



Student Handbook

Masters' Degrees in Education
Fall 2011

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

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

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Welcome

Welcome to the masters' 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,

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

Jill Allor, Chair and Professor

Caroline Kethley, Committee Chair and Director of Masters' Programs Committee
Abigail Bartoshesky
Bill Pulte
Deborah Diffily
Nancy Montgomery
Nancy Roberts

About this Handbook

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

The information in this handbook is current as of fall 2011. We will make every effort to provide you further details about program requirements; in addition, updates to the requirements will be posted on the appropriate programmatic website and in an updated version of the handbook on the department's website.

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

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

The Department of Teaching and Learning

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 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:

- a. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. Through classroom-based and field-based learning experiences, undergraduate students develop and refine the positive attitudes and dispositions, which characterize teacher leaders. Graduate students continue the journey of lifelong learning through reflective and evidence-based practice and informed implementation of innovation.
- b. **Educators Committed to High-Quality Teaching.** 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 high-quality teaching.
- c. **Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming 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.
- d. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. Graduates adapt their educational methods to meet the needs of all students across linguistic, developmental, cognitive, ethnic, gender, and sociocultural variations. They are committed to creating learning environments that address the full range of human potential and human development.

Master of Education (M.Ed.)

The M.Ed. degree program has 3 components.

1) Core Courses

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

*These 2 courses must be taken in a student's first 2 terms. It is strongly recommended that M.Ed. students take 6322 first and 6304 second. Content in these courses will help students in all masters' level courses.

2) Specialization Area

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

Bilingual Education	Master Math Teacher
English as Second Language	Master Reading Teacher (14 Hrs)
Gifted and Talented Education	Master Science Teacher
	Master Technology Teacher

3) Second Specialization or EDU Electives

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

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

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

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

Specialization: Bilingual Education

Students interested in bilingual certification take the following four courses:

EDU 6320 Language Teaching Research
EDU 6321 Bilingualism/Biliteracy*
EDU 6339 Bilingual Content Instruction
EDU 6312 Applied Linguistics

*If possible, EDU 6321 (offered in fall) should be taken before EDU 6339 (offered in spring).

Specialization: English as Second Language

Students interested in taking the cycle of ESL courses for their specialization take three courses that touch on the following areas: pedagogy, language, and culture. Students take 2 required pedagogy courses (6320 and 6390), and one language course (6312).

EDU 6312 Applied Linguistics
EDU 6320 Language Teaching Research
EDU 6390 Classroom Instruction and Assessment for Language Learners

Any of the ESL courses can be taken as electives.

Specialization: Gifted and Talented Education

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

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

*Students must begin with EDU 6325 (offered in fall) and end with EDU 6388 (offered in fall).

EDU 6325 may be taken as an elective.

Specialization: Master Math Teacher

Students interested in Master Math Teacher certification take the following four courses:

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

*EDU6379 is prerequisite for all other courses in MMT sequence and is offered in fall/summer. Teachers must complete three years of successful teaching and all four courses before registering for the Master Math Teacher TExES exam.

EDU 6379 may be taken as an elective.

Specialization: Master Reading Teacher

Students interested in Master Reading Teacher certification take the following six courses:

- EDU 6340 Literacy Acquisition
- EDU 6141 Literacy Practicum I
- EDU 6363 Advanced Literacy Development
- EDU 6142 Literacy Practicum II
- EDU 6323 Literacy Assessment
- EDU 6311 Literacy Consultation

Students selecting the MRT specialization begin taking the sequence of reading classes in the fall semester. Courses can only be taken in the following order:

- EDU 6340 and EDU6141 are taken concurrently in fall 1.
- EDU 6363 and EDU 6142 are taken concurrently in spring 1.
- EDU 6323 is taken the fall 2.
- EDU 6311 is taken the following spring 2.

Teachers must complete three years of successful teaching and all six courses in addition to receiving a passing score on the SMU MRT Qualifying Exam before registering for the Master Reading Teacher TExES exam.

M.Ed. students may take EDU 6340 and EDU 6323 as electives.

