Student Handbook

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Academic Year 2018 -2019

Master of Education

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Welcome

: H O F R P H W R W 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

Dara Rossi, Ph.D., ' L U H F W R U R I 0 D V W H U ¶ V ' H J U H H Programs

Ken Springer, Ph.D., Department Chair and Professor

Program Overview

The Department of Teaching and Learning has many programs from which to choose. Consult the SMU Catalog and the Teaching and Learning website for specific descriptions. This page is intended as an overview.

Non-Degree Options

We have several options for specializations that only require that you take a limited number of classes (normally 4 classes). This sequence does not lead to a degree, but can give you specific expertise. These options are:

- Learning Therapy/Dyslexia
- STEM
- Math
- Early Literacy
- Late Literacy
- Reading Specialist
- Gifted and Talented
- Bilingual Education
- ESL
- Special Education

Degree Options

There are two R S W L R Q V I R U 0 D V W H U ¶ V ' H J U H H V L Q 7 H D F K L Q J D Q G / and combines different specializations.

Master of Bilingual Education

This degree is for those people who work with Spanish-speaking populations.

There are three specializations available in this degree that allow you to combine expertise in Bilingual Education with another specialization:

- ESL Plan
- Gifted and Talented Plan
- Special Education Plan

Master of Education

This degree has a number of concentrations, each with their own combination of specializations.

Majors include:

-

Master of Education Course s by Core and Specializations
http://www.smu.edu/Simmons/AreasOfStudy/TL/GraduatePrograms

For most current course offerings, consult semester schedule s found at
http://www.smu.edu/Simmons/AreasOfStudy/TL/Current/SemesterSchedules

Degree Requirements

Candidates must complete a minimum of 36 credit hours at the 6000-level. Courses that have

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 5565course.

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 PDVWHU¶V HLWKHU ZLWKLQ D FRXUVH RU DV DQ LQGHSHQ

Master's Projects for Math Specialization

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Specialization will be as follows. Students will be expected to present a poster describing a project from one of the MMT courses at the annual Research in Mathematics Education conference (https://www.smu.edu/Simmons/Research/RME/Participate/). The conference takes place during the work day (usually on a Friday in February) on the SMU campus in the Spring of each year and students will be responsible for presenting their poster and attending the day-long conference. A letter detailing the stud HQWV¶ UHVSRQVLELOLW\ WR SUI
FRQIHUHQFH WR FRPSOHWH D 0DVWHU¶V GHJUHH ZLOO EH SU
supervisor if needed.

In each of the 4 MMT courses the student takes (Number, Algebra, Geometry, Statistics) there is one project on the course syllabus that is designated as a potential Masters Project. The student may choose any of the 4 designated projects to present at the RME conference. They must have scored an 80% or higher on the project. The student will be expected to make a poster using the poster printer in the Harold Simmons Design Studio detailing the project. The student must inform the instructor of the course that the project was based in that they plan to present at the RME conference by December 10 of the year before they will present at the RME Spring conference. That professor is responsible for checking to ensure they made an 80% on the project, and for checking that the student actually presents their poster at the conference. That professor may also provide atemplate that the student should use when creating their poster.

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

Delaying Entrance into Programs

Occasionally an applicant may be accepted into one of the SMU Department of Teaching and Learning 0 D V W H U ¶ V ' H J U H H ,Hand tHen Ln D P V

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. 5HIXVH WKH LQVWUXFWRU¶V IHHGEDFN DQG DSSHDO V
    Programs. Student should forward the email from the instructor summarizing the
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    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.)LQDOO\ HDFK SDUW\ KDV WKH RSWLRQ WR DSSHDO WKH
    in writing to the Office of the Dean of the Annette Caldwell Simmons School of Education and Human Development.
7. $OO RI WKHVH UHFRUGV DUH UHWDLQHG LQ WKH VWXGHQ

Procedures for Identifying Student Competency Concerns within the Program

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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 broughtup in the context of a current course, sothe 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 Departmen t 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 volunt arily.
    c. The Director exits the student from the program.
    d. 7KH VWXGHQW UHIXVHV WKH 'LUHFWRU¶V IHHGEDFN D
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. $OO RI WKHVH UHFRUGV DUH UHWDLQHG LQ WKH VWXGHQ

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

Graduation Information

READ THIS DOCUMENT CAREFULLY. YOUR GRADUATION WILL DEPEND ON IT!

Graduation ceremonies happen twice a year at the end of fall term (December) and the end of spring term (May). There is no ceremony in August; the diplomas are mailed to the graduates.

If a student has 6 credit hours or fewer to take in summer for completion of degree, he/she is eligible to participate (walk) in the spring graduation ceremonies; however, he/she does not graduate or receive the diploma until August after successfully completing all required courses. (See next page for details.) Walking in the following December ceremony is also available for students graduating in August.

Fall: There is only one Commencement Ceremony for all graduates (typically on Saturday).

