

Student Handbook

Master's Degree Programs in
Education Academic Year
2021 -2022

Master of Education
Master of Bilingual Education

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

Table of Contents

Welcome	3
About this Handbook	4
Conceptual Framework	5
The Department Program Overview - Non Degree and Degree Options	6
Courses and Schedule by Core & Specializations	7
Degree Requirements	7
Master's Project	7
Transfer Credits	10
Time Limits	10
Delaying Entrance into Programs	11
Advising	11
Statement of Student Responsibility	11
Dropping Courses	12
Continuous Enrollment	12
Unsatisfactory Course Grades	12
Grades of Incomplete	12
Student Competence and Professional Dispositions	13
Indicators of Student Competence and Professional Dispositions	14
Procedures for Identifying Student Competency Concerns within a Course	14
Procedures for Identifying Student Competency Concerns within the Program	14
Procedures for Students Who Have Faculty Concerns	15
Probation, Suspension, and Dismissal	15
Honor Code	16
Financial Aid	16
Notice of Nondiscriminatory Policy as to Students	16
Masters Project Form	18
Graduation Information	19
Intent to Graduate	21
Petition to Participate in Commencement Activities prior to Completion of Degree	22
Course Rotations	23

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,

The Department of Teaching and Learning
Annette Caldwell Simmons School of Education and Human Development

Francesca Go, Ph.D., Director of Master's Degree Programs

Amy Rouse, Ph.D., Interim Department Chair and Professor

About this Handbook

This handbook is a guide to the policies, procedures, and requirements for obtaining a Master's Degree through the Department of Teaching and Learning. Please take time to familiarize yourself with the handbook, as it contains information that will be important to you throughout your program. At the end of the handbook, you will find several forms that are important to your graduation. Please keep this handbook in a convenient location to reference when you need it.

Important Forms:

- Master's Project Form
- Intent to Graduate
- Petition to Participate in Commencement

This handbook is for the Academic Year 2021 -2022. 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.

Although this handbook provides a guide to our programs, 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>

VISION SUMMARY STATEMENT

Preparing Educators

Master of Education Courses by Core and Specializations
www.smu.edu/Simmons/Academics/Teacher-Education/Course-Descriptions

For most current course offerings, consult semester schedules found at
www.smu.edu/Simmons/Academics/Teacher-Education/Semester-Schedules Degree Requirements

Candidates must complete a minimum of 36 credit hours at the 6000- level. Courses that 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. Students must submit official transcripts from all previous undergraduate institutions, and must show satisfactory TOEFL scores if their degree was earned from a university outside of the United States or meet the exemptions.

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

- Occasionally, a Master of Education student is granted permission from their professor to complete a masters project in EDU 6315 or a Special Topics course.

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.

Master's Projects for Math Specialization

The Master's Project for students completing a Master's of Education with a Mathematics Specialization will be as follows. Students will be expected to present a poster describing a project from one of the courses at the annual Research in Mathematics Education conference ([https://www.smu.edu/Simmons/Re0 \(c \(\)\)at-9 \(.\)-2 huld brMC /Link <-1 \(a\) \(ia1 \(.\)JTJ 0 TM3 \(/\)E\(ce\)-1 c](https://www.smu.edu/Simmons/Re0 (c ())at-9 (.)-2 huld brMC /Link <-1 (a) (ia1 (.)JTJ 0 TM3 (/)E(ce)-1 c)

(g)-4.1 (a)1mJ 32.wojectu

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.

Transfer credit is accepted by the program and approved by the Dean under the following requirements:

1. egeat

Delaying Entrance into Programs

Occasionally an applicant may be accepted into one of the SMU Department of Teaching and Learning Master's Degree Programs, and then finds 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 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)

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

must stipulate in writing to the student and to the Department the requirements and completion

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

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.

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.

