



SMU

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT

Educational Studies Major and Minor

Undergraduate & Post Baccalaureate Handbook 2016-2017



Harold Clark Simmons Hall
Department of Teaching & Learning
214---768---2346

<http://www.smu.edu/teacher>





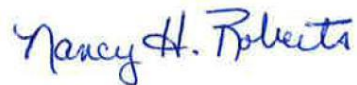
Welcome to the Annette Caldwell Simmons School of Education and Human Development. I want to extend a warm welcome to you. I hope you will have a rewarding and successful academic career at Southern Methodist University. You are in a unique position to make a positive contribution to society and become part of the strong SMU legacy of commitment to education.

Our faculty of the Department of Teaching and Learning is comprised of scholar--practitioners who share knowledge that is valuable to real--world settings. We collaborate with schools, community service organizations, government organizations and national/international colleagues. The faculty strives for teaching excellence, academic rigor, intellectual curiosity, and accountability.

The mission of the school is to integrate theory, research and practice of education and human development; promote academic rigor and interdisciplinary collaboration; educate students for initial certification and professional practice; and nurture collaboration across the academic community.

I look forward to meeting many of you and working with you during your academic career at SMU, and I am always available for your support. Please stop by my office to say hello, ask a question, or simply to get acquainted.

Best Wishes,



Nancy H. Roberts, M. Ed.
Director of the Educator Preparation Program

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Introduction

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.

Texas Education Agency

The Texas Education Agency (TEA) is headed by the Commissioner of Education and is supported by a hierarchy of deputy commissioners, associate commissioners, division directors and agency staff. The State Board of Education (SBOE) guides and monitors activities and programs related to public education in Texas. The SBOE consists of 15 elected members representing different regions of the state. One member is appointed chair by the governor.

The mission of TEA is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy.

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

The Texas Education Code requires that the Governor appoint the following 11 voting members of the Board, each serving a six--year term: four classroom teachers, one counselor, two administrators, and four citizens. Three non--voting members also serve on the Board: a dean of a college of education is appointed by the Governor; a staff member of the Texas Education Agency is appointed by the Commissioner of Education; and a staff member of the Texas Higher Education Coordinating Board is appointed by the Commissioner of Higher Education.

The Texas Education Code (TEC) is a set of the state laws governing public education in Texas. It applies to all educational institutions supported in whole or in part by state funds. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a category and related agencies are assigned to the appropriate title. Texas Administrative Code Title 19 Education Part 7 State Board for Educator Certification:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=3&ti=19&pt=7](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7)

Areas of Study

Early Childhood – Grade 6

The three-hour core courses and the one-hour field experience courses for students preparing to teach elementary are designed to prepare teachers who are knowledgeable about children and how they learn, passionate about teaching, and resourceful problem-solvers. The courses are planned to provide a wide range of professional readings, cooperative learning experiences, authentic assignments that simulate the work of classroom teachers, and productive field experiences.

Grades 4--8

The three-hour core courses and the one-hour field experience courses for students preparing to teach grades four through eight are designed in both practical experience and theory needed for teaching preadolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Grades 7--12

Students enrolled in the program to prepare high school teachers will have the opportunity to be active participants in courses rich in both practical experience and theory needed for teaching adolescents. Courses address the unique developmental needs of these students as well as effective teaching strategies.

Early Childhood – Grade 12 Spanish, French, German, Art or Theater (All-level with subject)

Students seeking certification in these courses will be able to teach at any grade level. Field experience classes will provide the opportunity to observe and participate in both EC--6 and secondary classrooms.

Early Childhood –Grade 12 Music (All-level music)

In addition to meeting the requirements for a major in music, students in an All-Level Music certification program must complete 15 hours in music education courses, 9 hours in education courses and 6 hours in clinical teaching. Students seeking music certification should consult with their advisers in the Meadows School of the Arts for courses they must take.

Criminal History Background Checks

In 2007, The Texas legislature passed a law (Senate Bill 9) requiring individuals working on public school campuses to submit a criminal history check. All students are required to submit to a criminal history background check prior to going onto any EC--12 campus. The student's name will be submitted to the school district that will host him/her for the field experience during any term.

At the time of application for the Standard Texas Teaching Certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

Effective fall 2011, a conduct report will be requested from Student Life by the School of Education for each student who is applying to the Educator Preparation program, and an updated report will be requested when the students apply to student teach.

The School of Education reserves the right to deny or revoke admission to the Simmons School of Education and Human Development, Department of Teaching and Learning Educator Preparation program to any individual who has been convicted, received probation, or received deferred adjudication of crimes that involve violence or crimes against children.

A teacher candidate who has ever had an arrest that resulted in deferred adjudication, probation, or a conviction should be aware of the possible consequences related to the offense. If there are questions, he/she may contact the Certification Officer to discuss the potential ramifications.

At the time of application for the Standard Texas Teaching Certificate, each applicant will submit his/her fingerprints to the Texas Education Agency for a criminal history check by the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI).

