belief that people can continue to grow both personally and professionally throughout their lives.

The Department of Applied Physiology and Wellness offers the Choices for Living courses, two of which must be completed in order to earn a baccalaureate degree. Wellness courses reflect the University's philosophy that a well-rounded education should enhance the physical and mental well-being of the student. Beginning in fall 2009, the department will also offer a Bachelor's degree in applied physiology and sports management, contingent on approval from the Southern Association of Colleges and Schools, the organization charged with approving new degree programs at accredited institutions in southern states. Once the degree has been approved, detailed information will be available on the program's website at smu.edu/APSM.

Policies and Procedures

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

Admission Requirements

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

Transfer Policy. Ordinarily, students will not be allowed to transfer more than six credit hours from other institutions. Only courses with grades of *A* or *B* may be transferred, and all are subject to the approval of the academic department. An official record of such work must be on file in the student's department office by the end of the first term of study. All transferred work must be completed within six years of the graduation date. 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

THE INSTITUTE FOR READING RESEARCH

Professor and Director Patricia G. Mathes, Texas Instruments Endowed Chair

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

Associate Professor Jill Allor, Department Chair

Professors: G. Reid Lyon, Patricia Mathes. **Associate Professors:** Deborah Diffily, JoAnn Lan, William Pulte, J. Kyle Roberts, Ken Springer. **Assistant Professors:** Caroline Kethley, Hector Rivera, Paige Ware. **Senior Lecturers:** Lee Alvoid, Kathy Hargrove (associate dean), Barbara Morganfield. **Lecturers:** Abigail Bartoshesky, Laurie Campbell, Gail Hartin, Nancy Montgomery, Jan Sayers, Karen Vickery, Terri Sue Zerfas.

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the 60 credit hours of coursework (including approved transfer credits), qualifying

6. For international students applying from countries where English is not the native language, official scores (earned within the previous five years) on the Test of English as a Foreign Language are required. The minimum TOEFL score for admission is 550 on a pencil-and-paper test or 83 on the Internet-based test. The M.B.E. program is a part-time program and as such does not qualify as a suitable educational experience for an international student on a student visa. As evidence of financial support, foreign students must provide a Certification of Finance Form/Letter of Financial Backing. (This applies to students who are not awarded a scholarship.) This should represent that sufficient money will be available to the applicant to cover all expenses while at the University. This letter may be signed by a parent or sponsor but **must** be certified by a bank. The document must be notarized and on file before the process for visas and passport can proceed.

Degree Requirements

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

The Traditional Plan requires completion of core courses (12 credit hours) and four courses in the specialization (12 credit hours). The core courses are EDU 6304, EDU 6305, EDU 6315 and EDU 6322. The specialization courses include:

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2. An official transcript of academic work in higher education that reflects adequate subject preparation, including an academic major or teaching field

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

Admission and Degree Requirements

Contact the Meadows School of the Arts.

C ac \ f a

Doctor of Philosophy in Education

PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/EducationPhD

Master of Bilingual Education

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

Master of Education

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

Master of Education With Certification

PO Box 750381
Dallas TX 75725-0381
214-768-2346
smu.edu/MasterEdCert

Master of Music in Music Education

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

GRADUATE TEACHER CERTIFICATION PROGRAMS

Post-Baccalaureate Teacher Certification

Through the Teacher Preparation office, -27()73(P7)-4(1(r)-10(a)-4(t10)-9(ac)-26(a)3-22

Certification Requirements. Candidates must either complete a major in one of the certification fields or complete an approved program of 48 term hours for a composite in social studies. The social studies composite coursework must include economics, (s)4(wf(e)-16(c)3)-39(t32(r)-10(a)-26(m)-11)-3(s)(u)-6f(e)-16(c)3id

5. Three letters of recommendation, including one from a principal or direct supervisor.
6. A passing score on a language proficiency assessment.
7. A \$75 nonrefundable application fee payable to SMU.
8. An interview with a Bilingual Education Program administrator.

