



Student Handbook

**Master's Degree Programs in Education
Academic Year 2015-2016**

Master of Education
Master of Education in Reading and Writing
Master of Education with Certification
Master of Bilingual Education
Master of Education in Special Education

Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

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Welcome

Welcome to the Master's Degree Programs in Education at Southern Methodist University. Our programs offer many different courses that support the growth and development of educators. We believe that your experience in our program will positively influence your success as a professional educator.

Sincerely,

Master's Degree Programs Committee
The Department of Teaching and Learning
Annette Caldwell Simmons School of Education and Human Development

Paige Ware, Ph.D., Department Chair and Professor

Ann Batenburg, Ph.D., Committee Chair and Director of Master's Degree Programs

About this Handbook

This handbook is a comprehensive guide to the policies, procedures, and requirements for obtaining a Master's Degree in Education at SMU. Please take time to familiarize yourself with the handbook, as it contains information that will be of importance to you throughout your program. At the end of the handbook, you will find a form to sign indicating that you have read the information provided here. When you have read the handbook and signed this form, please return the form to your adviser in the Department of Teaching and Learning.

This handbook is for the Academic Year 2015-2016. We will make every effort to provide you further details about program requirements. In addition, updates to the requirements will be posted on the appropriate programmatic website and in Handbook Addenda, which will be available in the advisers' office.

Although this handbook provides a complete guide to our program, as a graduate student at SMU you must also comply with the general policies and procedures of the University, as well as with those of the Office of Research and Graduate Studies. Further information about graduate student policies and procedures is available online at <http://www.smu.edu/registrar> and <http://www.smu.edu/graduate>. It is your responsibility to review this information.

Feel free to contact us with questions about this handbook. To make suggestions for improvement, please call 214-768-2346 or email teacher@smu.edu.

Each degree program has a specific program plan, or recommended order in which the courses should be taken. Degree requirements are listed in this handbook, but always consult with your adviser before starting coursework in order to set up your personal degree plan.

VISION SUMMARY STATEMENT

Preparing Educators who are Scholars and Leaders

MISSION

The Simmons School Department of Teaching and Learning shapes scholars and leaders who are committed to developing the strengths and meeting the needs of all learners through high-quality practice and research.

CONCEPTUAL FRAMEWORK

The Department of Teaching and Learning includes educators dedicated to ongoing, rigorous scholarship across a variety of disciplines. Our faculty is committed to educating undergraduate and graduate students to become 21st century scholars and leaders. Our teaching and research are grounded in multiple perspectives that encompass behaviorist, cognitive, social-constructivist, and sociocultural approaches to scholarship. We prepare educators who are:

1. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, model collaboration, and leverage new technologies in their professional interactions. Through classroom-based, field-based, and technology-rich learning experiences, undergraduate students develop and refine the positive attitudes and dispositions that characterize educational leaders. Graduate students continue the journey of lifelong learning through global awareness, reflective, and evidence-based practice and informed implementation of innovation.
2. **Educators Committed to High-Quality Practice.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest scholarship to guide their classroom practices and instructional design. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize creative instruction, innovative technologies, and personalized feedback.
3. **Leaders in Translating Research into Practice.** Undergraduate students implement teaching strategies that have been proven to be effective, and become leaders in the schools where they teach. Master's students become critical consumers of research and will lead their colleagues in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research to expand scientific knowledge and disseminate research findings.
4. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners and understand the range of learning experiences and assessments available to help them differentiate for all students in the new digital age. Students adapt their educational methods to meet the needs of all students across sociocultural variations: linguistic, developmental, cognitive, ethnic, gender, and socio-economic status. They are committed to creating a variety of creative learning environments to address the full range of human potential and human development.

Master of Education (M.Ed.)

The M.Ed. degree program has 3 components that comprise the 36-hour degree.

1) Core Courses (12 credit hours)

EDU 6322 Educational & Behavioral Psychology*
EDU 6304 Interpreting Educational Research*
EDU 6315 Diverse Learners
EDU 6305 Differentiated Instruction

*6322 and 6304 should be taken within the first two semesters of study.

2) Major Specialization Area (12 credit hours)

Specialization options include the following and are described later in the handbook:

Bilingual Education
English as Second Language
Gifted and Talented Education
STEM

Math Specialization
Reading Specialization
Special Education

3) Second Specialization or EDU Electives (12 credit hours)

Students may choose to take a second specialization or 12 hours of electives. Electives may be selected from the specialization areas or other EDU courses at the 6000 level.

In rare circumstances, a student may request approval from the Master's Degree Programs Committee to take an EDU course at the 5000 level (no more than 2 courses) for graduate credit. In the formal request, the student must have a rationale for how this particular course would enhance his/her own teaching.

Electives in the Master of Liberal Studies program may be requested by submitting a formal request to the Master's Degree Programs Committee to use one of these courses as an elective in the M.Ed. program (no more than 2 courses). As with other exceptions to the rule, the student must have a rationale for how this particular MLS course would enhance her or his own teaching.

Elective courses that are not a part of a specialization area are offered occasionally on a semester-by-semester basis.

Specialization: Bilingual Education

Students interested in bilingual preparation take the following four courses:

- EDU 6319 Foundations of Bilingualism and Bilingual Education
- EDU 6321 Bilingualism/Biliteracy
- EDU 6339 Bilingual Content Instruction
- EDU 6312 Applied Linguistics

If possible, EDU 6321 should be taken before EDU 6339.

Specialization: English as Second Language

Students interested in ESL preparation take the following four courses:

- EDU 6312 Applied Linguistics
- EDU 6320 Language Teaching Research
- EDU 6390 Classroom Instruction and Assessment for Language Learners
- EDU 6317 Culture and Community in Education

Any of the ESL courses can be taken as electives.

Specialization: Gifted and Talented Education

Students interested in Gifted and Talented preparation take the following four courses:

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

Students can take courses in any order. Any of the courses can be used as electives.

Specialization: Special Education

Students interested in the Special Education preparation take the following four courses:

- EDU 6356 Foundations of Special Education
- EDU 6357 Assessment for Special Education
- EDU 6359 Collaboration with Families and Colleagues
- EDU 6360 Behavioral Interventions in the Classroom (Master's Project for the Specialization)

Any of the courses can be used as electives.