For Frequently Asked Questions – National Criminal History Background Check please go to: <http://www.tea.state.tx.us/index2.aspx?id=5844>

Faculty & Facilities

Department of Teaching and Learning: Undergraduate Program

Dean	Paige Ware
Department Chair	Ken Springer
Full--time Faculty	Abigail Pruitt
	Ann Batenburg
	Roxanne Burleson
	Nancy Roberts
	Amy Rouse
	Rob Rouse
	Amy Ferrell
	Candace Walkington
	Annie Wilhelm
	Nancy Montgomery
Staff	Kathy Barrett , Adviser – Secondary Teacher Education
	Kay Kuner , Adviser – Early Childhood – Grade 6 Teacher Education

Harold Simmons Hall Overview

1st floor

Classrooms: 101 A, 101 D, 117

TEACHER DEVELOPMENT STUDIO:

116 Developmental Design Lab

114 Teaching Lab

107 Assessment Lab

2nd floor

Classrooms: 207, 217, 218

3rd floor

301 Department of Teaching and Learning Suite

Classrooms: 317, 318

Lost and Found Policy

Items found in the School of Education Buildings should be turned in to suite 247 or if after 5:00 p.m., given to an instructor.

Requirements & Expectations

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214---768---1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Field Experience

Students must complete three Field Experience classes as an integral part of the Educator Preparation Program. Each field experience includes observation and planning for individual tutoring, working with small groups and working with the entire class at an assigned elementary or secondary school in the area. Each field experience class has a fixed location, schedule and instructor. Students must allow sufficient travel time to and from the assigned school. Field Experience III should be taken the term before student teaching.

Whenever students are on a public school campus, they are expected to dress in a professional manner. This includes attending seminars held on public school campuses other than one's assigned school, stopping to visit teachers or administrators, visiting another campus, or attending extracurricular activities.

Dress Code

Appropriate professional appearance may not be sufficient to get a job, but the absence of it could cause one not to be offered! Ask for a copy of the school's (or district's) dress code, and also note the attire of successful educators in that building or district. The suggestions below will not take the place of a school's or district's dress requirements.

Men

- Facial hair and facial jewelry are prohibited in some districts.
- Solid dark colored jackets add authority, particularly when worn over a solid shirt.
- Best to begin are slacks, conservative sport jacket, shirt and tie; later on, slacks and sport shirt and tie, or slacks and sport shirt and jacket may feel appropriate.
- Avoid jeans unless the school is having a special jeans attire day.

Women

- Avoid split skirts and very short skirts. (Check skirt length when sitting down!) Remember that a skirt length that may be fashionable and appropriate for social attire may be inappropriate for a public school situation.
- Check appearance when raising arms to write on the whiteboard.
- Long hair is best when pulled back from the face so students can read lips and observe facial expressions.
- Avoid blouses/dresses that are cut low or that gape open when bending forward.
- Consider moderate to lower heeled shoes for greater comfort and support.
- Best bets are a conservative dress, pants or skirt, blouse, and jacket.
- Make-up is fine, but go easy!
- Avoid jingly, attention--getting jewelry that may distract students.
- Avoid jeans unless the school is having a special jeans attire day.

Program Requirements

Educational Studies Major: Focus Early Childhood – Grade 6 (EC--6)

In order to declare the Educational Studies major students:

1. Complete the Pre--Major Core Content:
 - 3 credit hours English (DISC, ENGL)
 - 3 credit hours math (MATH, STAT, ITOM)
 - 3 credit hours social studies (ECO, HIST, PLSC)
 - 3 credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANRH, CEE, ME, APSM)
2. Declare a primary major

To complete the major of Educational Studies students must:

1. Complete the content requirement:
 - 3 additional credit hours English (DISC, ENGL)
 - 6 additional credit hours math (MATH, STAT, ITOM) (MATH 1305)
 - 3 additional credit hours social studies (ECO, HIST, PLSC)
 - 3 additional credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANTH, CEE, ME, ASPM)
 - 9 credit hours fine arts (music, art, theatre)
 - 2 credit hours wellness
2. Complete Content Specialization: 9 additional credit hours in one core content area
3. Earn 33 credit hours of required EDU courses
NOTE: The following five courses can be taken before the Educational Studies major is declared – EDU 2350, EDU 5330, EDU 5121, EDU 5327, EDU 4300.