Specialization: Master Science Teacher

Students interested in Master Science Teacher certification take the following four courses:

EDU 6370 Physical Science: Physics
EDU 6371 Life Science
EDU 6372 Physical Science: Chemistry
EDU 6373 Earth and Space Science

Teachers must complete three years of successful teaching and all four courses before registering for the Master Science Teacher TExES exam.

All the science classes can be used as elective courses

Specialization: Master Technology Teacher

Students interested in Master Technology Teacher certification take the following four courses:

EDU 6384*Teaching and Learning with Technology
EDU 6385 Technology-Related Instructional Assessment
EDU 6386 Multimedia Design and Development for Educators
EDU 6387 Research and Professional Development in the Information Age

*Students must begin with EDU 6384 (offered in fall/spring). It is strongly recommended that students take the MTT sequence across four (4) consecutive terms. Teachers must complete three years of successful teaching and all four courses before registering for the Master Technology Teacher TExES exam.

M.Ed. students may take EDU 6384 as an elective. EDU 6385 and EDU 6386 may be considered for electives, but students must have instructor permission before enrolling.

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

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

In the M.Ed. in Reading and Writing program, participants enter as a member of a cohort and progress through the program in a structured manner. The basic program consists of 38 hours of coursework and field experiences. The program is selective and intense, offering well-qualified and motivated individuals the opportunity to develop a high level of expertise in teaching reading and writing and prepare for leadership positions in bringing evidence-based practices in reading and writing to their campuses. The structure of the program is designed to accommodate practicing teachers. New cohorts will begin each June. Students based in the Dallas/Fort Worth (DFW) area will take classes located at the SMU Main Campus and Plano Campus. Students based in the Houston area will take classes located at the Neuhaus Education Center in Bellaire, Texas.

Programs of Study

Core Courses (12 hours):

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

Reading and Writing for Tiers I and II (14 hours):

EDU6340 Literacy Acquisition
EDU6141 Literacy Practicum I (taken concurrently with EDU6340)
EDU6363 Advanced Literacy Development
EDU6142 Literacy Practicum II (taken concurrently with EDU6363)
EDU6323 Literacy Assessment*
EDU6311 Literacy Consultation*

*Courses with extensive practicum hours

Reading and Writing for Tier III (12 hours):

Dallas Cohort ONLY:

- EDU6330 Survey of Dyslexia and Related Disabilities
- EDU6260 Basic Linguistic Structures of English Part 1*
- EDU6143 Basic Linguistic Structures of English Part 2*
- EDU6346 Advanced Linguistic Structures of English Part 1*
- EDU6280 Advanced Linguistic Structures of English Part 2*
- EDU6144 Advanced Linguistic Structures of English Part 3*

*Courses with extensive practicum hours

Houston Cohort ONLY:

- EDU6342 Literacy Instruction for Students with Dyslexia and Related Disorders: Introductory Course
- EDU6343 Literacy Instruction for Students with Dyslexia and Related Disorders: Vocabulary and Reading Comprehension Instruction*
- EDU6344 Literacy Instruction for Students with Dyslexia and Related Disorders: Written Language Instruction*
- EDU6345 Literacy Instruction for Students with Dyslexia and Related Disorders: Advanced Course*

*Courses with extensive practicum hours

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

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

The Master of Education with Certification program allows the individual with a baccalaureate degree to earn a master's degree while completing teacher certification requirements in Early Childhood - Grade 6 (EC-6), Middle School (4-8), or High School (8-12). A few certifications are for all grade levels. Students who seek middle school, high school, or all level certification must have an undergraduate major (or equivalent number of hours) in a discipline that is certified by the state of Texas.

