



# **Student Handbook**

**Master's Degree Programs in Education  
Academic Year 2017-2018**

**Master of Education  
Master of Bilingual Education**

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



## **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

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

Ken Springer, Ph.D., 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 2017-2018.** 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 U

## **VISION SUMMARY STATEMENT**

Preparing Educators who are Scholars and Leaders

## **MISSION**

The Simmons School Department of Teaching and Learning shapes scholars and leaders who

## **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
- STEM
- Math
- Early Literacy
- Late Literacy
- Gifted and Talented
- Bilingual Education
- ESL
- Special Education

### **Degree Options**

There are two options for Master's Degrees in Teaching and Learning. Each option is different and combines different specializations.

**Master of Education Courses by Core and Specializations**  
<https://www.smu.edu/simmons/Academics/TeacherEducation>

**For most current course offerings, consult semester schedules found at**  
<https://www.smu.edu/simmons/Academics/TeacherEducation/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.

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

## **Master's Project**

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

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

Master's Projects are housed in the following courses:

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

- STEM: EDU 6351

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



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 MMT courses at the annual Research in Mathematics Education conference (<https://www.smu.edu/simmons/Research/RME>). 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 students' responsibility to present at the conference to complete a Master's degree will be provided for the students' principal or 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

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. The course is compatible with the overall curriculum of the program as determined by a syllabus review. Student must produce the syllabus from the semester they took the course.
2. The course is graduate level (6000 or above).
3. The student earned a grade of *A* or *B* in the course.
4. The course has not been used in attaining a previous degree.
5. The course has been taken within the past six years.

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

### **Internal Transfer Credit**

The Simmons School has a number of programs and grants that include non-degree coursework. When transferring into the formal Master's Program, from being a non-degree student to a degree-seeking student, up to 21 credit hours may transfer when all of the following criteria are met:

- Students go through the admissions process and meet all criteria for entry into the Master's Degree Program.
- All proposed transfer credit hours were earned within the SMU Department of Teaching



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

### **Continuous Enrollment**

Once admitted, students typically maintain continuous enrollment in every fall and spring semester



b. Drop the course.

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"

student is not in good standing and is not eligible to enroll as a student during the suspension period. "Academic Suspension (or Dismissal)" is recorded on the permanent academic record. Please see policies in the appropriate SMU catalog at <http://www.smu.edu/catalogs>.

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

## **Honor Code**

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

### SECTION 1: FACULTY DISPOSITION OF A SUSPECTED HONOR VIOLATION

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

(a) Determine to handle the situation privately with the student, in which case these procedures should be followed:

(i) The





## **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.



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





## Master of Education

### 2017 Course Rotation by Core and Specializations

Required courses: 4 Coreclasses.Students choose 2 specializations.

<b>CORE</b>					
Area	Course Number & Name	TERM			Prerequisites and notes
		Fall	Spring	Summer	
	EDU 6322 Educational & Behavioral Psych.	X	X	X	
	EDU 6304 Interpreting Edu. Research (1 <sup>st</sup> / 2 <sup>nd</sup> )	X	X	X	
	EDU 6365 Technology and Discourse (1 <sup>st</sup> / 2 <sup>nd</sup> )	X	X	X	
	EDU 6315 Diverse Learners	X	X	X	

<b>SPECIALIZATIONS</b>					
Area	Course Number & Name	TERM			

	EDU 6116	X			









## Master of Education with a major in Special Education Beginning Fall 2017

The Master in Special 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.

\*Members of the MSPED cohort must take EDU 6360 in a fall term.

## Non-Degree Cohort Programs

### 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 EDU 6115	

Note: If DISD students want to transition into the MED program, they must take EDU 1116 to complete the 12 hours/specialization.

The following courses would be required if LT specialization Therapist Level is sought.

**This would be at the student's expense.**

- EDU 6332 Advanced Course A: Advanced Cognitive and Linguistic Structures of Written Language, Part I
- EDU 6333 Advanced Cognitive and Linguistic Structures of Written Language Part II
- EDU 6103 Clinical Therapy Practicum III
- A one-hour elective (EDU 6115, EDU 6116 or EDU 6118)
- EDU 6233 Advanced Cognitive and Linguistic Structures of Written Language Part III
- EDU 6104 Clinical Therapy Practicum IV