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the two State required exams for certification can apply to clinical teach. Most students elect to clinical teach as a post--baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

List of EDU courses EC--6 and their University Curriculum credit

2350 Educational Psychology

Breadth/Individuals, Institutions, & Cultures
Proficiencies & Experiences/Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community Engagement

5121 Field Experience I - Elementary

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community Engagement

5122 Field Experience II - Elementary

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement
 Proficiencies & Experiences/Human Diversity

5123 Field Experience III - Elementary

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Community Engagement

5327 Integrating Teaching and Learning

Proficiencies & Experiences/Oral Communications
 Proficiencies & Experiences/Writing

5357 Emergent Literacy

Proficiencies & Experiences/Quantitative Reasoning

5318 Formative and Summative Assessment

5330 Integrated STEM Studies

5331 Content Area Studies

5349 Learning Environment and Professionalism

5355 Teaching Mathematics in Elementary School

5358 Conventional Literacy

Educational Studies Major: Focus Grade 4 – Grade 8 (4---8)

In order to declare the Educational Studies major students must:

1. Complete the Pre---Major Core Content:
 - 3 credit hours English (DISC, ENGL)
 - 3 credit hours math (MATH, STAT, ITOM) (MATH 1305)
 - 3 credit hours social studies (ECO, HIST, PLSC)
 - 3 credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANRH, CEE, ME, APSM)
2. Declare a primary major

To complete the major of Educational Studies students must:

1. Complete the content requirement:
 - 3 additional credit hours English (DISC, ENGL)
 - 3 additional credit hours math (MATH, STAT, ITOM)
 - 3 additional credit hours social studies (ECO, HIST, PLSC)
 - 3 additional credit hours science (BIOL, CHEM, GEOL, PHYS, selected courses from ANTH, CEE, ME, ASPM)
2. Complete two Content Specializations: 9 additional credit hours in two core content areas
3. Earn 33 credit hours of required EDU courses
 NOTE: The following five courses can be taken before the Educational Studies major is declared – EDU 2350, EDU 5330, EDU 5124, EDU 5124, EDU 5327, EDU 4300.

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the two State required exams for certification can apply to clinical teach.

Most students elect to clinical teach as a post--baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

List of EDU courses 4-8 and their University Curriculum credit

2350 Educational Psychology

Breadth/Individuals, Institutions, & Cultures
Proficiencies & Experiences/Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community Engagement

5124 Field Experience I - Secondary

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community

5125 Field Experience II - Secondary

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community Engagement

5126 Field Experience III - Secondary

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Community

5327 Integrating Teaching and Learning

Proficiencies & Experiences/Oral Communications
Proficiencies & Experiences/Writing

5348 Introduction to Diverse Learners

Proficiencies & Experiences/Human Diversity

5318 Formative and Summative Assessment

5330 Integrated STEM Studies

5349 Learning Environment and Professionalism

5367 Creating Successful Classrooms

5371 Secondary Instruction: Content Area Methods

6366 Reading and Writing in the Content Area

Educational Studies Major: Focus Grade 7 – Grade 12 (7 – 12)

In order to declare the Educational Studies major students must:

1. Complete the 12 credit hours in Pre--Major Content in selected teaching field
2. Declare a primary major that must be in an approved teaching field (see list below)

To complete the major of Educational Studies students must:

1. Complete the primary major in an approved teaching field
2. Complete 30 credit hours in required EDU courses

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the two State required exams for certification can apply to clinical teach. Most students elect to clinical teach as a post-baccalaureate. After successful student teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

Educational Studies Major: Focus Grades EC – Grade 12 (EC - 12) **

In order to declare the Educational Studies major students must:

3. Complete the 12 credit hours in Pre--Major Content in selected teaching field
4. Declare a primary major that must be in an approved teaching field (see list below)

To complete the major of Educational Studies students must:

3. Complete the primary major in an approved teaching field
4. Complete 30 credit hours in required EDU courses

Students who have been accepted into the Educator Preparation Program, completed the major, and passed the two State required exams for certification can apply to clinical teach. Most students elect to clinical teach as a post--baccalaureate. After successful clinical teaching, students are recommended by the University to the Texas Education Agency for standard certification to teach in Texas.

****Music Education students must successfully complete the following education courses:**

EDU 2350 Educational Psychology
 EDU 5327 Integrating Teaching and Learning
 EDU 5349 Learning Environment and Professionalism

Approved Teaching Fields 7 – 12

Business
 Chemistry
 Computer Science
 Dance
 English Language Arts & Reading
 History
 Journalism
 Life Science
 Mathematics
 Physics/Mathematics
 Physical Science

Approved Teaching Fields EC - 12

Art
 German
 French
 Music
 Spanish
 Theatre

List of EDU courses 7-12 and EC-12 with the exception of Music Education

2350 Educational Psychology

Breadth/Individuals, Institutions, & Cultures
 Proficiencies & Experiences/Human Diversity

4300 Foundations of Teaching English to Speakers of Other Languages

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

5124 Field Experience I - Secondary

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community

5125 Field Experience II - Secondary

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community Engagement

5126 Field Experience III - Secondary

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Community

5327 Integrating Teaching and Learning

Proficiencies & Experiences/Oral Communications

Proficiencies & Experiences/Writing

5348 Introduction to Diverse Learners

Proficiencies & Experiences/Human Diversity

5318 Formative and Summative Assessment

5327 Integrating Teaching and Learning

5348 Introduction to Diverse Learners

5349 Learning Environment and Professionalism

5367 Creating Successful Classrooms

5371 Secondary Instruction: Content Area Methods

6366 Reading and Writing in the Content Area

Educational Studies Minor (15 credit hours)

2350 Educational Psychology (required)

5327 Integrating Teaching and Learning (required)

Select 9 hours from the following courses:

4300 Foundations of Teaching English to Speaker of Other Languages

5318 Formative and Summative Assessment

5348 Introduction to Diverse Learners

5349 Learning Environment and Professionalism

This minor does not meet qualifications for educator preparation programs leading to Texas teacher certification.