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

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

EC - 6 Certification (Early Childhood - Grade 6)	
TERM	COURSE
First Summer in Program	
Summer I	EDU 6302 Design & Assessment of Learning EDU 6322 Educational and Behavioral Psychology
Summer II	EDU 6329 EC-6 Math
First Fall in Program	
	EDU 5121 Field Experience I *
	EDU 5122 Field Experience II *
	EDU 6304 Interpreting Educational Research
	EDU 6327 Learning to Read and Write
First Spring in Program	
	EDU 6336 Reading and Writing to Learn
	EDU6326 Content Area Studies
	EDU 5123 Field Experience III *
Second Summer in Program	
Summer I	EDU 6303 Learning Environment & Professionalism EDU 6315 Diverse Learners
Second Fall in Program	EDU 5363/5364 Student Teaching <i>or</i> EDU 5385/5386 Internship I and II
	* If you are currently employed as a non-certified teacher in an accredited school, your field experience program might be different. Please contact an adviser to discuss this.

Middle School / High School Certification	
TERM	COURSE
First Summer in Program	
Summer I	EDU 6302 Design & Assessment of Learning EDU 6322 Educational and Behavioral Psychology
Summer II	EDU 6305 Differentiated Instruction
First Fall in Program	
	EDU 5124 Field Experience I *
	EDU 5125 Field Experience II*
	EDU 6304 Interpreting Educational Research
	EDU 6348 Strategic Teaching
First Spring in Program	
	EDU 6366 Reading and Writing in the Content Areas
	EDU 6324 Content Methods
	EDU 5126 Field Experience III*
Second Summer in Program	
Summer I	EDU 6315 Diverse Learners
	EDU 6303 Learning Environment & Professionalism
Second Fall in Program	EDU 5373/5374 Student Teaching <i>or</i> EDU 5375/5376 Internship I and II
	*If you are currently employed as a non-certified teacher in an accredited school, your field experience program might be different. Please contact an adviser to discuss this.

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

The Master of Bilingual Education degree program offers an interdisciplinary curriculum that prepares specialists in the field of bilingual education and master teachers of students who do not speak English as their primary language. Designed for in-service teachers, the program includes requirements in bilingual education such as literacy, second language teaching, bilingual math and science instruction, linguistics, culture/multicultural education, and community-based research.

Students must complete 36 graduate-level credit hours in one of two degree plans--the Traditional Plan or the Gifted & Talented Focus Plan (see below). The required courses in methodology, linguistics, culture, research, and the history and rationale of bilingual education offer maximum flexibility to those who are interested in broadening both their academic preparation and classroom skills.

Teachers can expand their knowledge in bilingual education disciplines such as English, Spanish, literature, history, gifted and talented education and State and Federal law. The core courses help participants refine pedagogical skills needed in the bilingual classroom and develop expertise in the use of methods proven effective with LEP students, as documented by scientifically based research.

The M.B.E. Traditional Plan

Core Courses (12 hours)

EDU 6322* Educational and Behavior Psychology
EDU 6304* Interpreting Educational Research
EDU 6305 Differentiated Instruction
EDU 6315 Diverse Learners

*These 2 courses must be taken in a student's first 2 terms. It is strongly recommended that M.Ed. students take 6322 first and 6304 second. Content in these courses will help students in all masters' level courses.

Specialization (15 hours)

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

*If possible, EDU 6321 (offered in fall) should be taken before EDU 6339 (offered in spring).

ESL (3 hours)

EDU 6390 Classroom Instruction and Assessment for Language Learners **or**
EDU 6320 Language Teaching Research

Electives (6 hours)

For a list of elective courses contact your adviser.

The M.B.E. Degree Curriculum: Gifted and Talented Focus

Core Courses (12 hours)

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

*These 2 courses must be taken in a student's first 2 terms. It is strongly recommended that M.Ed. students take 6322 first and 6304 second. Content in these courses will help students in all masters' level courses.

Specialization (12 hours)

EDU 6312 Applied Linguistics
EDU 6319 Fundamentals of Bilingual Education
EDU 6321* Bilingualism/Biliteracy
EDU 6339 Bilingual Content Instruction

*If possible, EDU 6321 (offered in fall) should be taken before EDU 6339 (offered in spring).

Gifted and Talented (12 hours)

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

Students must begin with EDU 6325 (offered in fall) and end with EDU 6388 (offered in fall).

On the following page is the **Master of Education Course Rotation** by Core and Specializations.