Certification Requirements. Candidates must complete the following courses: EDU 6320, EDU 6321, EDU 6339 and EDU 6312. Upon completion of coursework,

4. A copy of the applicant's service record. (Some programs require specific numbers of years of experience.)
5. Three letters of recommendation, including one from a principal or direct supervisor.
6. A \$75 nonrefundable application fee payable to SMU.

Certification Requirements. Students must pass the Texas Examination of Educator Standards exam in order to be certified.

Learning Therapy Certificate

SMU's Learning Therapy program is a 24-hour professional certificate program for individuals interested in working with children or adults who have dyslexia or related written-language learning disorders. Program participants are trained in the structures of written English, multisensory teaching methods and sequential procedures for teaching written-language skills and learning strategies. The pro-

Master Teacher Programs

The state of Texas, through the State Board of Teacher 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 State Board of Educator Certification, not by the University, and is based on the University's recommendation and a satisfactory score on the respective master teacher Texas Examinations of Educator Standards.

Universities offering these programs must be approved by SBEC and must have programs aligned with the competencies tested on the various certification examinations. In keeping with the e o(t)-22(h(h)1(e)5()5(r)-3(es)7(p)-10(e)-11(c)4()U1o9es)7e e1-11er

5. Three letters of recommendation, including one from a principal and/or another direct supervisor.
6. An interview with program faculty.*
7. A \$75 nonrefundable application fee payable to SMU.

*

Master Mathematics Teacher Certification

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

Master Reading Teacher Certification

PO Box 750381
Dallas TX 75275-0381
214-768-2346

CLIENT SERVICES

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

The Learning Therapy program administers the Diagnostic Center for Dyslexia and Related Disorders, which was established in response to a community need for assessment services. The center provides a variety of services to students, faculty, and staff. The center is located in the Learning Therapy Center, Room 100, on the campus of Southern Methodist University. The center is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. The center is closed on weekends and holidays. The center is a member of the International Dyslexia Association (IDA) and the International Reading Association (IRA). The center is also a member of the National Center for Learning Disabilities (NCLD) and the National Center for Learning Disabilities (NCLD). The center is a member of the National Center for Learning Disabilities (NCLD) and the National Center for Learning Disabilities (NCLD).

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

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

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

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

EDU 5331. Content Area Studies for Elementary School. This course is an exploration of science, social studies, art, music, drama and physical education content for early childhood through 6th grade students and effective teaching strategies for each content area.

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

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

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

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

EDU 6105. Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond. This course presents an in-depth outline of steps for early identification of dyslexic students. This identification involves more than administering a battery of tests. A team approach, invoenT6(e)-3(m)-3(o)-79(w-14(c2r)-36(n.)-8(9ky(i)-3)(n)-3(1 -1.1 Td(t)-3m)20(oaj)2814(a)-

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

EDU 6116. Topics in Learning Therapy (Procedures and Measures for Assessing Students for Dyslexia). This course serves as a guide for developing a referral, assessment and placement process for identifying the student with dyslexia. Time is devoted to analyz-

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

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

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

REQUIRED NON-EDU COURSES

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

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

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

PSYC 6106/EDU 6134. Cognition. This course emphasizes learning styles and processes, as well as organizational patterns and cognitive development of the dyslexic student. Study skills and learning strategies used in the classroom and clinical practice are surveyed.

PSYC 6283. Seminar/Practicum Curriculum Issues. This course is a continuation and completion of instruction in advanced levels of curriculum. Students acquire more sophisticated therapy techniques, including transition and closure. Record keeping and student progress measurements are reviewed, and professional dyslexia-related organizations are discussed.

PSYC 6331. Survey: Learning Strategies. This course emphasizes learning styles and processes, as well as organizational patterns and cognitive development of the dyslexic student. Study skills and learning strategies used in the classroom and clinical practice are surveyed.