Specialization: Math

Students interested in the Math specialization take the following four courses:

- EDU 6379* Numerical Reasoning: Numbers and Operations
- EDU 6380 Algebraic Reasoning and Patterns
- EDU 6381 Geometry and Measurement
- EDU 6382 Everyday Mathematics: Probability and Statistics

*EDU6379 is prerequisite or corequisite for all other courses in MMT sequence and is offered in fall. In order to register for the Master Math Teacher TExMAT exam, teachers must have initial Texas certification, complete three years of successful teaching, successfully complete all four MMT courses, and pass the SMU MMT Qualifier.

EDU 6379 may be taken as an elective. All of the other MMT courses may be taken as electives as well, provided that 6379 is taken before or at the same time.

Specialization: Reading

Students interested in the Reading specialization take the following six courses:

- EDU 6229 Methods for Teaching Early Reading and Writing
- EDU 6129 Practicum
- EDU 6363 Advanced Literacy Development
- EDU 6142 Advanced Literacy Development Practicum (Required for teachers in grades 3-12; optional for others)
- EDU 6323 Literacy Assessment
- EDU 6311 Literacy Leadership and Consultation

In order to register for the Master Reading Teacher TExMAT exam, teachers must have initial Texas certification, complete three years of successful teaching, successfully complete all six MRT courses, and receive a passing score on the SMU MRT Qualifier.

M.Ed. students may take EDU 6229/6129 and EDU 6323 as electives.

Specialization: Science, Technology, Engineering, and Mathematics (STEM)

Students interested in the STEM specialization take the following four courses:

- EDU 6349 The Science of Learning in STEM Education
- EDU 6350 Designing and Making in STEM Education
- EDU 6351* Community-Centered STEM Integration

and

- EDU 6380 Algebraic Reasoning and Patterns **OR****
- EDU 6382 Everyday Mathematics: Probability and Statistics

***Community-Centered STEM Integration must be the final course taken of the 4 courses in the STEM sequence.**

****Students choose to take one of these two courses.**

The Science of Learning in STEM Education and Designing and Making in STEM Education may be taken as electives.

Master of Education in Reading and Writing (M.Ed. RW)

The **Master of Education in Reading and Writing** program at Southern Methodist University is uniquely designed to prepare teachers for leadership in the implementation of the multi-tiered model of reading instruction currently being put into effect in schools in Texas and across the country. Our program specifically prepares teachers to implement this model based on the most recent scientific evidence and best practice. When the entire program is completed, teachers will have earned a master's degree in education and be eligible to sit for the Texas Reading Specialist exam* and the International Multisensory Structured Language Education Council (IMSLEC) **Teaching Level** exam. Students who are interested in pursuing the Therapist Level should contact the Learning Therapy office for information on additional requirements. Once certified as a Texas Reading Specialist, candidates are qualified to apply for Master Reading Teacher certification without taking an examination.

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

*To qualify for the Reading Specialist TExES, teachers must have initial Texas certification and 3 years of teaching experience (public or private)

Programs of Study

Core Courses (6 hours):

EDU 6304 Interpreting Educational Research (with Educational Psychology)
EDU 6315 Diverse Learners

Reading and Writing for Tiers I and II (18 hours):

EDU 6364 Literacy Acquisition I
EDU 6164 Literacy Acquisition I Practicum
EDU 6367 Literacy Acquisition II
EDU 6167 Literacy Acquisition II Practicum
EDU 6363 Advanced Literacy Development
EDU 6142 Advanced Literacy Development Practicum
EDU 6323 Literacy Assessment*
EDU 6311 Literacy Leadership and Consultation*

*Courses with additional practicum hours.

Reading and Writing for Tier III (12 hours):

Dallas Cohort ONLY:

- EDU 6330 Survey of Dyslexia and Related Disabilities
- EDU 6331 Introductory Course B, Cognitive and Linguistic Structures of Written Language
- EDU 6231 Introductory Course C, Early Language Development
- EDU 6101 Clinical Therapy Practicum 1
- EDU 6332 Advanced Course A, Advanced Cognitive and Linguistic Structures of Written Language, Part I*

*Coursework includes extensive practicum hours.

Houston Cohort ONLY:

- EDU 6342 Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course
- EDU 6343 Literacy Instruction for Students with Dyslexia and Related Disorders: Vocabulary and Reading Comprehension Instruction
- EDU 6344 Literacy Instruction for Students with Dyslexia and Related Disorders: Written Language Instruction
- EDU 6345 Literacy Instruction for Students with Dyslexia and Related Disorders: Advanced Course*

*Courses include extensive practicum hours.

Master of Education in Special Education

The **Master of Education in Special Education** degree program offers a rigorous interdisciplinary curriculum that prepares currently certified and/or experienced teachers to be special educators and teacher leaders for school-aged students with special needs. Through a combination of rigorous coursework and supported school-based field experiences, the program trains students to use evidence-based practices, monitor response to intervention, individualize interventions based on assessed needs, understand special education law and policy, provide positive-behavior support, and collaborate with colleagues and families. The program meets the requirements of the Texas Education Agency for master's level programs through (a) the emphasis on assessment and instruction for students with the most intense instructional needs, (b) leadership in the context of instructional team-designed interventions, and (c) primary reference to research and use of relevant data for instructional and leadership decisions in the context of special education program development and service delivery. Note: Completion of the Master of Education in Special Education will not result in certification. Applicants are advised to consult the Texas Education Agency to understand Texas teacher certification requirements.

Students must complete 36 graduate-level credit hours. Courses will be taught after school hours and in the summer to offer maximum flexibility. The primary instructional format will be conventional face-to-face instructor/student contact, augmented with online delivery of relevant material. The required courses cover foundations of special education, diverse learners, assessment for special educators, academic and behavioral interventions, and will include three supervised field experiences conducted in students' school settings. The Applied Research in Special Education course involves an action research study that will be used as the Master's Project. Students progress through this program in a cohort model, so courses are only offered once each year in cycle determined by the department. Please check the website for current course offerings.

Year I

- EDU 6364 Literacy Acquisition I
- EDU 6164 Literacy Acquisition Practicum
- EDU 6304 Interpreting Educational Research
- EDU 6356 Foundations of Special Education
- EDU 6315 Diverse Learners
- EDU 6357 Assessment for Special Educators
- EDU 6358 Instructional Interventions for Math
- EDU 6359 Collaboration with Families and Colleagues

Year II

- EDU 6360 Behavioral Interventions in the Classroom
- EDU 6367 Literacy Acquisition II
- EDU 6167 Literacy Acquisition II Practicum*
- EDU 6363 Advanced Literacy Development
- EDU 6142 Advanced Literacy Development Practicum*
- EDU 6361 Applied Research in Special Education (Master's Project)**
- EDU 6146 Applied Research in Special Education (Practicum)**

*Students choose to take EDU 6167 (for Grades K-2) or EDU 6142 (for Grades 3-12)

**Courses taken in final semester.

Master of Education with Certification (M.Ed. with Cert)

SMU's **Master of Education with Certification** program is tailor-made for the individual who would like to teach and already has a bachelor's degree, but does not have the appropriate certification credentials. This program allows students to pursue a graduate degree and a teaching credential simultaneously. The program can be an excellent choice for someone who is interested in making a career change to teaching or for someone who is ready to resume a career after being at home with children and would like that career to involve young people.