Master of Education
Course Rotation by Core and Specializations
For most current course offerings, consult term schedule found at
<http://smu.edu/education/teachereducation/schedules/>

CORE					
Area	Course Number & Name	TERM			Prerequisites
		FALL	SPRING	SUMMER	
	EDU 6322 Educational & Behavioral Psych. (1 st / 2 nd)	X	X	X	
	EDU 6304 Interpreting Educ. Research (1 st / 2 nd)	X	X	X	
	EDU 6305 Differentiated Instruction	X	X	X	
	EDU 6315 Diverse Learners	X	X	X	
SPECIALIZATIONS					
Area	Course Number & Name	TERM			Prerequisites
		FALL	SPRING	SUMMER	
BIL	EDU 6312 Applied Linguistics	X	X	X	
	EDU 6320 Language Teaching Research		X	X	
	EDU 6321 Bilingualism/Biliteracy	X			
	EDU 6339 Bilingual Content Instruction		X		Spanish Prof Req'd.
ESL	EDU 6312 Applied Linguistics	X	X	X	
	EDU 6320 ESL Language Teach., Res., Theo. Practice		X	X	
	EDU 6390 ESL Classroom Instruction & Assessment	X			
	Elective				
GT	EDU 6325 Education the Gifted & Talented	X			None
	EDU 6347 Creativity			X	EDU 6325
	EDU 6397 Growth and Development of Gifted		X		EDU 6325
	EDU 6388 Curriculum Development GT	X			EDU 6347 & EDU 6397
MMT	EDU 6379 Numerical Reasoning	X	X		
	EDU 6380 Algebraic Reasoning and Patterns			X	EDU 6379
	EDU 6381 Geometry & Measurement		X		EDU 6379
	EDU 6382 Everyday Math: Probability & Data Analysis	X			EDU 6379
MRT 38 hrs.	EDU 6141 Literacy Practicum 1	X			With EDU 6340
	EDU 6142 Literacy Practicum 2		X		With EDU 6363
	EDU 6311 Literacy Consultation			X	EDU 6323
	EDU 6323 Literacy Assessment	X			EDU 6363
	EDU 6340 Literacy Acquisition	X			None
	EDU 6363 Adv. Literacy Develop.		X		EDU 6340
MST	EDU 6370 Physical Science: Chemistry	X			
	EDU 6371 Life Science		X		
	EDU 6372 Physical Science: Physics			X	
	EDU 6373 Earth and Space Science			X	
MTT	EDU 6384 Teaching and Learn. With Tech.	X	X		None
	EDU 6385 Tech-Related Instructional Assessment			X	EDU 6384
	EDU 6386 Multimedia Design and Develop.		X		EDU 6384
	EDU 6387 Res. & Prof. Development in Info Age	X			EDU 6384

Credit Requirements

Candidates must complete a minimum 36 credit hours (38 for M.Ed. with MRT specialization; 38 for M.Ed. in R&W) at the 6000-level, which have not been used to fulfill an undergraduate requirement. All courses toward a graduate degree must have been taken after the awarding of the baccalaureate degree and must have been registered for as graduate credit.

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

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

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

Transfer Credit

Graduate students wishing to transfer to Southern Methodist University from another graduate school in the U.S. must have maintained a "B" average on all graduate work previously attempted in addition to satisfying the other admission requirements of the program. **Students need to submit a transfer request as soon as they are accepted into the program.** After the first term, transfer credit is rarely approved.

Time Limits

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

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

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

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

Delaying Entrance into Programs

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

Advising

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

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 a student does not officially drop a course, the professor will assign an F to this student at the time final grades are due. Further, it is the student's responsibility to check the academic calendar (http://smu.edu/registrar/academic_calendar.asp) each semester for deadlines for dropping courses. Please see school website. <http://smu.edu/education/aboutus/policiesprocedures.asp>

Unsatisfactory Course Grades

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

Probation, Suspension, and Dismissal

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

Graduate students must maintain a cumulative GPA of 3.00. If in any term the student falls below this GPA, the student will be placed on probation for one term. If at the end of the term of probation the cumulative GPA is not up to 3.00, the student may be removed from the program at the discretion of the Program Director and/or Dean. At SMU, a cumulative B- is below a GPA of 3.00.