PSYC 6354. Psychological Testing and Assessment. This course is designed to assist the learning therapist in interpreting diagnostic reports and in administering brief screening instruments.

Distinguished Professor G. Reid Lyon, Department Chair

Professor: David J. Chard. Associate Professor: Leanne Ketterlin Geller. Senior Lecturer: Lee Alvoid. Lecturer: Gail Hartin.

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

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

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

To this end, the program will have the following unique features: a comprehensive academic leadership component that comprises five courses focused on the core domains of instruction (including mathematics, literacy, science, social studies and world languages) as well as special programs such as fine arts and special education, field-based projects (internship experiences) integrated throughout the program, projects that mirror the cycle of a typical school year, a quarter system that enables students to complete the M.Ed. program in one calendar year as part of a cohort, and attention given to ensuring that all graduates have the knowledge and skills to evaluate the effectiveness of their leadership on the schools in which they serve.

Program Structure

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

EDUCATIONAL LEADERSHIP COURSES

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

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

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

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

EDU 6243. Field Studies 1. (two hours) Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects will be part of a summative portfolio assessment.

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

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

EDU 6246. Academic Leadership: Mathematics and Science. (two hours) This course addresses trends and issues impacting 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. (two hours) Field studies courses include internship activities directly aligned to the coursework in each module of the program. Field studies projects will be part of a summative portfolio assessment.

EDU 6248. Academic Leadership: World Languages and Social Sciences. (two hours) This course addresses trends and issues impacting instructional programs in world languages and so s s 5()29(s)-10(i)3(c)27()-16(L)2(e)5(a)2(da.)108(5()9(p)-9(i)-1(c)-8(s))JT*)108(5()-9(c)5(1)2

EDU 6254. Teacher Effectiveness: Student Services.

Anthony Picchioni, Department Chair

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

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

MASTER OF ARTS IN DISPUTE RESOLUTION

Gary Robinson, Director

During the spring of 2006, SMU became the first university in the Southwest to offer an interdisciplinary Master's degree in dispute resolution. The degree emphasizes the development of skills vital to the resolution of disputes in business, domestic, education, publstM5(o)-11(o)53(l)-21(6(e)-132(o)10(f)a2-4(t)-18(2(o)1t35(y R)1

70 Annette Caldwell Simmons School of Education and Human Development

HDDR 6303. Mediation and Dispute Resolution.

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 6316. Decision Theory. All dispute resolution involves decisions; in fact, it could be argued that decision theory is the science underlying dispute resolution. This course focuses on the theory behind how decisions are made and the information conflict-management professionals need in order to assist others in making decisions.

HDDR 6317. Online Dispute Resolution. Due to challenges of costs, speed and jurisdiction,

specialty. Finally, students are introduced to tools and techniques they can use to help leaders quickly adapt to new work environments. Developmental coaching focuses on preparing leaders to take on broader organizational assignments. Students explore the unique challenges faced by developmental coaches and by those who coach “fast-track“ or high-potential leaders. Students also learn how to integrate development coaching into the sponsoring organization’s internal development efforts. Finally, they discover how the coaching goal setting process and supporting coaching interventions can be adapted to improve the success -10(2)-25(-)-5

HDCN 6387 Family Mediation

HDCN 6391 Selected Topics: Counseling

HDCN 6392 Selected Topics: Marriage and Family

HDCN 6393 Selected Topics: School Counseling

Admission Requirements. Program applicants must submit the following:

1. A baccalaureate degree from an accredited institution of higher education.
2. Official undergraduate transcripts from all institutions of higher education previously attended.
3. Three letters of recommendation.
4. A 250-word essay explaining why the applicant wants to study counseling.
5. A minimum undergraduate GPA of 3.0 (on a 4.0 scale). If the GPA is lower than 3.0, the applicant must submit an acceptable GRE (Graduate Record Examinations) score (preferably 1100 or greater).
6. Students applying to the Master's program must attend a short personal interview.