The Master of Education with Certification program allows the individual with a baccalaureate degree to earn a master's degree while completing teacher certification preparation requirements in Early Childhood - Grade 6 (EC-6), Middle School (4-8), or High School (7-12). A few certifications are for all grade levels. Students who seek EC-6 or Middle School certification must have completed 24 credit hours of general content comprised equally of English, math, science, and social studies coursework. Students who seek high school, or all level (EC-12) certification must have at least 24 credit hours in a discipline that is certified by the state of Texas. For additional requirements see the school website.

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Prospective/MastersDegrees/MEdCert>

In the M.Ed. with Certification graduate programs, participants enter as a cohort and progress through the program in a structured manner. Learning and working in a cohort builds on shared knowledge and experiences and develops a supportive peer group. The basic program consists of 36 hours of coursework (including student teaching or internship). The program is selective and intense, offering well-qualified and motivated individuals the opportunity to telescope master's level courses and basic educator preparation. Individuals who seek employment as teachers will have strong credentials with both a master's degree and a teaching certificate. In many cases, these qualifications will give applicants an advantage as they seek employment. Successful student teachers will graduate in December. Interns, on the other hand, are required by the state to be supervised for a full academic year, so interns typically graduate in May. Advisers will provide an orientation and information about certification testing required by the state.

M.Ed. with Certification coursework is listed on the following pages.

EC - 6 Certification (Early Childhood - Grade 6)

Master of Education with Certification EC-6

Degree Plan

Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

Name: _____ SMU ID _____

Daytime Phone _____ Evening Phone _____ Beginning Date _____

Applied for Diploma _____ Graduation _____ Walk _____

EC-6 Certification Level:

1st Term	Semester	Section/Class #	Grade
1. EDU 6322 Educational & Behavioral Psychology (SM1)	SM2015		
2. EDU 6315 Diverse Learners (SM2)	SM2015		
3. EDU 6304 Interpreting Educational Research (SM3)	SM2015		
2nd Term	Semester	Section/Class #	Grade
1. EDU 5121 Field Experience I	FL 2015		
2. EDU 6326 Content Area Studies	FL 2015		
3. EDU 6129 Literacy Tutoring Practicum	FL 2015		
4. EDU 6229 Learning to Read and Write	FL 2015		
3rd Term	Semester	Section/Class #	Grade
1. EDU 5122 Field Experience II	SP2016		
2. EDU 5123 Field Experience III	SP2016		
2. EDU 6336 Reading and Writing to Learn	SP2016		
3. EDU 6329 EC-6 Math	SP2016		
4th Term	Semester	Section/Class #	Grade
1. EDU 6302 Design & Assessment of Learning for Differentiated Instruction (SM1)	SM2016		
2. EDU 6303 Learning Environment & Professionalism (SM1)	SM2016		
5th Term (Pick one)	Semester	Section/Class #	Grade
EDU 5363 and 5364 Student Teaching Master Project	FL2016		
EDU 5385 Internship and EDU 8049	FL2015		
EDU 5386 Internship and EDU 8049	SP 2016		

SMU Content Qualifier Passed: _____

SMU PPR Qualifier Passed: _____

TEExES Content Test Passed: _____

TEExES PPR Test Passed: _____

Signature of MEd with Cert. Adviser/Date

Signature of MEd with Cert. Student/Date

EDU 6322 Educational and Behavioral Psychology
EDU 6329 EC-6 Math
EDU 6304 Interpreting Educational Research
EDU 5121 Field Experience I *
EDU 6129 Practicum for Teaching Early Reading and Writing
EDU 6315 Diverse Learners
EDU 6229 Methods for Teaching Early Reading and Writing
EDU 6336 Reading and Writing to Learn
EDU 6326 Content Area Studies
EDU 5123 Field Experience III
EDU 5122 Field Experience II *
EDU 6303 Learning Environment & Professionalism
EDU 6302 Design and Assessment of Learning in Differentiated Classrooms
EDU 5363/5364 Student Teaching *or*
EDU 5385/5386 Internship I and II

* If you are currently employed as a non-certified teacher in an accredited school, your field experience program might be different. Please call 214-768-2346 to schedule an appointment to meet with an adviser.

Middle School / High School Certification

Master of Education with Certification Secondary *Degree Plan*

Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

Name: _____ SMU ID _____

Daytime Phone _____ Evening Phone _____ Beginning Date _____

Applied for Diploma _____ Graduation _____ Walk _____

Teaching Field and Certification Level: _____

1st Term	Semester	Section/Class #	Grade
1. EDU 6322 Educational & Behavioral Psychology (SM1)	SM		
2. EDU 6315 Diverse Learners (SM2)	SM		
3. EDU 6304 Interpreting Educational Research (SM3)	SM		
2nd Term	Semester	Section/Class #	Grade
1. EDU 5124 Field Experience I	FL		
2. EDU 5125 Field Experience II	FL		
3. EDU6348 Foundations for ESL Instruction	FL		
4. EDU 6324 Content Methods	FL		
3rd Term	Semester	Section/Class #	Grade
1. EDU 5126 Field Experience III	SP		
2. EDU 6328 Strategic Teaching	SP		
3. EDU 6366 Reading and Writing in the Content Areas	SP		
4th Term	Semester	Section/Class #	Grade
1. EDU 6302 Design & Assessment of Learning for Differentiated Instruction	SM		
2. EDU 6303 Learning Environment & Professionalism	SM		
5th Term (Pick one)	Semester	Section/Class #	Grade
EDU 5333/5374 Student Teaching Master Project	FL		
EDU 5375 Internship	FL		
EDU 5376 Internship	SP		
EDU 8049	FL		
EDU 8049	SP		

TEExES Content Test Passed: _____

TEExES PPR Test Passed: _____

Signature of MED with Cert. Adviser/Date

Signature of MED with Cert. Student/Date

EDU 6322 Educational and Behavioral Psychology
EDU 6348 ESL for Secondary Teachers
EDU 6304 Interpreting Educational Research
EDU 5124 Field Experience I
EDU 5125 Field Experience II*
EDU 6315 Diverse Learners
EDU 6328 Strategic Teaching
EDU 6366 Reading and Writing in the Content Areas
EDU 6324 Content Methods
EDU 5126 Field Experience III*
EDU 6303 Learning Environment & Professionalism
EDU 6302 Design & Assessment of Learning
EDU 5373/5374 Student Teaching *or*
EDU 5375/5376 Internship I and II

*If you are currently employed as a non-certified teacher in an accredited school, your field experience program might be different. Please call 214-768-2346 to schedule an appointment to meet with an adviser.