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

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

Continuous Enrollment

Once admitted, students typically maintain continuous enrollment in every fall and spring term until the degree is conferred. Occasionally, students elect to step out for one term. At this point, the student is not required to do anything before enrolling in courses. However, the ACCESS program will discontinue a student automatically if he/she does not enroll in courses two consecutive terms. If this occurs, the student would need to contact the Department of Teaching and Learning office to request reinstatement. If a student does not enroll in courses for three or more terms, the student must reapply to the master's program. Please see school website. <http://smu.edu/education/aboutus/policiesprocedures.asp>

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.

Policy on Midpoint Review

The Masters' Programs Committee will conduct a mid-point review of each student enrolled in master's level programs. For the masters' programs, the evaluation will be conducted after 12-15 hours of course work have been completed. For 12 to 14 hour Certificate programs, the evaluation will be conducted after 6 hours of course work have been completed. Conditions to continue in the program will be determined at the mid-point review and will be dependent upon the student's GPA and the nature of any Notices of Concern forwarded to advisers and the Committee. Serious infractions such as plagiarism can result in the removal of a student from his or her program (see **Honors Code**, below). In addition to the policies outlined above regarding **probation, suspension, and dismissal**, for a student who is placed on academic probation by the Masters' Programs Committee, possible conditions for continuing in his or her master's program might include one or more of the following:

- Required enrollment in EDU6365/Academic Writing for Education and Human Development)
- Development of a plan for communication with the instructor
- Utilization of academic resources on campus
- Goals for attendance and participation in class
- Other measures appropriate to assist the student in academic improvement.

Honor Code

Graduate students are held accountable for the University's Honor Code (http://smu.edu/studentlife/PCL_05_HC.asp), 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 faculty member shall inform the student of the alleged misconduct and, after discussing it with him or her, determine whether or not the student is responsible for a violation of the Honor Code;

(ii) the faculty member shall inform the student of the sanctions for a determination of responsibility, which may be as severe as a failing grade in the course;

The faculty member will determine whether to notify the Annette Caldwell Simmons School of Education and Human Development Honors Council. Honor Council procedures are currently being adopted. Specific details of this procedure will be added to this Handbook by August 15, 2011. Please check updated Handbook and the school website.

Official University Communication

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

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

Financial Aid

Students enrolled in the Master of Education program, the Master of Education in Reading and Writing program, the Master of Education with Certification program, or the Master of Bilingual Education program currently pay approximately one-third the tuition rate of undergraduates and other graduate programs at SMU. The tuition for master's education coursework is significantly reduced from the standard University tuition as part of SMU's commitment to graduate education for teachers. Please see school website for more information.

<http://smu.edu/education/aboutus/policiesprocedures.asp>

Students who are admitted to a degree program (such as the M.Ed., M.Ed. in R&W, M.Ed. with Certification, or M.B.E.) and who enroll for a minimum of 4.5 credit hours in any one term may be eligible to apply for federal financial aid. Please see the school website for more information:

http://smu.edu/Financial_Aid/Grad.asp

Many students are also eligible for loans. Please contact the University Department of Financial Aid for more information (214-768-3417).

Walker Merit Scholarships

Eligible students may apply for these one-half tuition, merit-based scholarships. Currently enrolled students who are full-time practicing teachers may apply. Applications and additional information are on the school's website.

Notice of Nondiscriminatory Policy (Students)

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

Additional Requirements for Masters' Degrees

1. Use of APA Formatting

Students must master the use of the American Psychological Association (APA) Publication Manual (2009, 6th edition) for all academic papers.

2. Final Comprehensive Examinations

The Master of Education Final Comprehensive exam will be taken in the student's final term or after 30 credit hours of graduate work have been completed. A student must be enrolled for a minimum of three credit hours during the semester in which the exam is administered.