Spring: There are two ceremonies: the Commencement Ceremony for all graduates (typically on Saturday) and the Simmons School Graduation Ceremony (typically on Friday) is for all departments in Simmons, including the Dept. of Teaching and Learning. At the Simmons ceremony, students actually receive their diplomas.

Sequence of steps toward graduation:

1. Submit the Intent to Graduate (ITG) form to the Dept. of Teaching and Learning Office, Suite 307 Harold Simmons Hall.
2. Complete and submit Application for Candidacy to Graduate (ACG) form.
7 R D F F H V V W K H I R U P , X Q G H U V W D Q G W K D W , P X-V W F K H F N P \ on my.SMU to find the link to do my ACG.
3. Check the SMU email for announcements from Graduation and Diploma Services V P X H G X J U D G X D W L R Q D Q G 6 All graduation information, such as F H ordering cap and gown, dates, tickets, and orientation originates from these sources.

Walking Details

There are two situations for participating in a graduation ceremony in a term other than the one in which a student is officially graduating.

Option 1:

Students who have six (6) credit hours or fewer to complete their degree have the option to participate in an earlier ceremony

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

Final Transcripts

Final transcripts with degrees posted will be available approximately ten (10) days after graduation.

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to check my.SMU to verify you have a correct home or diploma address listed.

Approved

Date:

Not Approved

Master of Education	Choose one:		X		
		Fall	**Spring**		

	EDU 6389 Special Topics				Varies with term
	Any EDU class that student meets prerequisite				
	Learning Therapy Electives				
	EDU 6105 Current Issues Dyslexia Online		**X**		
	EDU 6109 Work Smart Online				

Master of Special Education (MSPED)
Beginning Fall 2018

The Hunt Residency Master of Education 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.

Hunt Residency Master of Education 2018

Term	Course Number	Course Name
Year 1 Summer	EDU 6304	Interpreting Educational Research (Summer 3)
	EDU 6360	Behavioral Interventions in the Classroom (Summer 1)
	EDU 6389	Special Topics: Mindset (Summer 2)
	EDU 6359	Collaboration with Families & Colleagues (Summer 2)
Year 1 Fall	EDU 6306 or 6308	Clinical Teaching Residency (Tuesday – Friday)
		Seminar on Mondays afternoon
	EDU ELECTIVE	EDU ELECTIVE of choice
	EDU 6390	L2 Classroom Instruction &

Non-Degree Cohort Programs

Early Literacy K-2 Program

The Early Literacy (K2) Program 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.

Students select by Literacy Faculty

Term	Course Number	Course Name
1 Fall	EDU 6364	Literacy Acquisition 1 K-2
	EDU 6164	Literacy Acquisition 1 Practicum I K2
2 Spring	EDU 6367	Literacy Acquisition 2 K-2
	EDU 6167	Literacy Acquisition 2 Practicum I K2
3 Summer	EDU 6315	Diverse Learners
4 Fall	EDU 6323	Literacy Assessment (section for K-2}
	EDU 6120	Data-based Instruction Practicum K2
5 Spring	EDU 6311	Literacy Leadership and Consultation Master Project for those continuing in Master of Education in Reading & Writing

If students want to continue their studies by earning a Master of Education, they can begin taking M.Ed. courses while working on the Early Literacy K-2 program. The 18 credit hours from the Early Literacy program plus an additional 18 graduate hours will complete a M.Ed. with a specializations in Literacy, Bilingual Education, Dyslexia, Special Education, or Montessori. See degree plan options on pages 10 and 11.

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

Students from these non-degree cohorts can roll over 21 hours W R D P D V W H U ¶ V S U R J U **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	Automaticity andRate - Online
	EDU 6134	Study Skills
YEAR 2 Fall	EDU 6333	Advanced Cognitive and Linguistic Structures of Written Language Part II (Lecture
	EDU 6103	Clinical Therapy Practicum III
	Pick one	
	EDU6115	Phonological Awareness - Online
	EDU 6116	Procedures & Measures for Assessing Students
	EDU 6118	Characteristics of Dyslexia: Online
YEAR 2 Spring	EDU 6233	Advanced Cognitive and Linguistic Structures of Written Language Part III
	EDU 6104	Clinical Therapy Practicum IV

Specialization of Advanced Studies (CAS) in Instructional and Administration of Learning Therapist

Term	Course Number	Course Name
[redacted]	EDU6352	CAS Instructor Level I Instructional Assistant in Survey of Dyslexia and Related Disorders
	EDU 6353	CAS Instructor Level 2 Instructional Assistant in Cognitive and Linguistic Structures of Written Language
	EDU 6234	CAS Instructor Level 3 Introductory course C, Early Language Development

Degree Plans for Master of Education or Master of Bilingual: /Master of Education TFA 6

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

Red indicates a Master Project Class/everyone student must take one master project class

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

Beginning Fall

*Depending on availability
Red indicates a Master Project Class/everyone student must take one master project class

18 Hours: Master of Bilingual Education (MBE)		
Semester	Course Number	Course Name
Year 1 Fall	EDU 6304	Interpreting Educational Research
	EDU 6319	Fundamentals of Bilingual Education