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: _____

2. Master of Education—This includes all majors and specializations. The majors are documented on the transcript, but not the diploma: SPED, Certification Preparation, and MED (with any

Intent to Graduate (ITG)

This form must be submitted to the advising office during the last few weeks of the term prior to when you intend to graduate. For example, if you plan to graduate in May, you must submit the ITG during fall term.

It is my intent to graduate in

- December graduation ITG form due in summer term
- May graduation ITG form due in fall term
- August graduation ITG form due in spring term

At the end of my final term, I will have completed the course work and hours required for **(Circle)**

MBE MED (including MED with Cert.) ~~MSPED~~

At the end of my final term, I will have at least a 3.0 GPA and be in good standing with the University and the Department of Teaching & Learning and will have completed the Master Project and removed all incompletes from my transcript. The Master Project form is at the end of the Master's Handbook on our website. I understand that I am responsible for turning in the signed form to my adviser once I have completed the project.

I understand that I must complete the Application for Candidacy to Graduate (ACG form) in [my.smu](http://my.smu.edu) . will follow the deadlines pertaining to graduation in the academic calendar and the Graduate Handbook.

I understand that if I choose to participate in any graduation ceremony, that I am responsible to following all guidelines in the Academic Ceremonies.

<http://www.smu.edu/EnrollmentServices/Registrar/AcademicCeremonies>

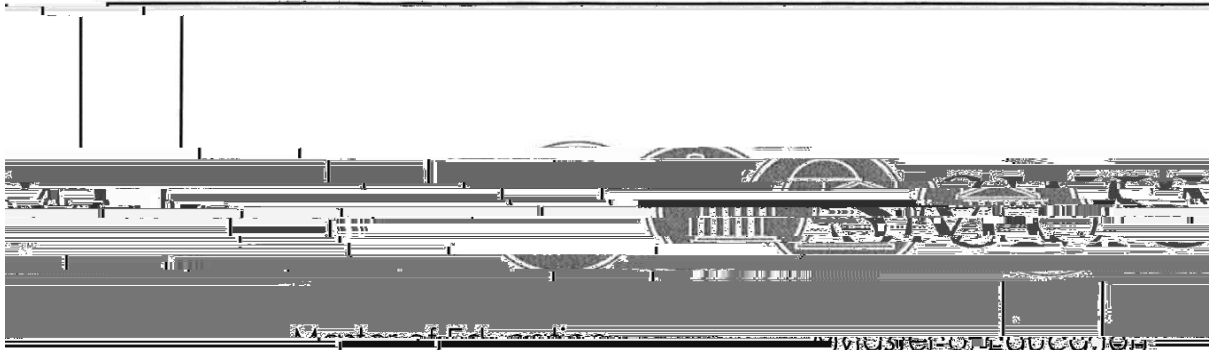
Student's Name (print)

SMU ID number

Student's Signature

Date

The adviser will verify the program completion for final graduation approval.



Ministry of Education

	Choose one: EDU 6320 Language Teaching, Research, Theory and Practice EDU 6330 Foundations of Dyslexia		X		
--	--	--	---	--	--

--	--	--	--	--	--

		Fall	Spring	Summer	Prerequisites & Notes
--	--	-------------	---------------	---------------	----------------------------------

Urban Education	EDU 63				
------------------------	--------	--	--	--	--

102.9 sr
EDU 63



Parameters for people who are interested but did not meet requirements above

Master of Education with Certification

The Master of Education with Certification is a cohort program. If for any reason, a student does not follow the course sequence listed below, the result may be an extension of the projected time line.