Degree Requirements. The Master of Science in counseling degree requires the completion of 60 credit hours (20 courses plus written and comprehensive exams.) A full-time student with a flexible schedule can complete the program in two-and-one-half to three years. Courses are delivered on a modified quarter system. For specific requirements for LPC, LMFT and school counselor tracks, visit the website at smu.edu/mastercounseling.

CLIENT SERVICES

Center for Family Counseling

smu.edu/FamilyCounseling

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

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

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

COUNSELING COURSES

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

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

HDCN 6302. Counseling Methods: Individual. This course covers the major methods used in counseling individuals with a focus on their effectiveness and applicability to different individual needs. It also discusses in detail the relationship between specific theories and their counseling applications. It uses case study approaches combined with counseling

practices to demonstrate developing strategies working with individuals. It emphasizes

topical issues with class assignments, class discussions and role-plays. The instructor bases evaluation on several factors, including strengths and deficits in intrapersonal and interpersonal counseling skills as demonstrated in role-play and/or written assignments. The course places a special emphasis on the axiom "Know thyself."

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

HDCN 6313. Family of Origin. This course provides an in-depth study of the principles of Bowen systems theory, as well as related issues in family systems therapy. It places a strong emphasis on theory, on viewing the family as an emotional unit, on understanding the individual client as a continuing presence in his or her family of origin and on strategies for applying this knowledge in a clinical setting. D474-91(t) u

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HDCN 6330. Psychopathology: Adult.

David Chard, Dean and Chair

MASTER OF LIBERAL STUDIES

Michele Mrak, Director

Liberal Studies Academic Council, 2009–2010 Associate Professors: Melissa Barden-Dowling (history), William G. Barnard (religious studies), John Lewis (English), Dennis

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a Bachelor's degree (or equivalent) from an accredited college or university. An official transcript from the school that awarded the degree is required along with a completed application form, application fee, critical analysis essay and two letters of recommendation (preferably one academic and one professional). Personal interviews and resumes are recommended but not required.

Applications will be considered for the fall, summer and spring terms. Applications for MLS admission must be completed and on file in the MLS office at least two weeks before the beginning of the term. A student must receive official acceptance into the program before enrolling in classes. In some cases, a provisional acceptance may be tendered for one term while awaiting the arrival of an official transcript or in other situations in which it is deemed appropriate by the director of the program and/or the dean of the Annette Caldwell Simmons Sch10(a)-3(ro)10(f)--em a

In addition to a “self-designed” concentration, the curricular concentrations available in fall 2009 are: the humanities, the arts and cultural traditions, global studies, peace and social justice, and gender studies. Curricular concentrations that will be available beginning in fall 2011 are: organizational dynamics; communication, media and technology; and environmental sustainability.

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

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

The course must have been taken within the past six years.

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

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

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

Certificate of Advanced Graduate Study

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

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

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

A core curriculum of 15 credit hours drawn from:

1. The MLS course offerings.
- 2.

degree in the arts/fine arts, humanities or social sciences, with a GPA of 3.5. The completed application for admission must be accompanied by:

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

Liberal Studies Courses

B e a u t y A n d S c i e n c e

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

(1 credit)

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

Freud's "The Psychology of the Unconscious,"

coping with and treating illness are discussed.

BHSC 6324. Language, Culture and Beliefs. All 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 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. This course analyzes nonverbal communication's role in structuring experiences and in shaping interactions with and understanding of others. Topics include the effects of space, time, body movements, environment, objects and voice quality on human communication. Persuasive communication ideas and issues are discussed – including modern mass media, classical foundations of persuasive communication theories and the ethics of persuasion.

BHSC 6363. The Immigrant Experience. This course provides an interdisciplinary approach to immigration in the United States. It explores the historical, ethical, social, cultural, legal and political dimensions of the immigrant experience as well as America's ambivalent and changing attitudes toward the immigrant. It begins with an examination of the peopling of America before the Civil War and concludes with discussion and analysis of current waves of immigration. Questions addressed include the causes of migration, the growth of ethnic communities, the role of women, bilingual education, illegal immigration and America as a multicultural society.