The Educational Studies Minor provides a variety of courses that address useful skills for these professions:

- Corporate trainers
- Fitness trainers
- Counselors
- Social workers
- Financial advisers
- Project managers
- Public relations managers
- Ministers
- Marketing communication specialists
- Community relations specialists
- Recruiters
- Non-profit, community-based leaders

Clinical Teaching/Internship

A description of each course listed below can be found on the Teaching & Learning web pages:

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

EDU 4099 courses are designed to declare full time status for students. If the student does not register in one of these (as determined below), the student will lose full time status, and it may impact financial aid and insurance. Tuition cost for clinical teaching or internship is for 6 credit hours. Students cannot enroll in any other courses while clinical teaching.

EC--6 Undergraduates and Post--Baccalaureates

- ! EDU 5363 Clinical Teaching
- ! EDU 5364 Clinical Teaching
- ! EDU 4099

EC--6 Internship (Post Baccalaureates only)

- ! EDU 5385 Internship
- ! EDU 5386 Internship
- ! EDU 4099

Secondary Undergraduates and Post Baccalaureates

- ! EDU 5373 Clinical Teaching
- ! EDU 5374 Clinical Teaching
- ! EDU 4099

Secondary Internship (Post Baccalaureates only)

- ! EDU 5375 Internship
- ! EDU 5376 Internship
- ! EDU 4099

Code of Ethics

In addition to students being knowledgeable in the content they are preparing to teach, the Department of Teaching and Learning expects all students to demonstrate their understanding and practice of the dispositions identified by the Code of Ethics and Standard Practices for Texas Educators, Texas Administrative Code. Copies of the Dispositions and the Code of Ethics were given to students upon completion of the application.

As a professional program, the Simmons School of Education and Human Development, Department of Teaching and Learning reserves the right to recommend or not recommend teacher candidates for certification.

Departmental Expectations

The Department of Teaching and Learning grading scale for required EDU courses

94 – 100	A
90 – 93	A--
87 – 89	B+
84 – 86	B
80 – 83	B--
77 – 79	C+
74 – 76	C
70 – 73	C--
67 – 69	D+
64 – 66	D
60 – 63	D--
Below 60	F

Students must repeat a required teacher education course if a grade below C (2.00) is earned.

Maintain GPA Requirements

- Students are to maintain a cumulative GPA of 2.0 for all University courses leading to a degree.
- If a student's cumulative GPA falls below 2.0, she or he will be placed on departmental probation. Students will not be allowed to enroll in any Educator Preparation courses unless the course is being taken to remove a grade lower than a C.
- Students must have a 3.0 GPA in the required Educator Preparation courses in order to apply for clinical teaching. GPA's are not rounded.
- Students must earn no grade lower than a C (2.0) in their content area.

Grade Point Average (G.P.A.)

The average is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing total number of grade points by the total number of hours attempted, excluding those hours for which grades are shown with an asterisk in the chart. (Undergraduate Catalog 2015-2016)

Grade		Points/Term hr	Points/0 hour class	Points/1 hour class	Points/2 hour class	Points/3 hour class	Points/4 hour class
A	Excellent Scholarship	4.00	0.00	4.00	8.00	12.0	16.0
A--	Excellent Scholarship	3.70	0.00	3.70	7.40	11.1	14.8
B+	Good Scholarship	3.30	0.00	3.30	6.60	9.90	13.2
B	Good Scholarship	3.00	0.00	3.00	6.00	9.00	12.0
B--	Good Scholarship	2.70	0.00	2.70	5.40	8.10	10.8
C+	Fair Scholarship	2.30	0.00	2.30	4.60	6.90	9.20
C	Fair Scholarship	2.00	0.00	2.00	4.00	6.00	8.00
C--	Fair Scholarship	1.70	0.00	1.70	3.40	5.10	6.80
D+	Poor Scholarship	1.30	0.00	1.30	2.60	3.90	5.20
D	Poor Scholarship	1.00	0.00	1.00	2.00	3.00	4.00
D--	Poor Scholarship	0.70	0.00	0.70	1.40	2.10	2.80
F	Failure	0.00	0.00	0.00	0.00	0.00	0.00
P, CR	Pass, Credit	*	*	*	*	*	*
I	Incomplete	*	*	*	*	*	*
NC	No Credit Received	*	*	*	*	*	*
W	Withdrew	*	*	*	*	*	*
* Grades not included in grade point average							

Academic Integrity

Students are to adhere to SMU's Honor Code.

http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

Attendance

- Students are to attend all classes.
- Students are to arrive for class on time and remain for the entire class.
- Attendance is part of the class grade.
- The instructor determines in all instances the extent to which absences and tardiness affect each student's grade. (Undergraduate Catalog 2015-2016)
- It is the responsibility of the students to make arrangements with the instructor **prior** to any University extracurricular activities' absences concerning any class notes, missed tests or assignments. (Undergraduate Catalog 2015-2016)
- It is the responsibility of the students to contact their Field Experience instructor if they are going to be absent due to illness before class begins. All other absences from Field Experience classes must have prior approval.