Master of Bilingual Education (M.B.E.)

The Master of Bilingual Education is a multi-disciplinary program with a strong foundation in the most recent research on how bilingual children learn. The program works closely with districts and community organizations that target the learning needs and the well-being of bilingual learners, particularly bilingual learners who are of Hispanic origin. Although the majority of students in the program are certified bilingual teachers fluent in Spanish and English, pre-service teachers who are bilingual are also encouraged to apply. Recognizing that the demand for qualified Spanish bilingual teachers is very high, and that changes in the demographic population in the country require future teachers to have a strong research-based foundation in pedagogical and content knowledge, as well as a deeper understanding of the diversity of the Hispanic community, the program offers courses in biliteracy, bilingual content instruction, linguistics, multicultural education, bilingual special education and bilingual talented and gifted. The program has a history of preparing highly qualified master teachers, many of whom have become advocates of bilingual students in their schools, districts, and communities.

Students admitted to the MBE must complete 36 graduate-level credit hours in one of three plans--the ESL Plan, the Gifted & Talented Focus Plan, or the Special Education Plan. Below we list the courses students need to take based on their interests. The core courses help participants refine pedagogical skills needed in interpreting research, and in differentiating instruction for students with different ability levels.

The specialization courses provide the pedagogical and content knowledge required to teach in a Spanish-English bilingual setting. Three of the courses (i.e., EDU, 6319, 6321, and 6339) will be taught in Spanish and in English, so fluency in both languages is required. These courses must be taken in sequence to increase their level of expertise.

The electives and additional core and specialization courses expand teacher knowledge in bilingual education disciplines such as culture and community, special education, gifted and talented education, and the history of bilingualism. Note that completion of the Master in Bilingual Education will not result in certification. Applicants are advised to consult the Texas Education Agency to understand Texas teacher certification requirements for bilingual teachers.

Core Courses (12 hours)

EDU 6322 Educational and Behavior Psychology

EDU 6304 Interpreting Educational Research

EDU 6305 Differentiated Instruction

EDU 6315 Diverse Learners**

** EDU 6315 may be replaced by the Graduate Writing Seminar (EDU 6365)

The three specializations of the MBE are: the ESL plan, the Gifted and Talented plan, and the Special Education plan. Course requirements in addition to the above core courses follow.

The M.B.E. ESL Plan

Specialization (15 hours)

- EDU 6312 Applied Linguistics
- EDU 6317 Culture and Community in Education
- EDU 6319 Foundations of Bilingualism and Bilingual Education
- EDU 6321 Bilingualism/Biliteracy
- EDU 6339 Bilingual Content Instruction

Note: These courses (6319, 6321, and 6339) need to be taken in sequence.

ESL (6 hours)

- EDU 6390 Classroom Instruction and Assessment for Language Learners
- EDU 6320 Language Teaching Research, Theory & Practice

Electives (3 hours)

For a list of elective courses contact your adviser.

The M.B.E. Gifted and Talented Plan

Specialization (12 hours)

- EDU 6312 Applied Linguistics
- EDU 6319 Foundations of Bilingualism and Bilingual Education
- EDU 6321 Bilingualism/Biliteracy
- EDU 6339 Bilingual Content Instruction

Note: These courses (6319, 6321, and 6339) need to be taken in sequence.

Gifted and Talented (12 hours)

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

The M.B.E. Special Education Plan

Specialization (12 hours)

- EDU 6312 Applied Linguistics
- EDU 6319 Foundations of Bilingualism and Bilingual Education
- EDU 6321 Bilingualism/Biliteracy
- EDU 6339 Bilingual Content Instruction

Note: These courses (6319, 6321, and 6339) need to be taken in sequence.

Special Education (12 hours)

- EDU 6356 Foundations of Special Education
- EDU 6359 Collaboration with Families and Colleagues
- EDU 6357 Assessments in Special Education
- EDU 6360 Behavioral Interventions in the Classroom

Note: These courses can be taken in any order.

Learning Therapy

Learning Therapy teaches individuals how to remediate dyslexia and related written-language disorders through professional educational therapy. Therapists are trained in the structure of the written language, basic and advanced theory, multisensory teaching methods, curriculum, and sequential procedures for teaching written-language skills and learning strategies. The Therapist Program is a 21-credit hour, two-year course of study and requires 700 hours of clinical teaching experience in direct service to clients. Learning Therapy is accredited by the International Multisensory Structured Language Education Council (IMSLEC) and subscribes to the certification guidelines and standards of professional conduct and code of ethics of the Academic Language Therapy Association (ALTA).

Although many students in these programs are teaching professionals, a wide variety of other educational and professional fields may be appropriate backgrounds for individuals who are interested in learning therapy. Successful applicants must demonstrate a keen interest in learning, a sincere desire to work with individuals with written-language disorders, empathy for others, and high standards of professional practice and conduct.

Courses are taught sequentially, with each course serving as a requisite for enrollment in subsequent courses. A new cohort of students is admitted each summer term. Formal program application is required for admission consideration to all programs, and the annual application deadline for admission is March 15.

Year I

EDU 6330 Survey of Dyslexia and Related Learning Disabilities

EDU 6331 Cognitive and Linguistic Structures of Written Language

EDU 6231 Early Language Development

EDU 6101 Practicum Experience I

One hour elective: See list below.

As well as having successfully passed all first year course work a trainee must also satisfactorily complete Practicum Courses and have a total of 90 clinical teaching hours in order to pursue advanced course work or have permission from the Clinical Teaching Board.

Year II

EDU 6332 Advanced Cognitive and Linguistic Structures of Written Language, Part I

EDU 6333 Advanced Cognitive and Linguistic Structures of Written Language, Part II

EDU 6102 Practicum Experience II

EDU 6233 Advanced Cognitive & Linguistic Structures of Written Language, Part III

EDU 6103 Practicum Experience III

One hour elective: See list below.