BHSC 6371. Cognition: How We Think and Learn From Infancy to Aging. This exploration of the mind is divided into three parts: cognitive development, memory and aging. The

ability to “see” and “read” visual objects and built spaces as artworks and works of architecture. *FNAR 6101*, *FNAR 6201*,

FNAR 6201, *FNAR 6101*

FNAR 6301. Action! The Practice of Dramatic Writing. Students participate in a hands-on writing course that focuses on basic requirements for dramatic writing (film, theater and solo performance): action, dialogue and narrative. Geared for both beginners and people already writing screenplays or plays, students will learn through a series of in-class exercises and homework writing assignments how to both “start from scratch” or rewrite a work in progress. Scenes from classic plays will be studied and emulated.

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

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

FNAR 6311. Etruscan Art and Archaeology. This course surveys the art and society of the Etruscans and other peoples of ancient Italy from the beginning of the

attend live productions and view filmed plays from female theater artists as available; in-class visits from local or national female artists are arranged when possible.

FNAR 6319. Theater Live and Local: A Performance Seminar. This course provides a study

FNAR 6342. Conservation and Preservation: Etruscan Archaeology in Italy. (3 credits)

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 will be 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). They will also read and discuss *Non-Dual* by Eckart Tolle and a handout of short readings on the role of various pertinent spiritual practices. In addition, they will have time to reflect and journal on a daily basis about their experiences.

Non-Dual by Eckart Tolle
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HUMN 6205, 6105. Women and the Southwest.

ways in which humans try to understand themselves and the world around them. They study what it means to be human including a consideration of the nature of products of human activity and the world in which humans find themselves. They also take a close look at the human condition and human creations such as social institutions, art and literature, and science.

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

HUMN 6318. Americans in Paris: The Lives and Literature of the "Lost" Generation.

HUMN 6325. Women in Modern Literature and Film. The course examines the representation of women in modern literature and film from the turn of the century to the present. The

including the attitude of Jesus toward the temple, law and prayer. The course considers recent scholarship from the Jesus Seminar and the search for the historical Jesus, as well as how these considerations impact the contemporary view of Jesus and spirituality.

HUMN 6344. The Kabbalah and Jewish Mystical Tradition. This is a historical overview of the Jewish mystical tradition, commonly known as the Kabbalah, from its inception in the biblical times (or, more precisely, in the period when the Bible was written) until the end of the 18th century. By reading and discussing the primary texts that have been most influential in shaping this tradition, the course examines how the esoteric experiences and otherworldly journeys of the mystics reflected the condition and needs of the Jewish community, helping it to sustain its identity and to affirm, develop and hone its beliefs and practices. Unraveling the highly symbolic, metaphoric and allusive language of the mystical literary

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

HUMN 6389. Voices Riding the Waves. Students get a close-up, in-depth view into living writers' influences, methods and habits of working through contextual readings and anecdotes that illuminate the authors' source material. They will read several books by past, present and future Writers Studio authors who have appeared or will appear in Dallas.

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

HUMN 6391. Classic Texts Seminar (3). Students explore three classic texts in one course. This course focuses on close readings of *Moby-Dick*, *Anna Karenina*, *Moby-Dick*, and *Bleak House*. Students reap benefits from three great authors and a fabulous team of instructors – all in one course.

HUMN 6393. Poetry Writing Workshop. This course is a studio/seminar course in the craft of poetry writing, offering constructive criticism and discussion of student poetry along with technical, theoretical and aesthetic issues concerning contemporary poetry writing and the creative process.

HUMN 6394. The Craft of Poetry. This course is a poetry writing workshop that is designed to familiarize students, through close reading and imitation exercises, with a wide variety of 20th century American poetry techniques, movements and theories, and with the origins and evolution of the particular character of American poetry.