Student Work

- Students should complete all assignments in a professional manner.
- Students should meet all timelines for assigned work.

Communication Skills

- Students are expected to demonstrate effective communication skills.
- Students are expected to use Standard English in all communications both written (including emails and text messages) and oral.

Etiquette

- Students are expected to dress appropriately for the activities and classes.
- Students should not use cell phones while in class. Computers can be used for taking notes or doing instructor--directed tasks.
- Students should be aware of the instructor's office hours and make appointments when in need of assistance or with a concern.
- Students should be considerate of classmates and demonstrate a professional attitude at all times.

Personal Information

The information presented in this handbook is accurate at the time of printing; however, policies are subject to change based on Simmons School and state guidelines. Check with an adviser before making a major decision based on the contents of this handbook.

Student Identification Number

The University assigns each student an eight--digit SMU identification number. Students should use this number whenever contacting their adviser or instructors. This is the primary means the Teaching and Learning Department has to identify the students' academic record and transactions related to the records. (Undergraduate Catalog 2015-2016)

Name Change

A student who has a change in name must provide the University Registrar's Office his or her Social Security card or the form issued by the Social Security Administration. All grade reports, transcripts and diplomas are issued only under a person's legal name as recorded by the University Registrar's office. (Undergraduate Catalog 2015-2016)

This is also the name the Teaching and Learning Department will submit to the Texas Education Agency.

Work Plan

It is the student's responsibility to keep the work plan up-to-date. Students will need to keep in touch with their adviser. The most efficient way to communicate will be via emails.

EC – 6 Advising

Kay Kuner kkuner@smu.edu

Secondary & All--Level Advising

Kathy Barrett kbarrett@smu.edu

The University--assigned email address is the official address for University electronic correspondence, including related communications with advisers, faculty members and academic units. (Undergraduate Catalog 2015-2016) The adviser will periodically send important information to Educational Studies students. It is expected that all students will monitor their SMU emails at least weekly.

It is the student's responsibility to be aware of all pertinent dates listed on the Academic Calendar out of the Registrar's office. http://smu.edu/registrar/academic_calendar.asp The deadline for adding courses, dropping courses without grade record and changing sections for each term is listed in the Official University Calendar. Students may drop a course with a grade of W (Withdraw) through approximately midterm by using the student my.SMU. The specific deadline is listed in the Official University Calendar.

Advising for Enrollment

All students admitted to the Educational Studies program are expected to meet with their advisers each term. Students may make an appointment to visit with their adviser any time during the academic year through roomres.smu.edu or by calling 214--768--2346.

Schedules for each term are posted and updated on the Department of Teaching and Learning's website according to the University schedule. This schedule will always have the most up --to--date information. <http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/SemesterSchedules>

Before the enrollment date, advisers will give permission to Teacher Education students based on their current work plan. If students need to alter their work plan, they must see their adviser either during an Open-Drop-in-Day (2nd and 4th Wednesday), by calling 214--768--2346 to make an appointment, or by using roomres.smu.edu.

Students enrolling in Field Experience I, II or III will have to meet with their adviser. Each section is limited to 6 students. These are assigned on a first come basis.

Students enrolling in Clinical Teaching or Internship will receive their permission from their adviser. Permission will be granted after all criteria for clinical teaching has been fulfilled.

Undergraduate students who will be enrolling in clinical teaching as a Post-Baccalaureate will not receive permission for clinical teaching until after their degree has been conferred by the Registrar's Office. Our advisers will contact these students once the change has occurred.

Withdrawal from Program

It is the student's responsibility to notify the adviser if it becomes necessary to withdraw from the program and complete an exit form. If the student does not enroll in any education courses for three consecutive terms, his/her file will become inactive.

Student Files/Records

It is the policy of Simmons School of Education and Human Development, Department of Teaching and Learning to retain all student files for five years as per the Texas Administrative Code Rule §228.40.

Departmental Distinction Awards

Educational Studies majors with sufficiently high standing may be awarded departmental distinction.

Criteria for Departmental Distinction are:

1. Earn a minimum 3.0 over---all grade point average at graduation.
2. Earn a minimum 3.5 average in EDU courses taken for the Educational Studies major.
3. Pass EDU 5318, EDU 5349 and either EDU 5331 or EDU 5371 with a grade of A-- or higher,
4. Submit a research project proposal to the Educator Preparation Program Committee (EPP).
 1. EDU 5318 --- Data Research Project
 2. EDU 5349 --- Issues in Professionalism
 3. EDU 5371/5331 --- Issues in Pedagogy
5. Complete a significant research project resulting in a research paper, and poster presentation at the Simmons Educator Showcase before the Teaching and Learning faculty and a public audience.
6. Earn acceptance of work by the EPP committee.