Elective courses from which to choose:

- EDU 6105/Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten and Beyond
- EDU 6109/WorkSmart
- EDU 6110/Automaticity and Rate
- EDU 6115/Early Language Development: Phonological Awareness
- EDU 6116/Procedures & Measures for Assessing Students for Dyslexia

- EDU 6118/Characteristics of Dyslexia
- EDU 6134/Survey of Learning Strategies, Study Skills

Advanced Studies for Instructor Level Training

This program is open to individuals who hold a Master's or higher degree from an accredited college or university and have completed Multisensory Structured Language Education (MSLE) training.

ICALP – Prospective students must have been a CALP and a member of ALTA for a minimum of one (1) year, and must have taught through a multisensory, structured, sequential, Orton Gillingham-based curriculum at least one (1) time. Additionally, candidates for the ICALP program must have completed a minimum of 600 MSLE teaching hours beyond certification.

QI – Prospective students must have been a CALT and member of ALTA for a minimum of two (2) years, and must have taught through a multisensory, structured, sequential, Orton Gillingham-based curriculum at least three (3) times. Additionally, candidates for the QI program must have completed a minimum of 1400 MSLE teaching hours beyond certification.

Hunt Residency in Teaching Master of Education

The Hunt Residency in Teaching Master of Education, a fifth-year master's program, is a direct master's program designed exclusively for academically strong students receiving a baccalaureate degree with a Teacher Education Minor* with the Simmons School of Education and Human Development from Southern Methodist University. The purpose and goal of the program is to enable undergraduates to further encompass the research-based teaching methods that will broaden their interest and skills as they complete their certification requirements. The normal duration of the program is 12 months, including one normal academic year and one summer.

Upon completing the Hunt in Residency Master of Teaching, students will be highly qualified in their individual teaching fields as well as in English language acquisition and special education. Once initial certification is granted by the State, students will be able to sit for exams to earn additional certifications in these areas. After the residency is completed, the students are required to fulfill a two-year teaching requirement in a high-needs school.

*Note: The Education Minor will change in Fall of 2015 to an Educational Studies Major.

Program Requirements for the Hunt Residency in Teaching Master of Education

Semester	Course Number*	Course Name
Year 1 Summer	EDU6389 (1)	Special Topics:
	EDU 6320 (1)	Language Teaching Research, Theory and Practice
	EDU 6360 (2)	Behavioral Interventions in the Classroom
	EDU 6359 (2)	Collaboration with Families & Colleagues
Year 1 Fall	EDU 5363 or 5373	Student Teaching Residency (Tuesday – Friday)
	EDU 6325	Education the Gifted and Talented Online
	EDU 6356	Foundations in Special Education (Monday evening)
Year 1 Spring	EDU 5364 or 5374	Student Teaching Residency (Tuesday – Friday)
	EDU 6304	Interpreting Educational Research (Monday Day)
	EDU 6357	Assessment for Special Education (Monday evening)
Year 2 Summer	EDU 6390 (1)	Classroom Instruction & Assessment for Language Learners
	EDU 6312 (1)	Applied Linguistics

Master of Education Courses by Core and Specializations
For most current course offerings, consult semester schedule found at

<http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/SemesterSchedules>

<http://www.smu.edu/Simmons/AreasOfStudy/TL/GraduatePrograms>

Degree Requirements

Candidates must complete a minimum of 36 credit hours at the 6000-level; courses which have been used to fulfill an undergraduate requirement will not apply to these 36 hours. All courses toward a graduate degree must have been taken after the awarding of the baccalaureate degree and must have been registered for as graduate credit.

Use of credit earned more than **six years prior** to admission (i.e., transfer credit) must be (1) validated by a professor who teaches in the Department of Teaching and Learning; (2) recommended by program advisers; and (3) approved by the Master's Degree Programs Committee.

Candidates have **six years** to complete the graduate degree. The student must submit a formal request to the Master's Degree Programs Committee for consideration of an exemption to this policy and an extension for completing the master's degree.

Any exceptions to these rules must be recommended by program advisers and approved by the Master's Degree Programs Committee.

Master's Project

The Master's Project is intended to be a culminating experience for our graduate students and be the kind of project that gives back to the educational community in a way that reflects our Conceptual Framework goal of preparing educators who are scholars and leaders in professionalism. All projects should be supported by research, but professors have designed projects specific to each specialty area. The projects will be housed in specific courses *as part of the regular work for that course*.

In other words, the Master's Projects are normal assignments within a course that will also count for this degree requirement. Students may take multiple courses that house the Master's Projects during their course of study. Students will always have to do the assignment in class, whether or not they choose to use it for their Master's Project. If a student chooses to use the designated assignment for the Master's Project, then the student fills out the form that is included at the end of this handbook and turns it in to their adviser.

Master's Projects are housed in the following courses:

- Master of Education with Certification: The student teaching portfolio assignment in EDU 6303 serves as the Master's Project.
- Master of Bilingual Education: See special notes below.
- Master of Education in Special Education: EDU 6361
- Master of Education in Reading and Writing: EDU 6311
- Master of Education: Students will complete a Capstone in one specialty area. Students can combine specialty areas into one project.
 - MMT: EDU 6382
 - MRT: EDU 6311
 - ESL: EDU 6390
 - Bilingual: EDU 6339
 - Special Education: EDU 6360
 - Gifted: EDU 6397 or EDU 6388

- STEM: EDU 6351

A student must complete a Master's Project in order to graduate. Advisers must have the signed form on file before granting permission to apply for graduation. Students who need no more than 6 credit hours to complete their degree during the summer session and have successfully completed their master project can choose to walk in the May graduation ceremony. They should contact their adviser regarding the paperwork.

Determination of satisfactory or unsatisfactory performance is at the discretion of the professor of the course. If a student shows unsatisfactory performance on the Project, then the professor of the course may provide an option to revise the Project to a satisfactory level within the same semester that the course is taken. This project is a normal assignment for the course in which it is undertaken, so a poor grade on the project might affect the course grade. Please see policy on Unsatisfactory Course Grades in this case. Conceivably, the student could fail the project, but still pass the class.

If the student either does not revise the assignment, or still shows unsatisfactory performance after revision, then the student has two options for the Project.