Members of the Masters' Programs Committee (MPC) administer the Final Comprehensive Exam. Professors of core courses, specialization areas (Master Reading Teacher, Master Math Teacher, Master Science Teacher, Master Technology Teacher, Bilingual Education, English as Second Language Education, Learning Therapy Education, and Gifted and Talented Education) and elective courses submit questions. Students should consult their graduate adviser for the schedule of examination dates, times, and locations.

FAQs related to Final Comprehensive Examinations

1. When do the comprehensive exams occur?

The comprehensive examinations can be taken during one of the following times: April, July, and November. These dates will also be noted on the School's website.

2. How are questions for the comprehensive exams determined?

The comprehensive exam consists of three essay questions. Students choose one question from each of the following three areas:

- 1) Core Courses
- 2) Specialization Area
- 3) Second Specialization Area or Education Electives

Professors who teach the core courses (EDU6304 Interpreting Educational Research, EDU6322 Educational and Behavioral Psychology, EDU 6315 Diverse Learners, and EDU 6305 Differentiated Instruction) will submit appropriate questions to the Masters' Programs Committee. Professors who teach specialization area courses and electives will also submit appropriate questions to the MPC.

Committee members will choose three questions per area, so that each student will choose one of three questions related to core courses, one of three questions related to the student's primary specialty area, and one of three questions related to the student's secondary specialty area, or electives.

3. Where do I obtain the registration form for the comprehensive exams?

Comprehensive examination registration forms are available in the Department of Teaching and Learning Advising Office. You will need to make an advising appointment by calling 214-768-2346

4. When are registration forms due?

Registration forms are due on or before the first day of the month before the scheduled comprehensive exam. Specifically:

When the Exam is in:	The deadline for the registration form is:
April	March 1
July	June 1
November	October 1

There are no exceptions to these deadline dates. Registration forms must be:

- hand-delivered to the Department of Teaching and Learning by 5:00 pm on or before these dates;
- emailed to teachlearn@smu.edu by 5:00 pm on or before these dates; or
- mailed to Department of Teaching and Learning, School of Education and Human Development, Post Office Box 750455, Dallas, TX 75275-0455 with a postmark on or before these dates.

5. What happens after registration?

Copies of all registration forms are given to the Chair of the Masters' Programs Committee. Individual examinations will be prepared for each student.

6. Can I ask the professors for questions ahead of time in order to study?

Professors will not share specific questions before the exam. Professors may suggest material to study. You may ask for a general idea as to what types of questions they provide to the committee or inquire as to how you might best prepare/review for the exam.

7. What happens the day of the exam?

At the beginning of the scheduled exam, you will have four hours to write on the three questions. The examination time promptly begins at 9:00 am and ends promptly at 1:30 pm.

Exams will be completed using a computer designated by the School and will be saved to a folder and transferred to a flash drive provided by the department. Exams will be printed in the Department of Teaching and Learning and distributed to professors. No textbooks, trade books, references, notes, or the Internet in any format (computer, iPhone, iPad, etc.) are allowed during the comprehensive exam.

You may leave as soon as you feel you have satisfactorily responded to the exam questions provided. No one will be allowed to write beyond the time limit included in the exams announcement. It is your responsibility to pace your writing to allow for response to all questions provided.

8. How are exams scored and how do I find out my examination results?

The program assistant will give each question and your answer to that question to two professors. Professors will respond to these questions within a two-week period.

The professors indicate a “pass” or “not pass” for each question, and then return the question and your response to the Department of Teaching and Learning. When the two professors do not agree on the pass/not pass evaluation of answers, that question and answer will be given to a third professor.

You will be notified of the results in writing as soon as all questions of your exams have been evaluated and returned. You must pass all three questions in order to complete the exam satisfactorily and graduate from SMU with a master’s degree.

9. What if I do not pass all three questions?

Any questions that are not answered satisfactorily must be rewritten. Individual writing sessions will be scheduled at a time agreeable to a proctor (one professor) and the student. At the discretion of the professors involved, substitute questions may be written.