Students will work with a designated faculty member during the project.

Enrollment is limited to four students each fall and spring term. The Simmons Educator Showcase will be presented in the spring term.

Honors & Awards

Scholar Award

Each year the Department of Teaching and Learning presents Scholar Awards to two undergraduate Educator Preparation students that meet the award's criteria of strong academic achievement, outstanding performance in field experience classes, and promise in growth and service to the education professions.

Dean's Award

The Dean's Award sponsored by the Education Deans of Independent Colleges and Universities of Texas (EDICUT) and selected by the Department of Teaching and Learning faculty is awarded each spring to one outstanding pre--service educator. This honor also has a cash award for \$200.00.

Pi Lambda Theta

Founded by educators in 1910, Pi Lambda Theta is the oldest national educational honor society in the field of education and has the most stringent academic requirements. Pi Lambda Theta is headquartered in Bloomington, Indiana. It is the most recent member of Phi Delta Kappa (PDK) Professional Education Association family, which publishes *Kappan* magazine.

Membership in the society is by invitation only and is open to both undergraduate and graduate students who intend to pursue a career in education. The invitation is based on superior scholastic achievement (cumulative GPA of 3.50) from the student and nominations of high potential for professional leadership by the Simmons Department of Teaching and Learning faculty.

Each spring, an induction ceremony is held by the Department to formally commemorate membership in this most prestigious organization. Pi Lambda Theta members are entitled to wear gold honor cords and pins at graduation under their regalia.

Testing

Texas Examinations of Educator Standards (TExES)

The TExES tests are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates.

State Examinations Required for EC-6 Certification:

- ❖❖ TExES Core Subjects EC-6
- ❖❖ TExES Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for Grades 4-

- 8: ❖❖ TExES – Core Subjects 4-8
- ❖❖ TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for Grades 7-12:

- ❖❖ TExES – Content Area 7-12 (i.e. math, English, science, etc)
- ❖❖ TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

State Examinations Required for All-Level Certificates: (music, art, foreign language, theater)

- ❖❖ TExES – Content Area EC-12
- ❖❖ TExES – Pedagogy and Professional Responsibilities (PPR) EC-12

Department Qualifier Exams

There are two exams required by the State of Texas before becoming a certified teacher. It is recommended that students take the Core Subjects/Content Area exam, and then the Pedagogy & Professional Responsibilities (PPR) exam. Before being given approval to take the TExES exams, students must first take a qualifier exam given by SMU and have a passing score of at least 80%. Scores earned below 80% will require retaking the qualifier exam. Any student who fails to make 80% on the second qualifier exam must meet with a designated faculty member to develop an individual preparation plan. Once the qualifier exam is passed, the student will be given approval for the state exam. Qualified students will receive an email with instructions on how to register for the TExES exams.

Qualifier exam dates will be determined at the beginning of each academic calendar year.

Students can view the qualifier testing schedule and register for exams at

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

Students can also pick up a testing schedule in the advising office.

**Both qualifier and state examinations must be passed
before you are allowed to clinical teach.**

Qualifier should be taken when the students have . . .

- Generalist EC--6 exam**
 - Enrolled in or completed EDU 5358 Conventional Literacy
 - Enrolled in or completed EDU 5331 Content Area Studies for Elementary School

- Content Area exam**
 - Enrolled in or completed EDU 5371 Content Area Methods and completed most of their declared major courses

- PPR exams**
 - Completed or enrolled in EDU 5349 Learning Environment & Professionalism

Official information concerning testing for Texas Educator Certification

Registration Bulletins	http://www.texas.ets.org/registrationBulletin/
Preparation Materials	http://www.texas.ets.org/prepMaterials/
Study Tips	http://cms.texas---ets.org/files/4313/1404/6045/studytips_0607.pdf
Reducing Test Anxiety	http://cms.texas---ets.org/files/8913/1404/6051/testanxiety_0607.pdf
Frequently Asked Questions	http://www.texas.ets.org/faq/
Alternative Testing Arrangement Manuals	http://www.texas.ets.org/alternativeTesting/ http://www.texas.ets.org/prepMaterials/

(Click on a title listed below Addendum Notices. Each manual has a sample test with answers.)