1. The student can appeal to the Director of the Master's Program for a re-grading of the Project. If outside of the Director's area of expertise, then the Director will choose another professor to do the re-grade.
 - a. If the re-grading is successful, then the Project is passed.
 - b. If the re-grading is unsuccessful, then the Project is failed. The student must complete another project.
2. The student can find another professor to supervise a new project before graduation.

Unsatisfactory performance might be due to personal issues that arise during the semester. Please see policy on Grades of Incomplete to see if granting an incomplete might be an option.

Master's Projects for MBE

The faculty in Bilingual Education has created three different options for students for the MBE degree program. They are:

Option 1: Community Service. Students complete a number of community service hours (approximately 20) at a facility that helps immigrants as well as citizens who speak different languages. Part of the project includes interviews, a description of the setting, pictures, if appropriate, and a reflection paper on how this experience influences the education of immigrants. Nancy Montgomery would support students who are interested in this project in terms of students finding places to help and participate in community activities.

Option 2: Development of Lesson Plans. Students plan two consecutive lessons that address the instructional and assessment needs of English language learners taking into account the concepts learned from class lectures, textbooks, and readings. Each lesson is presented in the SIOP Model format or in the district format. It includes content and language standards and objectives, and a detailed sequence of instructional activities. These activities include at least one activity addressing the four language domains (i.e.,

listening, speaking, reading, and writing), at least two strategies addressing the specific needs of ELL students, two forms of formative assessment, and one form of summative assessment. In addition, students write a three or four page narrative reflecting on how students planned their lessons, how they addressed the needs of English language learners, and how they would address the challenges in the implementation of their lesson plan. Karla has used this project in her EDU 5565 course.

Option 3: Independent Study. For this option a member of the MBE/ESL committee would work closely with a student to support them in the completion of their independent study. Criteria to decide whether the project fulfills the MBE requirements TBD within the MBE committee and the T&L faculty. Potential options for individual proposals could be: (1) a literature synthesis on a specific topic related to bilingual education, (2) a research project that addresses the needs of English learners, (3) a project that addresses the needs of ELs schoolwide such as revising the bilingual model in a school, or developing a plan to support struggling English learners. Students interested in this option can contact either Doris Baker or Diego Roman.

Steps to Complete the Capstone Project. MBE faculty will meet with students in the spring semester of Year 1 to discuss with them the options above, and request that they write a 1-page proposal describing their project by the end of the spring term. This proposal would be used to advise students regarding resources, and assign unofficial advisors. Students would then complete their project during the second year of their master's either within a course or as an independent study.

Transfer Credit

Graduate students may transfer a maximum of six (6) graduate credit hours to Southern Methodist University from another graduate school in the U.S. All courses must be regular (i.e., content laden) graduate courses. (For example, student teaching does not count for transfer credit unless the student teaching is part of the SMU Teacher Education Program.) Students must have maintained a "B" (3.0) average on all graduate work previously attempted in addition to satisfying the other admission requirements of the program. Courses submitted for transfer may not have been completed more than six (6) years prior to the semester in which a student begins graduate work at SMU. **Students need to submit a transfer request as soon as they are accepted into the program.** After the first semester, transfer credit is rarely approved.

Internal Transfer Credit

Students entering the Master's Degree program from another institution may normally request to transfer up to 6 credit hours when they apply to and are accepted into any of the Simmons Master's Degree Programs. However, in the following cases of transfer credit requests, up to 18 credit hours may transfer when all of the following criteria are met:

- Students have met all criteria for entry into the Master's Degree Program, including having been accepted into the program by the Master's Admissions committee.
- All proposed transfer credit hours were earned within the SMU Department of Teaching and Learning within the three years prior to the request for transfer.
- Students have obtained a 3.0 or higher in each of the courses.

- All proposed transfer credit hours must correspond directly with courses that are required for the particular degree track to which they are applying. For courses that do not directly correspond to required courses, students may choose to transfer the courses as electives if the degree plan includes elective courses.

Any requests for transfer credit beyond the 6 credit hour limit that do not meet all of the above criteria must be considered by the MPC as special cases.

Time Limits

As stated in the graduate school guidelines in the Simmons School Graduate Catalog, the time limit for the use of credit for a course toward the master's degree is **six years**. This time limit also includes any courses that are transferred into a program of study. Occasionally, there are circumstances under which the Master's Degree Programs Committee will consider a formal request for a waiver to allow a course older than six years to count toward graduation. Students need to explain in detail why they are making this request for a waiver.

Candidates who petition to use course credit transferred into the program that was completed more than six years before admission, or master's programs coursework that was completed more than six years prior to the graduation date must have the course content validated. The student must write a paper about the course, with three parts:

- the content of the course and what was learned, retained;
- how the learning has been applied and continues to be applied, and
- what the student has done to stay current, or update the content learned in that course.

The paper should be submitted to the Chair of the MPC along with the syllabus for that particular course. The Chair will give the petition to a faculty member with expertise in the area for validation. The faculty member's recommendation will be forwarded to the MPC for final action.

Delaying Entrance into Programs

Occasionally an applicant may be accepted into one of the SMU Department of Teaching and Learning Master's Degree Programs, then find he or she cannot begin the program during the semester for which he was accepted. In this case, entrance into the program can be delayed up to one year. If entrance is delayed longer than one year, the applicant must reapply to the program.

Advising

Upon acceptance into the Master programs, students should schedule an individual appointment with the appropriate adviser. To schedule an appointment, call the Department of Teaching and Learning at 214-768-2346. At that time, the student and adviser will create a degree plan that reflects the appropriate courses for the student's program.

Statement of Student Responsibility

Students should ensure that all courses they take are courses that apply to their degree plans. Questions about specific courses or requests to modify degree plans should be taken to program advisers. A grade point average of B (3.0) must be maintained. In direct correlation to this requirement is the student's commitment to turn in assignments on time and to attend all classes throughout the semester. Students must master the use of the American Psychological Association (APA) Publication Manual (2009, 6th edition) for all academic papers.

Because the faculty is dedicated to assisting every student to achieve success, they are available for consultation about assignments and other aspects of the course. The students' responsibility is to maintain communication with faculty and advisers about their progress.

SMU email is the official mode of communication for the University. Students are required to check it regularly for messages from the Department of Teaching and Learning, different departments of the University, and professors.

Tuition bills are no longer sent through the mail. Students can view and pay tuition through *My.SMU*.

It is the student's responsibility to check with the registrar's office concerning the graduation ceremony after they have completed the Application for Candidacy for Graduation with their adviser.

During the final semester, students will complete an Exit Survey to evaluate the program.