EC-6 Certification Level or 4-8 Core/ELAR
Summer
EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
EDU 6390 L2 Classroom Instruction
Fall

EC-12 & Secondary Certification Levels or 4-8 Math/Science
Summer
EDU 6302 Design & Assessment of Learning for Differentiated Instruction (Summer 1)
EDU 6390 L2 Classroom Instruction
Fall

Non-D egree Cohort
Programs Early Li teracy
K-2 Program

K2 Cohort 3 Choices for Master of Education

<p>MED Fall 1 EDU 6364 EDU 6323</p> <p>Spring 1 EDU 6367</p> <p>Summer 1 EDU 6368 Core course 6304</p>	<p>Fall 2 EDU 63XX 3-hour elective</p> <p>Spring 2 EDU 6311</p> <p>Summer 2 3-houelective 3-hour elective 3 hour elective Core course*</p>
--	--

*Core courses are EDU 6304, EDU 6315

<p>BILINGUAL EDUCATION Fall 1 EDU 6364 EDU 6323</p> <p>Spring 1 EDU 6367 EDU 6312</p> <p>Summer 1 EDU 6368 EDU 6304</p>	<p>Fall 2020 EDU 63XX EDU 6319</p> <p>Spring 2021 EDU 6311 EDU 6321</p> <p>Summer 2021 EDU 6315</p> <p>Fall 2021 EDU 6339</p>
--	---

NOTE: All courses and schedules are subject to change, and availability of courses is dependent on enrollment minimum of 10 students.

Learning Therapist Program Required Courses for Specialization at
Practitioner/Teaching Level

Dallas Independent School District will select teachers and pay their tuition, parking and materials

Term	Course Number	Course Name
1 Summer	EDU 6330	Survey of Dyslexia and Related Learning Disabilities
2 Fall	EDU 6331	Cognitive and Linguistic Structures
	EDU 6101	Clinical Therapy Practicum I

Students from these non -degree cohorts can roll over 21 hours to a master's program with completed hours.

**Non-Degree Programs
Learning Therapy: Therapist Level**

Term	Course Number	Course Name
YEAR 1 Summer	EDU 6330	Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course
YEAR 1 Fall	EDU 6101	Clinical Therapy Practicum I
	EDU 6331	Introductory course B, Cognitive and Linguistic Structures of Written Language
YEAR 1 Spring	EDU 6102	Clinical Therapy Practicum II
	EDU 6231	Introductory course C, Early Language Development
YEAR 2 Summer	EDU 6332	Advanced Course A, Advanced Cognitive and Linguistic Structures of Written Language, Part I
	Pick one EDU6110	

Degree Plans for Master of Education or Master of Bilingual:/Master of Education TFA6

Students that are TFA alums but did not complete the 18 hours with SMU when completing their Internship are classified as TFA 6 and will use the following format to complete their degrees

Master of Bilingual Education

- **6 hours of Core Courses**
- **6hours of EDU coursework of choice**
- **12 hours of Bilingual core courses:**

EDU 6319 Fundamental of Bilingual Education

EDU 6321 Bilingualism/Biliteracy

EDU 6312 Applied Linguistics

EDU 6339 Bilingual Content Instruction **Master Project**

- **12 hours of electives:**

EDU 6302 Credit from TFA Summer Institute

EDU 6303 Credit from TFA Summer Institute

EDU Elective 3 credit hours

EDU Elective 3 credit hours

Master of Education

- **6 hours of Core Courses**
- **18 hours of a specialization or EDU coursework of choice**
- **12 transfer hours of elective:**

EDU 6302 Credit from TFA Summer Institute

EDU 6303 Credit from TFA Summer Institute

EDU Elective 3 credit hours

EDU Elective 3 credit hours

Summary of Degree Plans for Master of Education or Master of Bilingual: TFA18 Beginning Summer

Semester	Course Number	Course Name
Fall	EDU 6302	From TFA Summer Institute
Fall	EDU 6303	From TFA Summer Institute
Fall	EDU 6310	Foundations in Education

Spring	EDU 6305	Differentiated Instruction
Fall	EDU 5375/5385	Internship I
Spring	EDU 5376/5386	Internship II

18 Hours: Master of Education (MED)								
	Literacy	Late Literacy	GT	Math	ESL	STEM	SPED	Urban Ed