After rewriting the answer(s), if you have not passed all questions, you may appeal to the Associate Dean of the Annette Caldwell Simmons School of Education and Human Development for permission to attempt the exam again. In most cases, permission will be granted only to students who first complete additional course work. The Associate Dean will not grant more than one repeat. If you do not pass on the second rewrite of a question, you may appeal to a four-member graduate faculty committee for special consideration by contacting the Coordinator of the Degree Program. The committee shall consist of:

1. Associate Dean
2. Department Chair
3. A faculty member from the content area being considered
4. At least one School of Education faculty member outside the specific content area being considered.

After reviewing information relating to the appeal, the committee may:

1. Grant a "pass"
2. Recommend that the student do further study and then rewrite one more time either for the same professor or another professor designated by the committee, or
3. Determine that the appeal has no merit.



**SMU Annette Caldwell Simmons School of Education and Human Development
M.Ed. COMPREHENSIVE EXAM GRADE REPORT**

__ M.Ed. Comprehensive Exam

Student Name or Number _____

Question # _____

Rate each dimension by putting an "x" in the appropriate box of each of the 4 criteria:

	NP	LP	P
	No Pass	Low Pass	Pass
1. Content of response is accurate.	NP	LP	P
2. Content of response is thorough.	NP	LP	P
3. Multiple sources of information are used.	NP	LP	P
4. Writing is clear and coherent.	NP	LP	P

HIGH PASS: Response reflects high-quality critical thinking above and beyond expectations.

**OVERALL EVALUATION
(CIRCLE ONE):**

NO PASS	LOW PASS	PASS	HIGH PASS
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Comments are only required for "no pass": PLEASE ATTACH EXTRA PAGES IF NEEDED

Guidelines for Scoring (also see attached rubric descriptions):

The student receives a “no pass” in either of these two conditions: 1) any 2 of the 4 categories receives a “no pass” by both reviewers; or 2) item 1 (content of response is accurate) receives a “no pass” by both reviewers.

Descriptions of the 5 Scoring Dimensions for the M.Ed. Comprehensive Exam Grading Rubric

Read the descriptors carefully and return to them on a regular basis as a refresher. The response will be read “holistically” without the reader dwelling too long on a particular detail.

1. Content of response is accurate: The response must be factually accurate. Outside sources must match the information that is summarized. Vague, general, or unclear information should be viewed as a red flag that the content has not been learned, studied, or mastered. Prose that is difficult to follow should be viewed as red flags.

2. Content of response is thorough: The question must be fully addressed and fully on topic. If the question asks for 3 examples, then all 3 should receive approximately equal treatment. If the question asks for specification in a content area, then the response should stay on that one content area. In short, directions in the prompt should be followed, and the answer should be balanced in a way that addresses the entire spirit of the question. Counter-arguments should be addressed when appropriate. Short responses (less than 2 double-spaced pages) should be viewed as red flags.

3. Multiple sources of information are used: The response must include at least one specific outside source (beyond the student’s own personal classroom experiences) to receive at least a “low pass.” Examples of specific outside sources include the following: key theorists, research studies, course readings, class discussions in SMU coursework, or information from professional conferences attended. An overreliance of phrases such as “I think” and “I believe” should be viewed as red flags.

4. Writing is clear and coherent: The writing should meet standards expected of a first draft of writing (while keeping in mind the demands of writing in a timed exam). Such expectations include the following: evidence of an organizing structure; paragraphs that stay on topic; avoidance of redundancy; claims supported by outside evidence; “reader-friendly flags” such as transitions and organizing statements; and basic editing with minimal typos and grammatical errors (a reflection of using spell check and of reviewing one’s work before submission).

HIGH PASS: Thoughtful, well-organized engagement with ideas beyond the typical Masters-level response should be given a high pass. The response should reflect critical engagement with ideas and move easily beyond summary to synthesis. A “high pass” should include a combination of at least 4 specific outside sources. Word choice should indicate precision in thinking. Mitigating language should be used when appropriate. Writing should move smoothly between a balance of abstraction and supporting details.

Signature Form

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

Name (printed) _____

Program _____

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

Signature _____

Date _____

Please return this sheet to your graduate adviser during your first advising meeting or mail to the Department of Teaching and Learning, P. O. Box 750455, Dallas, TX 75275-0455.

Keep a copy for your records.