For test takers with disabilities or health--related needs, contact Disability Services:

<http://cms.texas---ets.org/alternativetesting/>

Phone:

ETS Disability Services

1-866-387-8602 (toll free in the U.S., U.S. Territories and Canada)

1-609-771-7780 (all other locations)

Monday to Friday 8:30 a.m. to 5:00 p.m. EST

TTY: 1-609-771-7714

Fax: 1-609-771-7165

E-mail: stassd@ets.org

Mail:

ETS

Disability Services

PO Box 6054

Princeton, NJ 08541-6054

Clinical Teaching/Internship

All undergraduate students applying for clinical teaching must meet the following guidelines:

EC-6 grades Teacher Education program

- Have a cumulative GPA of 2.5 for all university courses leading to a degree. Have a GPA of 3.0 for all required Educational Studies courses
- Have successfully completed the 24 hours of content requirements
 - Must include MATH 1305 and EDU 5330
 - Must have no course grade lower than a C (2.0)
- Have passed the SMU qualifiers for both state exams

4 – 8 grades, 7-12 grades, EC-12 grades Teacher Education program

- Have a cumulative GPA of 2.5 for all university courses leading to a degree. Have a GPA of 3.0 for all required Education Studies courses
- Have successfully completed all the major requirements
 - Must include MATH 1305 for 4 – 8
 - Must have no course grade lower than a C (2.0)
- Have passed the SMU qualifiers for both state exams

All post-baccalaureate students applying for clinical teaching must meet the following guidelines:

- Have a GPA of 3.0 for all required Educational Studies courses
- Have passed the SMU qualifiers for both state exams

Clinical teaching is the culminating clinical experience of the Educator Preparation Program. During clinical teaching, the teacher candidate has an opportunity to observe the teacher and the students, plan motivating lessons, assess student learning, reflect on his/her own progress toward effective teaching, and eventually take on the responsibility of full day teaching. The clinical teaching experience is one full term. The clinical teacher follows the cooperating teacher's work days and hours of the district to which he/she is assigned. The clinical teacher's holidays are the same as those of the assigned school district, not the University's holidays.

All clinical teaching applicants must attend a mandatory Clinical Teaching Orientation meeting. All students must attend even if they think they will be doing an internship instead of clinical teaching. No student will receive permission to enroll if he/she does not attend this orientation.

There will be seminar sessions at SMU's main campus as part of the clinical teaching requirement. Dates and time will be listed in the clinical teacher handbook.

Student teaching placement for all Educator Preparation students except All-level music students is coordinated with Dallas Independent School District (DISD), Richardson ISD

(RISD), and Plano ISD (PISD). Only compelling reasons, such as a health problem or other hardship, will be considered sufficient to waive the policy. A student may petition the Educator Preparation Program Faculty for an exception to this policy. However, exceptions will be rare. Students who wish to petition should write a letter to the Educator Preparation Program Committee explaining in detail why the exception is needed. The Educator Preparation Program Committee will review the request and will notify the student in writing of the decision.

Clinical Teaching as a Post Baccalaureate

If a student is eligible to graduate the term before clinical teaching, the student will receive a reduced tuition rate for clinical teaching as a post baccalaureate student.

Students must notify the department if there are plans to graduate before clinical teaching. After the degree is conferred, the student information will be entered into my.SMU.edu as a post baccalaureate. Students will be notified through email when that process is complete. At that point, students may enroll in clinical teaching. Please do not enroll until notified by the administrative assistant.

Internship

In order to complete an internship instead of clinical teaching, the following criteria must be followed:

- Student has a baccalaureate degree.
- Student has passed all state tests.
- Student has completed the clinical teaching application and attended the mandatory orientation meeting.
- Student has found a teacher-of-record position with an accredited Texas school. The school can be public, charter or private. A list of schools may be found at <http://www.tea.state.tx.us/accredstatus/> and www.tepsac.org/index.cfm
- Student is prepared to teach the required two terms.
- Student's teaching assignment mirrors student's certification preparation.

Procedure after obtaining an internship as the teacher of record:

- Notify the program's department director.
 - Request the Probationary Certificate Information form from the department director.
 - Ask the principal to complete and sign the form.
 - Fax the form to our office at 214-768-2171.
-
- Student must apply for a Probationary Certificate on the TEA website.
 - Fingerprinting is required by the state. Follow the instructions on the SBEC website for fingerprinting - <http://www.tea.state.tx.us/index2.aspx?id=5364>
 - Interns will immediately email the Teaching & Learning office, nhroberts@smu.edu, with the school name and district information.
 - Student will be required to attend a hybrid internship seminar which will meet several times during the school year throughout the internship.
 - Handbooks will be distributed at the first seminar meeting.
 - SMU supervisor, mentor teacher and intern will meet during first 10 days of internship.
 - Once the internship is completed and posted to the transcript, the student will be able to apply for a five year standard certificate.

Hunt Residency Masters

Educational Studies majors have the opportunity to pursue a Master of Education degree through a clinical teaching residency. The entire Master of Education and clinical teaching will be completed in one calendar year for a total of 36 credit hours.

Criteria for the program:

1. Must be an Educational Studies Major in good standing.
2. Majority of credit hours must be from SMU in Educator Preparation courses.
3. Must have a GPA of 3.5
4. Must have a CUM GPA of 3.25
5. Must have four recommendation letters from any of the following:
 - a. Department of Teaching and Learning Professor,
 - b. Department of Teaching and Learning Field Experience Clinical Instructor,
 - c. University Professor from major department,
 - d. Leadership/Character reference,
 - e. Volunteer reference, or
 - f. A recommendation from a Host Teacher at a field experience school.
6. Must complete application packet.
7. Must interview with the residency committee.