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

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

HUMN 6397. Troubled Youth: Educating the Young in America. Through fiction, nonfiction and film, this course examines the paired “problems” of adolescence and education from historical and contemporary American perspectives. Students expand their understanding of contemporary issues in adolescent development and education by grounding current concerns in historical perspective.

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villages, Southern plantations and New England towns and the interaction between them. The course shows how America was a “new world” for all three groups, though in different ways for each.

SOSC 6323. History of Schools and Education in American Society. This course focuses on the evolution of schools in American society. Students use an interdisciplinary approach to explore schools from colonial America to the present. The focus is on the study of relationships and tensions between children, families and schools and between social and political ideals and the realities of mass education.

SOSC 6327. American Citizenship. This seminar weaves together the disciplines of history, law and political science to confront the problems of American citizenship in the past, present and future. It is a lecture course.

SOSC 6329. The American Presidency. The course examines issues concerning the “modern” or post-war presidency, an institution at the center of the political system that is fascinating, perplexing and in many senses paradoxical. This study exposes students to a variety of perspectives and methods that can be employed to analyze the institution, the decisions of its occupants and the effectiveness of specific presidential administrations.

SOSC 6330. Politics and Film. Designed to use film as a vehicle for enhancing students’

SOSC 6353. Women in U.S. History. Students survey the history of women in the United States from the Colonial era to the present. They explore the diverse experiences of women in the past, including those of Native-American women, African-American women, female immigrants, women workers, girls, wives, mothers, reformers and feminists. They examine the changes and continuities over time in women's roles, status, private and public experiences, and sense of self and identity. They pay careful attention to the ways in which gender – as a conceptual category and a system of power relations – shaped and was shaped by larger currents of social, economic, cultural, intellectual and political change during the course of U.S. history.

SOSC 6355. America Enraged: From Integration to Watergate. The 20-year era spanning 1954 to 1974 was tumultuous, exalting and foreboding – and bewildering as well. A nation that had prided itself on political stability found its political system no longer equal to meeting the demands for change. A nation that had taken for granted a collective commitment to public order suddenly was stunned by the fragility of its institutions and the assault upon the values professed by the society. In this era Americans for the first time took to the streets by the thousands, sometimes by the tens of thousands, to resolve disputes once left to the established governmental processes.

SOSC 6356. Civil Rights: The Unfinished Revolution. This course that involves a week off-campus will focus upon the history and politics of the movement that destroyed the system of racial segregation, dissolved barriers to political participation by African Americans and influenced the culture and politics of the United States. The course combines readings and classroom discussion with an extended

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Associate Professor Peter Gifford, Chair

Associate Professors: Peter Gifford, Lynn Romejko Jacobs, Peter Weyand. **Lecturers:** Birdie Barr, David Bertrand, Piotr Chelstowski, Brian Fennig, Donna Gober, Anne Weil, Vicki Wood. **Specialists:** Carol Clyde, Randal Diercoff, Ted Gellert, Mandy Golman, Gloria Hook, Bryan Robbins, Rhonda Trietsch, Arthur Zwolski.

The Department of Applied Physiology and Wellness offers the Choices for Living courses that are part of the undergraduate General Education curriculum; in addition, the department proposes to offer a Bachelor's degree in applied physiology and sports management that will begin in fall 2009.

The department's offerings are grounded in the belief that a well-rounded educa-

Peter G. Weyand, A. B., A. M., B. S., B. A., B. S. W.,
 Ph.D., Georgia
 Vicki Wood, L. M., M.A., Amberton
 Terri Sue Zerfas, L. M., Ed.D., Ph.D., Texas A&M (Commerce)

PROGRAM DIRECTORS

Amy Heitzman, M.A., M.Ed., B. S., D. S., C. S.,
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 Marilyn Swanson, M.Ed., D. S., G. S., I. S.,
 Karen Vickery, Ed.D., D. S., L. S.,

- d. The requirements for return of Title IV grant or loan assistance.
- e.