Those students needing University recommendation to the Texas Education Agency for certification testing, such as initial, MMT, or MRT, must do so within 6 months after completion of the program. The University will not recommend a student to TEA who has exceeded this timeline. See Certification Officer for details.

Dropping Courses

If dropping a course becomes necessary, students are responsible for dropping their own courses. Discussion about dropping a course with an adviser or professor is not sufficient. If the course is the only one in which the student is enrolled that semester, s/he cannot simply drop the course on *My.SMU*, but must complete a Student Petition for Withdrawal/Cancellation form with an adviser. If a student does not officially drop a course, the professor will assign an F to this student at the time final grades are due. Further, it is the student's responsibility to check the academic calendar (http://smu.edu/registrar/academic_calendar.asp) each semester for deadlines for dropping courses. Please see Simmons Graduate Catalog. <http://www.smu.edu/catalogs>

Continuous Enrollment

Once admitted, students typically maintain continuous enrollment in every fall and spring semester until the degree is conferred. Occasionally, students elect to step out for one semester. At this point, the student is not required to do anything before enrolling in courses. However, the ACCESS program will discontinue a student automatically if he/she does not enroll in

courses two consecutive semesters. If this occurs, the student would need to contact the Department of Teaching and Learning office to request reinstatement. If a student does not enroll in courses for three or more semesters, the student must reapply to the master's program. Please see Simmons Graduate Catalog. <http://www.smu.edu/catalogs>

Unsatisfactory Course Grades

If a student makes a grade below C (defined as 2.0 GPA) in any EDU graduate course, the student must retake that course and earn a B (defined as 3.0 GPA) or better before enrolling in any other course. Students may petition the Master's Degree Programs Committee for exceptions to this policy.

Unsatisfactory course grades may also result in the loss of any scholarship granted by the department. In the event of an unsatisfactory grade that causes overall GPA to fall below the 3.5 GPA necessary to maintain a scholarship, the following actions may take place:

- The student will be asked to meet with the appropriate professor and/or Director of Master's Programs,
- The student will be placed on academic probation during the semester in which their GPA is too low and will be notified by letter,
- If the student's GPA does not improve after one semester, then the student's scholarship will be withdrawn for future semesters.

If a student would like to appeal the withdrawal of a scholarship, then they should send a letter to the Director of the Master's Programs. Special circumstances will be taken into account, and the issue will be discussed with other professors that have had that student in their courses before a final decision is made.

Grades of Incomplete

University and Simmons School policy states that a student may receive a grade of Incomplete (*I*) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of *I* is given, the instructor must stipulate in writing to the student and to the Department the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete is 12 months. If the Incomplete grade is not cleared by the date set by the instructor, the grade of *I* will be changed to the grade provided by the instructor at the time the Incomplete was assigned or to a grade of *F* if no alternate grade was provided. The grade of *I* is not given in lieu of a grade of *F* or *W*, or other grade, each of which is prescribed for other specific circumstances.

Students with two (2) incompletes may not register for classes until one (1) or both of the incompletes are resolved satisfactorily. Graduating candidates must clear all Incompletes in courses required for graduation by the deadline in the Official University Calendar. Failure to do so can result in removal from the degree candidacy list.

Student Competence and Professional Dispositions

Teaching potential extends beyond academic performance. It includes a collection and demonstration of interpersonal skills and professional dispositions. For this reason, the faculty evaluates student behaviors during each academic semester. Faculty concerns regarding student competence are addressed so that a remediation process may begin. Failure to progress, adhere to sanctions, or refusal to comply with competency expectations may result in student expulsion from the program.

Indicators of Student Competence and Professional Dispositions

As a department, we believe that demonstrating professional behaviors are key components of the masters' degree. Early identification of faculty concerns for individual students in the areas that affect professionalism may allow intervention that leads to successful completion of our programs. To support the development of professionalism in our masters' level students, these are the types of behaviors we will expect.

- Prompt and regular class attendance
- Positive and respectful relationships with peers and faculty
- Appropriate class participation
- Adherence to the Honor Code
- Professional manner
- Effective communication skills
- Positive response to feedback
- Personal responsibility for actions and behaviors
- Appropriate progress on course content, including requirements for academic writing

Outlined below are three procedures for:

- Identifying student competency concerns within a course,
- Identifying student competency concerns within a program, and
- Students who have concerns about a faculty member.

Procedures for Identifying Student Competency Concerns within a Course

1. Instructor discusses concern(s) with the student in person. Instructor can ask the Director to be involved in the meeting. Instructor describes the concerns, gives examples, and listens to student feedback. Steps for remediation are established. Instructor will send a follow-up email to the student that describes the concern and steps for remediation, and copy the adviser and Director of Master's Programs on the email.
2. The student has three potential routes for response to the instructor concern:
 - a. Follow the steps for remediation established in the meeting with the instructor.
 - b. Drop the course.
 - c. Refuse the instructor's feedback and appeal to the Director of the Master's Programs. Student should forward the email from the instructor summarizing the meeting to the Director of the Master's Programs, and request a meeting to discuss the issues.
3. In the case of an appeal, the Director listens to student concerns, then consults with the instructor, and attempts to find a resolution acceptable to both parties.
4. If no resolution results, a committee of three instructors will be convened to evaluate and resolve the competency issue: one instructor-designated faculty member, one student-designated faculty member, and the Department Chair. The instructor, student, and Director will provide written statements to the committee regarding the issue. The

Department Chair will email the Director, instructor, adviser, and student the results of the meeting.

5. The committee has three options to resolve the issue:
 - a. Enforce the steps delineated by the instructor in the initial meeting;
 - b. Waive the steps delineated by the instructor in the initial meeting; or
 - c. Invent a new solution to the problem.
6. Finally, each party has the option to appeal the committee's decision (from part 4 above) in writing to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development.
7. All of these records are retained in the student's academic file.

Procedures for Identifying Student Competency Concerns within the Program

If a student comes to the attention of the Director of the Master's Programs by more than one instructor, or multiple times by the same instructor, over the course of their program through the procedures outlined above, then the Director will ask that student to meet to discuss specific concerns in person. Ongoing or new concerns would be brought up in the context of a current course, so the Director would consult with current professors before bringing the student in for a meeting. Procedures will be similar to above:

1. Director discusses concern(s) with the student in person. Director describes the concerns, gives examples, and listens to student feedback. Steps for remediation are established. Director will send a follow-up email to the student that describes the concern(s) and steps for remediation, and copy the current instructors, the Department Chair, and adviser on the email.
2. There are four potential outcomes of this meeting with the Director:
 - a. The student follows the steps for remediation established in the meeting with the Director.
 - b. The student drops the course and/or exits the program voluntarily.
 - c. The Director exits the student from the program.
 - d. The student refuses the Director's feedback and appeals to the Department Chair.
3. If no satisfaction is found with the Department Chair, then a final appeal should be made in writing to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development. Decisions made by the Office of the Dean are final.
4. All of these records are retained in the student's academic file.