Students will begin the program in the Summer I term with 12 hours of course work. During the fall and spring terms, students will clinical teach four--days a week (3 credit hours each term) while taking 9 hours of classes each term (2 courses on the non--teaching day and one evening course). The degree will be completed during the following summer term by taking 6 hours. Upon successful completion of all residency and course work, students will receive State of Texas standard certification from Texas Education Agency as a highly qualified teacher. Because of the complexity of the courses included in this program, students will be prepared to take the ESL and/or Special Education TExES exams.

Interviews will be completed at the end of the fall term, those accepted into the residency program will be notified by the beginning of the spring term.

Some scholarship assistance will be available to qualified candidates.

Inquiries and questions can be addressed to Nancy Roberts, Kathy Barrett or Kay Kuner.

Application packets will be available in the Educator Preparation advisers' offices.

Texas Teacher Certification

Applying for Educator Certification from the Texas Education Agency

1. Demonstrate content and professional knowledge through the completion of **education course work** (content and professional education) with satisfactory GPA and graduate
2. Demonstrate content and professional skills and dispositions through the completion of **field experience** (including student teaching/internship)
3. Demonstrate content and professional knowledge, skills, and dispositions through passing **state certification exams**

After all the above requirements have been completed, degrees conferred (this could take up to 4 weeks), and the students are in good standing with the University, SMU will recommend them for standard certification.

Students will need to follow the procedures for fingerprinting as required by the state. Once the student has been notified that the recommendation has been sent, student will be able to apply for a five year standard certificate (fee required) and initiate the criminal background check through the fingerprinting process (fee required). Once the student applies for the standard certification from the Texas Education Agency and initiates the criminal background check, SMU will recommend the student. Follow the instructions on the SBEC website for fingerprinting. <http://www.tea.state.tx.us/index2.aspx?id=5364>. Teacher Certification is not complete without the application, fees, and the fingerprinting being processed.

The state will not mail a copy of the certificate to the student. Students will have to download their copy.

After initial certification has been approved by TEA, students may then register for any additional certifications by examination.

Laws & Associations

Important public laws that pre-service and professional educators must know:

Texas Laws

Education Code Title 2. Public Education Subtitle D. Chapter 21. Educators

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm>

TAC Title 19 Education, Part 8, State Board for Educator Certification, Chapter 247 Educators' Code of Ethics

§247.1 Purpose and Scope: Definitions

§247.2 Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Family Code Title 5. The Parent-Child Relationship and the suit affecting the Parent-Child Relationship Subtitle E. Protection of the Child Chapter 261. Investigation of Report of Child Abuse or Neglect

<http://www.statutes.legis.state.tx.us/SOTWDocs/FA/htm/FA.261.htm>

TAC, Title 19 Chapter 38 §38.005 Protective Eye Devices in Public Schools

Teachers and students must wear industrial-quality eye-protective devices in appropriate situations as determined by school district policy.

Civil Practice and Remedies Code, Title 5 Code 101.001

School district employees may be held liable in circumstances involving: use of excessive force in the discipline of students; negligence resulting in bodily injury to students; or the operation, use, or maintenance of any motor vehicle. It is important for pre-service and professional educators to know district policies and procedures as written in board policies and handbooks.

<http://www.statutes.legis.state.tx.us/Docs/CP/htm/CP.101.htm>

Texas Penal Code § 21.12. Improper Relationship between Educator and Student

The age of the student is not a factor.

<http://www.statutes.legis.state.tx.us/docs/pe/htm/pe.21.htm>

Federal Law

Individuals with Disabilities Education Act Public Law 105.17 (IDEA 2004)

All teachers must follow the Individualized Educational Program (IEP) developed for any student in special education in any/all classrooms. Teachers can call an Admission, Review and Dismissal (ARD) meeting to change the IEP, but they cannot ignore the IEP. Teachers can be sued as an individual for ignoring an IEP.

Teacher Associations in Texas

It is important that pre-service teachers are aware of teacher groups.

Statewide general teacher associations:

[American Federation of Teachers - Texas](#)
[Association of Texas Professional Educators](#)
[Texas Classroom Teachers Association](#)
[Texas State Teachers Association](#)

Content area teacher associations:

[Texas Association of Journalism Educators](#)
[Texas Association of Biology Teachers](#)
[Texas Business & Technology Educator's Association](#)
[Vocational Agriculture Teachers Association of Texas](#)
[Texas Computer Education Association](#)
[Texas Middle School Association](#)
[Texas Association for Health, Physical Education, Recreation & Dance](#)
[Texas Art Education Association](#)
[Texas Council of Teachers of Mathematics](#)
[Texas Social Studies Supervisors Association](#)
[The Texas Council for the Social Studies](#)
[Science Teachers Association of Texas](#)
[Texas Teachers of English to Speakers of Other Languages](#)
[Texas Council of Teachers of English Language Arts](#)
[Texas Music Educator's Association](#)