Procedures for Students Who Have Faculty Concerns

Just as instructors may have concerns about student dispositions, students may have concerns about faculty dispositions. The procedures for sharing concerns about faculty are:

1. Student discusses concern(s) with the instructor in person, giving that instructor a chance to address the concern. It is understood that students are in a vulnerable position with respect to their professors, and sharing concerns can be a sensitive issue. Students should approach this meeting with the utmost professionalism, respect, and concern for their own learning. Both the instructor and the student may ask that the Director of the Master's Degree Programs be involved in the meeting.
2. Instructor has two potential routes for response to the student:
 - a. Address the concern by creating a mutually acceptable solution.
 - b. Acknowledge the concern; yet describe why no action on the instructor's part is required.

3. If the instructor does not address the student concern satisfactorily, the student can then bring the concern to the Director of the Master's Programs. The Director will listen to the student, consult with the professor, and attempt to find a resolution acceptable to both parties.
4. If the issue cannot be resolved, then the student has three options:
 - a. Proceed with the class given the conditions.
 - b. Drop the course.
 - c. Appeal to the Department Chair.
5. The Department Chair will listen to the student concern, consult with the instructor and Director, and attempt to find a resolution acceptable to all parties. The Department Chair will document the concerns raised in the meeting.
6. If the issue cannot be resolved at that level, then again, the student has three options:
 - a. Proceed with the class given the conditions.
 - b. Drop the course.
 - c. Appeal to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development.

Probation, Suspension, and Dismissal

Failure to meet established minimum acceptable standards of academic or disciplinary performance might result in probation, suspension, or dismissal.

Graduate students must maintain a cumulative GPA of 3.00. If in any semester the student falls below this GPA, the student will have a meeting with the Director of the Masters program and will be placed on probation for one semester. The Director will include written evidence of this meeting in the student's file. If at the end of the semester of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director and/or Dean. At SMU, a cumulative B- is below a GPA of 3.00.

The status of academic probation is a stern warning to the student that satisfactory progress toward graduation is not being made. A student on probation is considered in "good standing" for certification purposes and is eligible to enroll. No entry is made on the permanent academic record. Students who are notified of probationary status are strongly urged to contact their academic adviser. Probation can also apply to scholarship status. See note under "Unsatisfactory Course Grades."

Suspension and Dismissal are involuntary separations of the student from his/her program. Suspension is for a set period of time. Dismissal is permanent. A suspended or dismissed student is not in good standing and is not eligible to enroll as a student during the suspension period. "Academic Suspension (or Dismissal)" is recorded on the permanent academic record. Please see policies in the appropriate SMU catalog at <http://www.smu.edu/catalogs>.

The student can appeal to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development. All decisions of the Office of the Dean are final.

Honor Code

Graduate students are held accountable for the University's Honor Code (<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>), especially Article III, section 1:

SECTION 1: FACULTY DISPOSITION OF A SUSPECTED HONOR VIOLATION

A faculty member who suspects that a student has committed an act of academic dishonesty may take either or both of the following courses of action:

- (a) Desemesterine to handle the situation privately with the student, in which case these procedures should be followed:
 - (i) The faculty member shall inform the student of the alleged misconduct and, after discussing it with him or her, desemesterine whether or not the student is responsible for a violation of the Honor Code;
 - (ii) The faculty member shall inform the student of the sanctions for a desemesterination of responsibility, which may be as severe as a failing grade in the course;

Financial Aid

Students enrolled in several of our degree programs currently pay approximately one-third the tuition rate of undergraduates and other graduate programs at SMU. The tuition for master's education coursework is significantly reduced from the standard University tuition as part of SMU's commitment to graduate education for teachers. Please see website for more information. <http://www.smu.edu/EnrollmentServices/Bursar/CostofAttendance/Graduate/Fall2015-Spring2016>

Students who are admitted to a degree program and who enroll for a minimum of 4.5 credit hours in any one semester may be eligible to apply for federal financial aid. Please see the school website for more information: http://smu.edu/Financial_Aid/Grad.asp. Many students are also eligible for loans. Please contact the University Department of Financial Aid for more information (214-768-3417).

Scholarship Information

We appreciate the generous private support of the donors who make these awards possible each year.

New students: Scholarships are usually granted when a student initially applies for the program. Scholarships are available for different programs each year and are largely granted for students who begin in the fall semester. If you wished to be considered for a scholarship as a new student, then you clicked on the appropriate box on your admissions application. After acceptance into the program, a committee selects scholarship recipients based on each student's admissions essay and overall admissions application.

Current students: Occasionally, scholarship funds become available for current students. If additional funds become available for current students, then an email announcement will go out to all current students asking them to apply.

Notice of Nondiscriminatory Policy (Students)

Southern Methodist University admits students without discrimination based on race, color, national and ethnic origin, age, religion, sex, disability, sexual orientation, marital status, or citizenship to all the rights, privileges, programs, and activities generally accorded or made available to students at the University.

Master's Project Form

The student is responsible for having this form completed and returned to the adviser by the end of the semester in which they take the course which houses their Master's Project.

Semester: _____

Student's Name: _____

Student's ID Number: _____

Degree: _____

Specialization: _____

Professor's Name: _____

Course Name and Number: _____

Title of Project: _____

Comments: _____

_____ has successfully completed the Master Project.

Professor's Signature and Date: _____

Student's Signature and Date: _____

Signature Form

I have read this handbook carefully and understand the requirements for a master's degree in education at SMU. I understand my rights and responsibilities as a master's student and will seek additional information if I have questions or concerns.

Name (printed) _____

Program _____

Grade level (M.Ed. with Certification only): _____

Signature _____

Date _____

Please return this sheet to your graduate adviser during your first advising meeting or mail to the Department of Teaching and Learning, P. O. Box 750455, Dallas, TX 75275-0455. You may also scan/email or fax (214-768-2171) the sheet.

Keep this copy for your records.

Signature Form

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Program _____

Grade level (M.Ed. with Certification only): _____

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